

University of Arkansas Department of Curriculum and Instruction

**M.Ed. and Ed.S. Administrative
Internship Programs**

EDAD 574: Master's Level

EDAD 674: Specialist Level

**Student Syllabus: Program Components, Questions Commonly
Asked, and Samples of Formats**

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Background

This course syllabus has undergone numerous drafts. Beginning with the fall 2002 class, the hours of the internship were increased to a six-month 216 hours extensive program with a 9 to 12 hour per week experience as per **ELCC Standard 7.1.a-b** from the Educational Leadership Constituents Council (ELCC) a strand of the National Policy Board for Educational Administration (2002).

We expect continual refinements in coming years based on the experiences of those instructors assigned to internships, based on the experiences of students completing internships, and based on the fact that both our original recommendations and national standards call for increased field experiences.

While this syllabus outlines an increased structure and significantly heightened expectations, it has also been written to provide each student and administrative practioner/mentor with encouragement to individualize the internship in accordance with that student's needs and aspirations as per **ELCC Standard 7.3.a-b**. The addition of a seminar series requirement allows a rich sharing of experiences among students and faculty. Also, we believe that the mini-internships in core administrative courses will make those courses increasingly relevant to the educational workplace as per **ELCC Standard 7.2.a**.

Please note that the internship syllabus makes provision for additional elective hours that can be earned in internships beyond the three-hour minimum. Enjoy the opportunity to participate in an internship. We believe it will be invaluable to you as you prepare for significant educational leadership.

Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Scholar –Practitioner Model

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy;

skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:

https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

Inclement Weather Policy

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at <http://emergency.uark.edu/11272.php>
- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.

If the university remains open, no announcement will be made.

Chalk and Wire Course Requirement

- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
- **If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.**

Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities that arise, and the background and interest of the students.

Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Tape-recording and/or any Other Form of Electronic Capturing

•Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, **for the benefit of students registered with the Center**, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, **you are permitted** to reproduce notes for a **student in this class** who has missed class due to authorized travel, absence due to illness, etc. **However, to be clear, any class notes must not be sold or made available for any commercial use.**

Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot

be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Introduction to Administrative Internship Programs

Graduate students enrolled in educational administration programs at the University of Arkansas have exceptional opportunities to learn management and leadership skills throughout their program of study. Warren Bennis, Chairman of the Leadership Institute at the University of Southern California, writes in *Managing People is like Herding Cats* (1997), that one cannot “teach” leadership but organizations can facilitate and accelerate the competencies of leaders by providing terrific role models, identifying and rewarding effective coaches, rotating individuals with the potential for leadership to a variety of roles and jobs, and providing potential leaders with experiences that will benefit them.

To unite classroom seminars in leadership with actual experiences, core classes in educational administration have been redesigned to link experiential development to classroom instruction through a series of mini-intern assignments. In addition, an emphasis in those classes is placed on case studies taught by role models with significant practical experience. All of these experiential experiences are in addition to the Master’s Degree and Specialist Degree basic internships. While major internships must be completed in both the principal and assistant superintendent/superintendent preparation programs, just as important are the experiences that characterize the mini-internships, the re-design of all administrative courses to link instruction to best practices, and the practical opportunities to learn team leadership skills at the Arkansas Leadership Academy (**ELCC 7.2.a**).

Specific purposes of the internship program are:

1. To learn to apply leadership skills on the job under the supervision of qualified professionals serving as role models (**ELCC 7.5.a; SP 1, 2, 3, 7**).
2. To learn how to apply the theories, research findings, procedures, and skills learned in the classroom to practical challenges and opportunities (**SP 1, 2, 3, 4, 6, 7**).
3. To understand how local policies and procedures can focus on student success, staff satisfaction, parental expectations, and financial responsibility in the context of community expectations, state and federal mandates, State Board of Education structures, and judicial rulings (**ELCC 7.3.a; SP 2, 3, 6**).
4. To sharpen and focus the intern’s decision-making skills through guided observations, data gathering, consideration of alternatives, and reflection as the intern participates in selected aspects of the daily work activities of school administrative personnel (**ELCC 7.4.b; SP 2, 3, 4, 5, 6, 7**).
5. To provide exposure to, and involvement in, collaborative activities in multi-schools and districts linking with social service agencies and other community organizations (**ELCC 7.4.a; SP 2, 5**).
6. Follow the **Educational Leadership Constituent Council (2002)**
Standards for advanced programs in educational leadership:
For principals, superintendents, curriculum directors, and supervisors.
This internship experience provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standard 7 through substantial, sustained, standards-based work in real settings, planned and

guided cooperatively by the institution and school/district practitioner/mentor for graduate credit (**ELCC 7.6**) as follows:

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
7.1 Substantial	<p>a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.</p> <p>b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.</p>	<p>a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.</p> <p>b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.</p>
7.2 Sustained	<p>a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.</p>	<p>a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.</p>
7.3 Standards-based	<p>a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.</p> <p>b. Experiences are designed to accommodate candidates' individual needs.</p>	<p>a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.</p> <p>b. Experiences are designed to accommodate candidates' individual needs.</p>
7.4 Real Settings	<p>a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.</p> <p>b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.</p>	<p>a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.</p> <p>b. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.</p>
7.5 Planned and Guided Cooperatively	<p>a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.</p> <p>b. Mentors are provided training to guide the candidate during the intern experience.</p>	<p>a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.</p> <p>b. Mentors are provided training to guide the candidate during the intern experience.</p>
7.6 Credit	<p>a. Candidates earn graduate credit for their intern experience.</p>	<p>b. Candidates earn graduate credit for their intern experience.</p>

Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge at both the elementary and secondary school levels. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Recommended Promising Practices for Candidate Performance Activities:

Candidates are encouraged to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship. Candidates are required to maintain a daily reflection journal throughout the time of the internship.

Candidates are encouraged to meet on a regular basis throughout the internship with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan (**SP 1, 2, 3, 4, 5, 6, 7**).

Overview of Administrative Intern Programs

I. *Masters Degree Internship*

A. **Building Leadership Internships:** Each student enrolled in graduate studies in educational administration leading to a Masters degree must complete a three credit hour internship at the building level. This internship is part of the preparation to be a building principal and consists of a minimum of a **six-month 216 hour program with a minimum of 9 to 12 hours per week as per the standard from the Educational Leadership Constituents Council (ELCC Standard 7.1.b) a strand of the National Policy Board for Educational Administration (2002)**. Students register for EDAD 574V after obtaining permission from their program advisor. The university internship coordinator in consultation with the student designates the school mentors who oversee portions of the internship. Students are required to do a portion of the internship at both elementary and secondary school sites. *Students must plan their internship to include experiences with children with special needs, as well as students from different ethnic groups.* There are significant activities that are designed to give the student an understanding of the larger context of social service agencies, private providers, government agencies and community organizations **(ELCC Standard 7.4.a-b)**.

Students will register for the internship in the semester in which they plan to complete the internship. For students enrolling in the Fall Semester, they must start their internship experience the previous spring to cover the six-month required experience **(ELCC Standard 7.1.b)**. Since most schools are not in session during the summer months the activities cannot be completed during that period. Enrollment during the summer session is not an option. For student's enrolling in the Spring Semester, they should start the internship experience in the previous Fall Semester **(ELCC Standard 7.1.b)**.

Students may not begin their formal accumulation of internship hours until they have an internship plan approved by their University of Arkansas intern instructor/supervisor and by their designated building level supervisor. Students should meet with their program advisor to plan their sequence of studies, and then schedule a meeting with their internship supervisor to develop their internship plan.

In planning the sequence of experiences, emphasis will be placed on the position descriptions of the principal/assistant principal being shadowed, the major program areas of study delineated by the Educational Leadership Constituents Council (ELCC) a strand of the National Policy Board for Educational Administration (2002). The culminating activity of the internship will be the preparation of a professional portfolio that contains artifacts, a log of activities, and reflections from the formal experience. The internship portfolio is discussed in more detail in a separate section.

While the minimum total number of credit hours necessary to satisfy the internship requirement of the M.ED. degree program is three **(ELCC Standard 7.6.a)**, the internship is designed with the realization that most graduate students pursuing a

degree in educational administration are already employed in full-time teaching or administrative positions. The student's University internship supervisor and the student's faculty advisor will work cooperatively with the student to see that a suitable building level mentor is identified. This person may or may not be in the building where the person is presently employed. Faculty members at the University of Arkansas appreciate the warm relationship that exists between superintendents and their administrative teams, and the University of Arkansas faculty. We anticipate few if any problems in identifying a suitable primary site. While many students will intern in a school or school district in which they are presently employed, the University faculty does not anticipate problems in placing full-time graduate students not presently employed or with employed students seeking other intern placements. Many school leaders have indicated their willingness to work with us in assisting interns. **The criteria for serving as a building level mentor for the internship is standard licensure at this supervisory level and presently serving at this level in an accredited K-12 public school district. This Internship Syllabus and in-service contact between the university supervisor and the practitioner/mentor will ensure appropriate training to guide the candidate during the intern experience (ELCC Standard 7.5.b).**

Mentor Responsibilities

A mentor must be a licensed school administrator. The mentor should be at the primary site where the Intern will accomplish a majority of the Significant Activities. It is required that an Intern will have two mentors split between an elementary site and a secondary site. During the Internship the University Supervisor shall meet with the two mentors and through one-on-one training review the mentor's responsibilities and duties. The duties of the Mentor shall include but not be limited to:

1. The mentor shall work with the intern in developing the overall Plan and timeline for the internship. This shall include reviewing the elements of each Significant Activity and determining the exact tasks that will be performed.
2. The mentor shall constantly monitor the intern's progress in meeting the tasks and timelines defined in the Plan.
3. The mentor shall assist and insure the intern has the opportunities to perform every task as defined in the Plan and the course syllabus.
4. The mentor shall carefully monitor those activities that deal with diversity and insure that the intern has demonstrated the sensitivity to differences as needed for satisfactory completion of those specified Significant Activities
5. The mentor shall, upon the completion of all activities, meet with the intern and review each Significant Activity to insure the completed tasks meet the standards of the course syllabus.
6. Upon completion the mentor shall sign-off on the Internship portfolio which will be their endorsement that all requirements have been met.

At any time during the internship questions or problems arise the mentor shall contact the university supervisor for support or clarification.

Students are required to do a portion of the internship at both elementary and secondary levels as well as in multi district sites. Students must plan a portion of their internship to include experiences with special need students, students from different ethnic groups, and with social service agencies, private providers, government agencies and community organizations (ELCC Standard 7.4.a-b).

The basic six-month 216-hour requirement at 9-12 hours per week for the basic three-hour internship represents the minimum number of hours for this credit by **(ELCC Standard 7.1.b)**. Students are encouraged to become involved with projects that go beyond the minimum requirement. It is in the context of this guideline that we have prepared multiple intern experiences for you to consider as required and elective activities as you design a meaningful internship.

- B. Optional Internship Experiences:** Our goal is to help you design a program for yourself that will be meaningful as you prepare for leadership that truly improves the lives of students and staff. We encourage you to plan some supplementary/elective experiences that go beyond University of Arkansas requirements. The educational administration program area faculty pledge to work with you in suggesting experiences that will complement the internship requirements. If you choose to pursue this option, you would record your experiences in the back portion of your internship portfolio. While not a factor in your internship grade, such experiences will provide an additional experiential basis for decision-making. It is possible to take some elective internship hours focused on experiences outside school district settings **(ELCC 7.3.b)**.

Summary: Master's Degree in Educational Administration Internship Program

All students must complete a minimum six-month 216-hour building level internship with 9-12 hours per week focusing on building leaders **(ELCC Standard 7.1.b)**. *Persons must have program approval from their University advisor (through their approved University plan) and from their internship supervisor before beginning the internship.* Students will register for the internship in the semester in which they will complete the internship for the typical three-hour sequence.

II. Specialist Degree Internship

A. District Office Internships: Each student must complete a three-hour internship at the District level with an emphasis on the positions of superintendent and assistant superintendent or director. (While this is the norm, it is possible that the focus would include other positions at other levels based on the unique needs of the student recognizing that an expectation for preparation to be a superintendent or

assistant superintendent is an internship at this level). A minimum of a six-month 216 hour program with a minimum of 9 to 12 hours per week as per the standard from the Educational Leadership Constituents Council (ELCC Standard 7.1.b) a strand of the National Policy Board for Educational Administration (2002) is required. Students register for EDAD 674V after obtaining permission from their program advisor. In cooperation with the student's internship coordinator, the student selects school mentors who oversee the elementary and secondary portions of the internship. The criteria for serving as a district level mentor for the internship is standard licensure at this supervisory level and presently serving at this level in an accredited K-12 public school district. This Internship Syllabus and in-service contact between the university supervisor and the practitioner/mentors will ensure appropriate training to guide the candidate during the intern experience (ELCC Standard 7.5.b). Students must plan a portion of their internship to include experiences with social service, private, and community organizations (**ELCC Standard 7.4.a-b**).

B. Optional District Level Leadership Development: Students preparing for district level positions may choose to log additional hours in leadership development. This can include participation at in-service meetings sponsored by the Arkansas Association of School Administrators, American Association of School Administrators, Arkansas Association of School Boards, National Association of School Boards, other national curriculum or school business official meetings, or district-level leadership development sponsored by the Arkansas Leadership Academy. The educational administration program area faculty will be happy to work with you to suggest experiences that might enhance your preparation for significant school district leadership. If you choose to participate in this option, we would suggest you document your training in the back portion of your portfolio along with your required mini-internships (**ELCC 7.3.b**).

Summary: Specialist Degree in Educational Administration Internship Program

All students must complete a minimum six-month 216-hour district level internship with 9-12 hours per week focusing on district leaders (**ELCC Standard 7.1.b**). *Persons must have program approval from their University advisor (through their approved University plan) and from their internship supervisor before beginning the internship.* Students register for the internship in the semester in which they will complete the internship for the typical three-hour sequence.

III. Standards and Competencies for intern field experiences

The primary goal of this internship course is to provide future school administrators with an understanding of the leadership skills needed to design and implement an effective educational organization supporting the success of all students using the:

ELCC Standards (The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Applying Best Practice to Student Learning
- 2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization
- 3.2 Manage Operations
- 3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

6.1 Understand the Larger Context

6.2 Respond to the Larger Context

6.3 Influence the Larger Context

- a. This paper includes materials adapted from the University of South Dakota, Southeastern Oklahoma State University as presented at the 2000 American Association of School Administrators' National Conference, the National Council for the Accreditation of Teacher Education Curriculum Guidelines, and field experiences developed at the University of Arkansas by practicing administrators.

IV. Internship Activities:

Internship activities will consist of both required and elective activities. Students should propose activities that will allow them to develop competencies to meet **ELCC Standards**. Each program is unique as it reflects the experience of the student; the education of the student; the circumstances or situation of the assignment; the aspirations of the student; and in some cases, the program needs of the supervisor.

The intern will maintain an **Internship Portfolio** that focuses on the standards noted above. Each intern will be expected to demonstrate application of the skills associated with the **ELCC Standards**. The required experiences listed below are an expectation of all interns who have not had extensive experience in those areas. Elective activities will be selected by the student in consultation with the student's school district administrative mentor and in consultation with students University intern supervisor. The composition of the **Internship Portfolio** is discussed in the section on required activities.

A. Required Activities:

3. Significant Activities for both EDLE 574 & EDLE 674:

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance-based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade each activity. One rubric per assignment will be used. Rubrics are found at the end of the syllabus.

*EDLE 574 (Significant Activities—1,2,4,7,8, & 9)**

Note: The intern should give thought to how each of the activities is sensitive to the diversity of the student population—children with special needs, as well as students from different ethnic groups, etc.

*EDLE 674 (Significant Activities—2,4, & 8)**

Note: The intern should give thought to how each of the activities is sensitive to the diversity of the student population—children with special needs, as well as students from different ethnic groups, etc.

EDLE 574 – Masters

Assignment #1* Communicating a Vision **ELCC 1.2.b, c, 2.3 and 4.1 / AR 1, 3 and 5**

Activity - The candidate will review the school or district vision and develop a brochure that communicates the vision to staff, parents, students and the community including business, religious, political, and service organizations(1.2c, 4.1e). The brochure must include a clear definition of the vision including the process that was used to develop that vision(1.2b,c). Data shall be included that was used to develop the vision and also show the progress that the school/district has made in achieving the vision (1.2b). This should include student assessment results, student and family demographic data and an explanation of community needs. The brochure will also explain how best practices for student learning and human development theory are applied by the staff to meet the school/district vision (2.3 a,b) .

Assignment #2* Providing an Effective instructional Program **ELCC 1.4.b, 2.2 b, 2.3 and 4.1.d, / AR 1, 3 and 5**

Activity – Candidates should research the data from the school for past three years. This will include all Criterion Referenced Testing (CRT), Norm Referenced Testing, as well as formative assessment used by the classroom teachers (1.4b, 2.3 b,c.). The data on NORMES and other web based data sites will also be used to determine the status and needs of the school. After analyzing the data the candidate will select one grade level (elementary) or subject area (secondary) and give a detailed explanation of the data for that grade or subject level (3.1 a). The candidate will "drill down" to an instructional level to be able to make specific instructional recommendations (2.2b). The candidate should not make general conclusions such as "3rd grade did not make AYP in English Language Arts." The candidate should instead look at a specific sub-population that failed to make AYP and identify the specific standards that need to be targeted for improvement along with instructional strategies to improve the student performance on that standard (4.1 d.).

Assignment #3, Sharing the Vision
ELCC 1.5.b / AR 1 and 5

Activity – Candidates must write a small speech and after editing the speech with the mentor principal, give the speech to a community organization that in some way is directly in contact or related to the school, or candidates should write a letter to a community organization thanking them for their involvement and contributions to the school detailing and revisiting the school’s vision.

Assignment #4* Best Practices and Instructional Improvement
ELCC 2.3.a. / AR 3

Activity - Candidates must lead one faculty meeting, and/or curriculum improvement or staff development session on best practice teaching strategies that are research based, which facilitates the improvement in student learning. The student will write a review of the meeting, including a summary of a participant evaluation form used to provide feedback to the candidate. The student should include a reflective section that details how the meeting could be improved upon if it was given again.

Assignment #5 Professional Growth Plan
ELCC 2.3a, b, &c, 2.4 a & b, / AR 3

Activity - Instruction Supervision and Growth Plan Development: The candidate will identify two teachers at the school site for a classroom supervision activity.

The candidate will observe each teacher teach for a minimum of one hour. The teachers will be asked to direct the lesson to a specific state standard that is identified as a target area in the school's ACSIP. The candidate will make detailed notes of the observations during the lesson. Following the lesson the will review their notes and reflect on the lesson content and delivery. The candidate will then write-up a preliminary summary of the instruction, with a focus on how the teacher did or did not apply best practices to insure student learning (2.3a). Effective and ineffective teaching strategies will be clearly defined. The summary will also identify the ways in which the instruction was appropriate for the grade level and subject area, how motivational techniques/practices were applied and how the lesson addressed the diversity needs within the population (2.3b).

The candidate will identify the three greatest strengths of the lesson and one specific area that is in need of improvement. The candidate will then meet with the teacher for a post-observation conference. The teacher will be asked to reflect and self-assess their teaching performance. This will allow the candidate to compare and contrast their observations with the teachers' self-assessment. The candidate will work collaboratively with the teacher to identify research based strategies that might improve the quality of instruction and student learning (2.3c). The candidate and the teacher will then develop a well planned, content appropriate professional growth plan that will provide support and assistance to the teacher (2.4a, b).

The candidate shall include within the growth plan a clear definition of how follow-up support will be provided to the teacher to insure successful plan implementation.

As evidence that the candidate has successfully mastered this activity the following artifacts shall be included in the portfolio:

1. The detailed notes from the classroom observation that identified the standard being taught and a description of all instructional strategies utilized.
2. A written summary of the lesson with a clear definition of the three greatest strengths of the observed instruction and the greatest weakness that the candidate believes should be the focus for improvement. The summary should also include an explanation of how the content of the lesson was grade level appropriate and the motivational techniques used by the teacher to bring enthusiasm to the learner. There should be a detailed explanation of each element to justify inclusion in the Plan.
3. A summary write-up of the post-observation conference describing in detail the similarities and differences between the candidates' assessment and the teachers' assessment of the lesson. Also included in this write-up should be a detailed description of the research based strategies that were employed by the teacher.
4. A written Professional Growth Plan is developed which provides targeted instructional improvement. The Plan must be directly based on the observations in the classroom and will outline specific research based instructional strategies that will be the focus of follow-up observations. The Plan must also identify the type(s) of support that will be provided that will support the teacher in implementing the Plan.

(Note to the Candidate: This activity is designed to provide the candidate with practical experience in the elements that make up teacher supervision. The activity also provides elements that can be directly applied to employee evaluation and documentation. The candidate is urged to select teachers with whom they have a very positive relationship and insure the teacher that this material will not be directly shared with their supervising administrator. Should the teachers' supervisor also be the Candidates Mentor for the internship the candidate will discuss with the university supervisor how to address this issue.)

Assignment #6 Applying Legal Principles

ELCC 3.2.c / AR 2

Activity – Contact and interview the district lawyer, human resources director or the superintendent on policies that pertain to the legal principles of the school district. The interview should allow this person to provide the candidate examples of how the district is going about making sure each child is given an education in a safe, effective and efficient building, and the role of the lawyer if this is not taking place. Item to be addressed should include, but not be limited to, the Arkansas Teacher Fair Dismissal Act, Student searches, bullying, and disciplinary issues related to "cyber-space."

Assignment #7* Meeting the Needs of Diverse Groups

ELCC 4.1.b & 4.2 / AR 4

Activity – Interns should participate in the development and operation of “multi-cultural involvement or diversity appreciation nights” to gain an understanding of the diverse needs of students and their parents. While at these events, talk to students and parents from school programs including advanced placement, special education, and regular education to assess their needs and concerns for the appropriate instructional activities. These events will assure that educational administration candidates work with students with exceptionalities and from diverse groups which will include different ethnic (i.e. African-American, Hispanic, Asian, Native

American and Caucasian) as well as students with disabilities, economically disadvantaged, gifted, etc. A reflective paper that includes suggestions for improvement and a description of the student and parent concerns is to be written and submitted. Additionally, the candidate will analyze the current orientation procedures for students that are ESL. Create a set of interview questions for both the parents and students to base your opinion about the orientation on. Interview at least 5 students and 5 sets of parents. Write a report which includes the description of the orientation process the students and parents reported on and the changes that should be made to improve the effectiveness of the orientation, if needed. Include your questions and the responses in the report.

Assignment #8* Provide Public Information and Communication

ELCC 2.3, 4.1.c / AR 3 and 4

Activity – Candidate creates an informative document that educates parents about policy and/or current public information and how this information affects their child’s education. Example – No Child Left Behind, 2002 including how schools are determined to not be meeting Adequate Yearly Progress or student attendance policies and requirements.

Assignment #9*School Discipline and Safety

ELCC 3.1 a, b. / AR 3 and 4

Activity - Candidates will optimize the learning environment and promote effective organization while giving a priority to student learning and safety. To accomplish this, the school must have a safe and healthy school culture. Disciplinary issues will occasionally arise at even the best schools and the candidate must be prepared to deal with disciplinary issues in a fair and effective manner. The candidate will work with the principal or the vice-principal in charge of discipline to observe the disposition of a major disciplinary infraction which could include a student fight or other incident that would involve a school suspension or even, possibly and expulsion. The candidate will observe all elements of the disciplinary process including the investigation, student due process conference, all paper work involved, parent conference and the final disposition. The candidate will write a reflective paper about their observations including a detailed description of all phases on the incident. The candidate will then evaluate the handling of the disciplinary process, it's strengths and weaknesses, and make recommendations about how it may, if possible, been improved.

Assignment #10 Juvenile Justice System and the School

ELCC 4.1.g / AR 4

Activity – Candidates should observe the local juvenile court system and interview the juvenile court judge if possible. Write a reflective paper on your findings and include your interview questions whether the judge was interviewed or not. In your paper include a discussion of how the court system helps the school attain its vision.

Assignment #11 Community Governance and Involvement
ELCC 4.2.a / AR 4

Activity – The candidate will attend one city council meeting and write a reflective report discussing their findings and observations from the meeting. If any issue on the Council agenda might impact students or the school district this item should be specifically noted. The candidate should pay special attention to the "culture" of the meeting and how the members interact with each other and contrast this with their observations of the school board meeting(s) they observe. The candidate should create some interview questions and try to interview a council member about his views on education and the school's vision statement. Include the questions with your reflective report.

Assignment #12 Serving Students with Exceptional Needs
ELCC 4.2.c / AR 4

Activity - Candidates shadow a special education/gifted and talented supervisor and write a reflective report for the building principal that describes the special or gifted program (as well as programs that may not be located at that particular school site but are normally located at a school site) and the roles and responsibilities of the principal in administering and providing leadership to that program. Specific attention should be given to the role of the principal in developing IEP's and insure that they are implemented.

Assignment #13 Developing Resources and Funding
ELCC 4.3.a / AR 4

ELCC 4.3.b / AR 4

ELCC 4.3.c / AR 4

Activity – Candidates should address an area of concern and organize a fund- raiser and/or seek financial assistance from the community to collect appropriate funds. In a reflective report, describe how you chose the program or group to help, describe your steps in organizing a fund-raiser or seeking financial assistance from the community, and how the funds will be used.

Assignment #14 Understanding the Larger Context
ELCC 6.1.g / AR 6

Activity – Candidates will interview a variety of community leaders such as the mayor, police chief, juvenile judge, social worker, school resource worker (probation, welfare, etc.), chamber of commerce president or other officer, service club leaders (Rotary, Lions, Kiwanis, etc), managers of local businesses (i.e. Walgreen's, Wal-Mart, Harps, etc) a principal, and a school board member and write a description of their community's norms and values with a school proposal for promoting social justice. Special attention should be given to exploring how each interviewee views the community, the problems (challenges) faced in the community, how each person views the educational system in the community, how each person views social justice issues in the community, and what each person feels that needs to be done to improve the quality

of life in the community. It is important to carefully explore how leaders within the community view the school system the critical issues facing the community. It is anticipated that if a wide spectrum of individual leaders are interviewed there will be a significant disparity in their views.

Assignment #15 The Larger Context - School Community
ELCC 6.2.a / AR 6

Activity – Candidates will attend two PTA/PTO meetings in their school and participate in an activity with the PTA/PTO that promotes the school and that allows the candidate to communicate with the community about trends, issues and potential changes in the school environment. For example, the candidate could attend a meeting on the possibility of the school going year round, voucher meetings, or potential bond issues in the district. Write a reflective report about describing both meetings, the activity, and the issues that the candidate communicates to the community.

Assignment # 16 A Moral or Ethical Issue
ELCC 5.1 / AR 4
ELCC 5.2 / AR 4
ELCC 5.3 / AR 4

Activity— Candidates will describe a situation, that has a problem involving a moral / ethical question (Do not use real names or otherwise identify information about an individual. All writings will be held in strictest confidence with the candidate. Should the candidates mentor be involved in the situation, this significant activity can be withheld from the mentor prior to mentor approval.). The candidate will write a reflective paper that describes all aspects of the moral/ethical dilemma, all this issues and forces that come into play, how the situation was resolved, and how the candidate agreed with the handling of the issue and why or how they would have handled it differently and why.

Assignment # 17 Curriculum Change
ELCC 6.0, 6.1, 6.2, 6.3/ AR 6

Activity - Candidates will present to his/her school community a necessary curriculum change that must occur in the school because of the larger political, social, economic, legal and cultural context of education. To be able to complete this assessment, the candidate must have an understanding of the larger context of education (6.1), be able to respond to it (6.2), and then influence teachers, students and parents to accept and engage in the curricular change. One example might be that of a curricular change that would occur as a result of No Child Left Behind (NCLB) or its successor law.

This activity involves a simulation similar to one a candidate may face as a site level leader. The prompt provided to the candidate is as follows:

You, as the building principal, have been asked by the superintendent to research and recommend a curricular change that must occur in your building as a result of the larger political, social, economic, legal and/or cultural context of education. You will assume

that you have been given approval to move forward with your recommendation by appropriate central office staff. You now have the responsibility to explain this curricular change to your community which includes students, teachers, parents and other community members and engage their support for this change.

Specific requirements for the assessment include:

1. Analysis of the current and possible future political, social, economic, legal and cultural context of education.
2. Determination of what needs to change.
3. Identification of how to respond to that needed change through a change in curriculum which could include course and/or programmatic additions, deletions or revisions.
4. Preparation of a presentation that could be given to a variety of stakeholder groups including students, teachers, parents and other community members in your school.

The format for this assessment is that of the development of an oral presentation.

The rationale for this assessment is that school leaders need to understand and be able to operate within the larger context of the community and beyond. To be able to do this, they, first of all, need to have an in-depth understanding of political, social, economic, legal and cultural factors in society as a whole and in their school community. Once they understand these factors, they need to make sure that their stakeholder groups understand these factors and then, finally, what has to change in the school to respond to one or more of these factors.

EDLE 674 – Specialist (District Level)

Assignment #1, The Vision in Different Contexts

ELCC 1.2.c / AR 1 and 5

ELCC 6.2.c / AR 6

Activity - Attend administrative, parent and community meetings in two or three different districts. If possible, these districts should include one relatively small district and one relatively large district. Observe the similarities and differences in the meetings. Reflect on how the leaders communicate the vision and policies of the district, as well as trends and issues that are affecting the district, to those in attendance. Write a summary of your experience, including the similarities and differences in the meetings. Be sure to include the strategies utilized by the leaders to ensure the effectiveness of these meetings. How are the district's vision, mission and goals supported, as well as the Standards for Educational Leadership?

Assignment #2*, Analyzing Data and the Vision

ELCC 1.4.b, 2.3 / AR 1, 3 and 5

Activity - Interview the district's assessment coordinator. Find out which assessments are required at the various grade levels. Research rewards and sanctions that are based upon that data. (Examples: Measuring Performance Honors Awards or Academic Distress) Pick a

particular assessment to analyze. Look at data from three or more years. Analyze the items from that data to determine where the district has particular strengths and weaknesses. Are there similarities in the weaknesses over a period of years? Organize your data in a form that will be easily presented to a group of stakeholders. Be sure to write a summary, including reflection, of what you have learned. How are the district's vision, mission and goals supported, as well as the Standards for Educational Leadership? Include the list of questions you asked the coordinator with his/her responses.

Assignment #3, Informing the Community

ELCC 1.5.a / AR 1 and 5

Activity - Plan a presentation of the data analysis from the assessment project to a chosen group. Let your audience know where the strengths and weaknesses lie for the district. Explain the district's standing in regards to rewards and sanctions. This presentation should include a Powerpoint slideshow or overheads, handouts and a feedback form evaluating your performance. After the presentation is given, reflect on your performance and analyze your feedback forms to determine the effectiveness of your presentation. How are the district's vision, mission and goals supported, as well as the Standards for Educational Leadership?

Assignment #4*, Needs in a Diverse Community

ELCC 2.3.b, 4.1 & 4.2 / AR 3

Activity – Interns should participate in the development and operation of “multi-cultural involvement or diversity appreciation nights” to gain an understanding of the diverse needs of students and their parents. While at these events, talk to students and parents from school programs including advanced placement, special education, and regular education to assess their needs and concerns for the appropriate instructional activities. These events will assure that educational administration candidates work with students with exceptionalities and from diverse groups which will include different ethnic (i.e. African-American, Hispanic, Asian, Native American and Caucasian) as well as students with disabilities, economically disadvantaged, gifted, etc. Discuss these student and parent needs and concerns as they relate to the academic performance of these diverse groups with your mentor or district's assessment coordinator. Conduct research regarding successful strategies to address this group or area of concern. Your research should include research literature and discussions with leaders in successful districts. Write a report of your findings including: the specific group or area targeted, your research findings from the literature and a summary of your discussions with leaders from districts who are succeeding with the group or area of concern. How does this activity support the district's vision, mission and goals, as well as the Standards for Educational Leadership?

Assignment #5, Professional Growth Plans

ELCC 2.4.c / AR 3

Activity - Interview the district's administrator responsible for personnel evaluation. Discuss the type of growth plan or plans utilized by the district. Determine if there are differences in types of plans based upon experience, position types or other employee characteristics. Who evaluates various personnel groups? Summarize the district's evaluation system. Reflect on the

effectiveness of the system to promote life-long learning and best practices. Be sure to include your reflection with your summary of the system. How are the district's vision, mission and goals supported by the plans, as well as the Standards for Educational Leadership? Include the list of questions you asked the administrator with his/her responses.

Assignment #6, Operation Structure and Management
ELCC 3.2.a / AR 2

Activity - Obtain the chain of command and job descriptions from two different districts, preferably a relatively small and a relatively large district. Review the districts' administration chain of command and job descriptions for the various personnel positions. Create a table that summarizes and compares the positions in both districts. Reflect upon the differences in resources alignment and accountability within the different districts. Write a short summary of your reflection and findings. How are the Standards for Educational Leadership supported by the positions in each of the districts?

Assignment #7, Human Resource Development
ELCC 3.2.b / AR 2

ELCC 5.1.a / AR 2

Activity - Research strategies for effective recruitment, induction, retention and development of personnel. Then, interview at least two administrators responsible for recruitment, induction, retention and development of personnel to determine their strategies. Determine what activities are used for personnel inductions in a particular district. Ensuring confidentiality, survey and/or interview the district's new personnel to determine their opinion of the effectiveness of the district's induction, recruitment, retention and development strategies. What suggestions do they have for improvements in these areas? Analyze the surveys and/or interviews for similarities in weaknesses and strengths in the various areas. Write your finding in the form of a report, including graphs or charts that display the findings in an easy to read format. How are the district's vision, mission and goals supported, as well as the Standards for Educational Leadership? Include the list of questions you asked the administrators with their responses.

Assignment #8*, Meeting All Students Needs
ELCC 2.3, 4.1.b / AR 3 and 4

ELCC 2.3, 4.2.e / AR 3 and 4

ELCC 2.3. 4.3.a / AR 3 and 4

Activity - Interview the district's administrator responsible for alternative education. Determine the district's plan and policies for students with special and exceptional needs. Determine what district and community services are available to assist students with special and exceptional needs. What programs are in place to educate these students? Visit a juvenile court session. Visit an alternative learning center and/or juvenile detention center school. Gather information on the processes to identify these children, educate them and increase the likelihood that they

will receive a quality education. Summarize your findings. Write a reflection including the effectiveness of these programs, plans and policies on educational effectiveness for all students and their support of the district's vision, mission and goals, as well as the Standards for Educational Leadership. Include the list of questions you asked the administrator with his/her responses.

Assignment #9, School District Leadership Culture

ELCC 4.1.e / AR 4

ELCC 4.1.h / AR 4

Activity - Attend district board meetings in two different districts, preferably a relatively small district and a relatively large district. Obtain a copy of the agenda from each meeting. Summarize the issues discussed in the meetings. Reflect on strategies utilized by the leaders to involve the community and families in the educational process. What were the similarities and differences in the meetings in the districts? How are the district's vision, mission and goals supported by the strategies, as well as the Standards for Educational Leadership?

Assignment #10, Educational Resources

ELCC 4.3.b / AR 4

ELCC 4.3.c / AR 4

Activity - Interview the district administrator responsible for financial matters within the district. Determine the state funding formula, process of creating budget projections, determine location and percent of revenue and expenditures, how the information is communicated to stakeholders, etc. Write a summary of the interview. Include a reflection regarding how the district's vision, mission and goals are supported, as well as the Standards for Educational Leadership. Include the list of questions you asked the administrator with his/her responses.

Assignment #11, Organizing to Meet Students Needs

ELCC 6.1.c / AR 6

Activity - Interview the district's top administrators. Determine their job responsibilities in regards to local, state and federal levels of government. What particular laws, policies, standards or regulations do they have to adhere to? What specific reports are they responsible for submitting? What responsibilities do they have in regards to community involvement? Write a summary of your findings. Reflect on the support of your findings to the vision, mission and goals of the district, as well as the Standards for Educational Leadership. Include the list of questions you asked the administrator with his/her responses.

Assignment # 12, Moral and Ethical Dilemma

ELCC 5.1 / AR 4

ELCC 5.2 / AR 4

ELCC 5.3 / AR 4

Activity—The candidate will describe a situation, you are aware of, that has a problem involving a moral / ethical issue. (Do not use real names or otherwise identify information about an individual.) (Do not use real names or otherwise identify information about an individual. All writings will be held in strictest confidence with the candidate. Should the candidates mentor be involved in the situation, this significant activity can be withheld from the mentor prior to mentor approval.) The candidate will write a reflective paper that describes all aspects of the moral/ethical dilemma, all this issues and forces that come into play, how the situation was resolved, and how the candidate agreed with the handling of the issue and why or how they would have handled it differently and why.

B. Elective Activities:

Enclosed is a series of suggested elective projects for the internship. The intern will propose a plan of study in consultation with the school district supervisor and the intern's University supervisor. The intent is to provide the intern opportunities to develop a basic understanding with related experiences in all standards. This list is representative but not exhaustive. The intern will choose and then customize activities based on the school assignment with other activities added as relevant. Regardless of the position goal of the intern, it will be expected that each intern will have strengths in administering programs that produce student success and enjoyment, staff satisfaction, and community pride.

As the intern works with the school district mentor and University intern supervisor to structure activities that will the intern's needs, meet requirements, and develop strengths in all of the ten standards mentioned earlier, we ask that the intern view this as a long-term process that will eventually include internships in both the masters and specialist degree programs. At the point that graduate students complete the internship, they will have had the opportunity to be very well prepared for significant leadership in future positions. We ask that interns select activities with both immediate and future goals in mind.

Suggested elective activities that could be used to meet the standards:

- 1. Written Communication Review** – Read every piece of non-confidential mail (electronic or hard copy) that comes to the mentor over a consecutive five-day period. Categorize the written communications in the system used by your supervisor. What mail should be routed to others without the administrator ever seeing it? What mail should be routed with a memo from the administrator? What mail should immediately be discarded? What mail should be acted upon immediately? What mail is important but not urgent? Record your decisions (masking names and events where necessary), review your conclusions with the administrator's secretary, and then discuss your conclusions with the administrator. Do you agree with the classification system in use? Why or why not?
- 2. Proposal Presentation** – Prepare and present a report or proposal (of interest to you and your school supervisor) to the school board, district administrative council, building faculty, or the PTA/PTO. This report should be in written form as well as presented orally at the group meeting. In your subsequent analysis, reflect on what went well or not well, and how you would change the report or the conditions if doing this again. Many times, a school supervisor will welcome the opportunity to assign a topic that needs immediate attention.

3. **Project Preparation** – Carry out a project developed in conjunction with your school supervisor that will meet your supervisor’s needs. While this will require the approval of the University coordinator in advance, such projects are often useful to the intern as well as the school district. They provide authentic learning experiences. Your Portfolio would include the project itself, if appropriate, or a summary of the project together with your reflective analysis.
4. **Group Leadership** – In accordance with your school supervisor’s directions, plan and lead a meeting with staff, parents, and/or community leaders. Reflect on its success and any changes you might incorporate in the future.
5. **Analysis of Technology Utilization** - From the perspective of instruction or management, analyze the utilization of technology in your building or school district assignment, and make recommendations for future modifications or alterations in accordance with the school or district goals and resources. Provide a written report to your building or district supervisor.
6. **Student Leadership** – Attend and provide an analysis of three student leadership meetings (not under your jurisdiction if you are doing the major portion of your internship in the building in which you are employed). Examples of these meetings could be student council, school leadership committees, or classroom leadership projects in accordance with a teacher seeking to involve students in authentic learning.
7. **Student Deliberative Meetings** – Attend and provide an analysis of three meetings in which staff, parents, and, in some instances, students are assessing progress and planning strategies to help the student go forward. These meetings could be Individual Educational Plan meetings, placement meetings to consider alternative placements such as at alternative schools or with different teachers, meetings to consider how to redirect the student on task, or meetings to consider how to plan home-school enrichment for the child. These meetings should not be a part of your normal assignment. You will need to observe all laws and district guidelines regarding student privacy. This may involve obtaining parent permission prior to your participation even though it is passive.
8. **School Improvement** – Serve as a member of the peer review team during a North Central Association evaluation visit to another school or serve in a leadership capacity in a school where the internship is taking place. Interview the leader of the team in person or by phone after the evaluation has been completed to obtain that person’s perspective concerning what took place in the context of other schools in which that person has been involved. Was this an example of excellence or should the intern look at another model? A description and analysis of this experience would go into your portfolio.
9. **Leadership Role** – Serve in a leadership capacity for a major committee assignment for the school or school district. Examples would include: curriculum committee, tax referendum committee, school improvement committee, or community-school district joint project. A description of the committee, summary of results, and reflective analysis would go into your portfolio.
10. **Conflict Resolution (adult)** – Serve as an observer (or as the administrator) in a situation in which the mentor or the mentor’s assistant is charged with resolving a conflict between adults. Provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available.
11. **Conflict Resolution (adult/student)** – Serve as an observer (or as the administrator) in two to four situations (depending on the nature of the internship) where the mentor or the mentor’s assistant is charged with resolving a conflict between an adult a student, between two students,

or with a student charged with violating a significant school rule. Provide a description of the conflict, the steps taken to attempt resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available. Consider both the guidance and the discipline administered in each case. Will the student(s) likely profit by the intervention?

12. **Behavior Management** – Become familiar with the student handbook. Describe the discipline plan for the school/district and compare that with the plan in effect at two or three other schools in other school districts. Understand how due process is assured and is documented. Construct a revised discipline plan and/or create a revised discipline handbook based on the review of these plans, the wishes of the mentor, and a needs assessment that considers level of incidents as well as staff, administration, parent, and community expectations. In the analysis for the portfolio, reflect on the due process requirements, the consistency of the revised policies, and the ability for administrators to take into account unique circumstances as they prescribe consequences while following disciplinary policies. Discuss the involvement of the board of education in the formation and adoption of discipline plans.

13. **Community Relations** – Serve as the school or district representative on a major school-community assignment such as a chamber education committee, school-business partnership committee, judicial advisory committee, public library committee, police advisory committee, counseling agency committee, or recreational agency committee. This should not be an assignment that you presently hold as the internship is designed for new experiences. Describe your role on the committee and summarize actions taken by the committee. Make suggestions concerning the future role of the school district on this committee.

14. **Coordination of School Event** – Coordinate a major school-community event such as homecoming, college night, school carnival, or vocational night. Describe the event, the people involved in making the event happen, budget information including sources of funding, and the level of participation. Was the event successful? Why or why not? What changes would you recommend for the future?

15. **Parent Involvement** – Review and analyze the degree of parent involvement in the school or school district in which the internship is taking place. Compare that involvement with at least one other school or school district that has a reputation for success. From the analysis and comparison, suggest a plan to increase the amount and degree of engagement of parent involvement in the school or school district. Give attention to increasing the level of involvement in student educational activities.

16. **Extended School Day** – Plan and, if practical, implement a program of educational activities that takes place outside the normal school day. This program should not be just one event but a series of activities that result in increased learning. Consider after-school programs, parent packets of schoolwork to take place at home, instruction using the Internet, instruction using community members, and/or instruction using volunteer staff members that are paid for teaching after hours. The scope of this project must embrace at least one grade level if in an elementary school or department if in a secondary school. Analyze what took place and what steps are necessary in the future for this project to be successful on a continuing basis. How will you know if student learning is increased?

17. **Student Involvement** – First, analyze the level of participation in all activities and sports teams in the school. Contrast this with the extent and level of participation in activities and sports teams in a school in another school district that has a reputation for excellence. Then, disaggregate the participation in your school by gender, race, and possibly socio-economic

status. From your analysis and a formal or informal needs assessment, make written recommendations for the future. These suggestions would go to your mentor. Include your analysis and your recommendations in the portfolio.

18. Budget Analysis of Assemblies, Activities, Extra-curricular Activities, and Co-curricular Activities - List all assemblies, activities (such as “spirit days” or homecoming), extra-curricular activities, and co-curricular activities. Prepare a folder that lists number of participants and budgets for each entry. Identify sources of funding for each activity or organization, and expenditures by category. In that misuse of funds in these organizations can lead to legal action involving the administrator, reflect on the audit procedures used to receive and appropriate funds. Consider an analysis of funds spent by student per activity. Consider parent obligations regarding the activity. Consider what needs to take place to insure equity if that focuses as a problem after your analysis. Make suggestions for change as appropriate with a copy of your report in your portfolio.

19. Special Education Delivery from the Parents’ Perspectives – Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or as the child moves to the next level of education? What are the policies, procedures, staffing, and attitudes that the parent has found helpful in working with the school to meet the child’s needs? What has the parent found that has made it difficult for the child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in working with special education students and parents. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, parent education, the budget, space allocation, transportation, scheduling, and public relations. (Remember to honor student and family privacy in your written discussion.)

20. Personnel Staffing Allocations – Work with the principal/superintendent to establish the steps and timelines to determine the number of staff required for all aspects of the building/district program. What are the determining factors that are used to arrive at the allocations? If increases in student enrollment are projected, what steps will be taken to fill the staff positions? If student enrollment decreases are projected, what criteria will be used to make the cuts in staff positions? In such a case, what is the plan to maintain morale during the downsizing?

21. Personnel Selection – Write a posting for a vacant licensed position. Participate in the screening of applicants. Identify the groups who will be represented on the interview committee and write the reasons for including each of them. Prepare a list of eight to twelve interview questions for each group that will be involved in the interview process. Indicate what sort of answers you will be looking for and the reasons for those answers. Identify subjects about which questions may not be asked. Prepare a rating scale for candidate comparison. Identify the involvement of the final decision-maker prior to the recommendation going to the board of education. Is input authentic at each stage of the process? Comment on the role of the board of education in staff selection. Prepare a summary report for your portfolio.

22. Conflict Resolution – Conflicts will occur in any organization. Identify four to six actual or potential controversial issues in the school or school district (not connected with discipline). Title each one and write a one to two page summary of each issue. Identify what steps of action have been taken, what steps will be taken, and what you would suggest should be taken to prevent each conflict. If these conflicts do occur or are already underway, discuss positive outcomes that could emerge, as the conflict is resolved through skillful leadership.

23. **Speech to Community Organization** – Prepare a speech on some aspect of education deemed pertinent by you and your mentor. Deliver this speech to a group in the community. Identify (or place) someone in the audience to critique your delivery. Were you effective? Include your speech and your own reflection concerning its effectiveness in your portfolio.
24. **Speech to Parents** – Working with your mentor, prepare and deliver a speech to a group of parents on a topic pertinent to your mentor’s school or school district. The presentation might occur at an awards’ assembly, PTA or PTSO meeting where curriculum was being presented, or at an athletic parent meeting to explain procedures as examples. Identify someone in the audience to critique your delivery. Were you effective? Include your speech and your own reflection concerning its effectiveness in your portfolio.
25. **Summer-School Leadership** – Serve as Director, Assistant Director, or Administrative Intern in a summer school. Either initiate (if an administrator) or participates and describe (if an intern) the program development, publicity, recruitment, registration, transportation standards of behavior and instruction, brochures, and plans to insure student progress. Reflect on the time devoted to learning versus other activities. How was progress assessed? Prepare a summary report for your portfolio that includes your suggestions for improvement in the following year.
26. **Standardized Assessment Analysis** – Prepare a one or two page chart that lists all formal assessments that take place in the school or school district by grade and time of year. Select one of the standardized assessments for special attention. Disaggregate the data and analyze the results. Present the disaggregated data in a format easily understood by your staff and parent community. Do a three-year longitudinal analysis of the results. Compare grade by grade as well as a second comparison that follows the same students over a three-year period where this is possible. Consider mobility where possible. What generalizations about student achievement within the groups can be made? What policies, procedural changes, and/or program adjustments would you recommend to your mentor? Please note that the above comments are only suggested areas to pursue. You would customize this analysis based on the situation and the wishes of your mentor. Your portfolio report should contain what you found, how was it presented, what changes (if any) are anticipated in assessment or instruction as a result of this analysis, and how you would communicate similar results if you were the administrator in charge.
27. **Standardized Test Administration** – Coordinate the administration of a standardized test for a campus. Include pre-testing information for faculty, how the results will be disseminated and explained to faculty and parents, pre-testing orientation for students, and supervision of the actual testing. What changes would you make if you were doing this the following year? Describe the process in your portfolio.
28. **Physical Plant Health and Safety** – List ten external health and safety issues in your school or school district that must be addressed concerning school property (such as playground equipment, signage, traffic patterns). List ten internal school building health and safety issues (such as blind spots in supervision, bathrooms, air quality, lunchroom procedures). From each list, select five that theoretically need to be changed or that could in actuality profit from additional attention. Consult with your mentor before deciding which issues to pursue. Study each issue and identify the district personnel who need to be involved. Cite the procedures that must be followed to facilitate the change. Make sure any life safety regulations are being followed. In your portfolio, reflect on what you learned.
29. **Physical Plant Needs Assessment** – Conduct an assessment of a school facility with respect to accessibility (including handicapped students and adults), possible safety hazards, cleanliness, distractions, overcrowding, suitable panic bars, fire alarms, posted emergency evacuation routes,

emergency policies and procedures, and general emergency preparedness or readiness. Interview an official charged with that responsibility on a district-wide basis. Become familiar with regulations concerning life safety. Include recommendations for improvement where necessary. Document your findings in your portfolio.

30. School District Maintenance and Repair Schedule – Evaluate a school district’s maintenance and repair schedule. As one example, how often does re-roofing take place? Is that sufficient or do many emergency repairs have to be made in the interim? How do building administrators request repairs? How are repair priorities determined at the district level? If possible, obtain an annual summer and holiday maintenance repair schedule. Reflect on what you have learned in your portfolio.

31. Classified (Support) Staff – A former administrative internship student suggested that working alongside classified staff and attending a banquet honoring classified staff were important learning experiences and ways to develop positive rapport with these important members of the school team. Log your activities and write a reflective analysis as to what you learned.

32. Facilitating Change – Design a model to structure teamwork time for staff that facilitates curriculum development planning or instructional improvement strategies focused on increased student success on authentic learning projects deemed acceptable by students, staff, and community. Include resources needed to implement your plan. Analyze the contractual, internal political considerations, and external political considerations of your model. Reflect on what was learned.

33. Clarifying position descriptions – Analyze the position descriptions of the administrative team in the school or school district in which you are doing your internship. (At the building level, this would include the principal and assistant principal. At the district level, it should include the superintendent and any other two positions that are of interest to you). Obtain position descriptions from two other school districts that have a reputation for excellence. Compare and contrast the position descriptions. Then, interview those administrators holding the positions in the organization in which you are doing the internship. Learn from them what they consider most and least critical. Obtain their reaction to the study that you have made concerning their position description versus the other two you have studied. Reflect in your journal what you have learned. Discuss any changes you would make in your own organization’s position description for administrators if you were in charge.

34. Professional Interaction and Professional Growth – Join the state and national organization associated with the position in which you are an intern. Participate in at least two of the meetings sponsored by these organizations including one major convention. At the meetings, attend presentations of interest to you. Write a brief summary concerning the content of the presentations and your impressions of the conferences.

35. Administration of Support Services – Select an area such as student transportation or food service. Become familiar with the federal and state regulations, school board policies, and staff operating procedures operating in your district related to the selected service. Interview two supervisors in the area you are studying. Spend one day shadowing a supervisor. Summarize what you have learned and critique the effectiveness of the present program. Project what lies ahead with attention to resources and student needs.

36. Building Scheduling – Participate in the process for developing the master student schedule and master teacher schedule in your building. Are these management or leadership tasks? Learn sufficiently to be able to replicate their schedules in a building of your own. With your mentor’s

authorization, you might choose to sample students and teachers to assess perceived needs. After you are confident that you could administer these schedules, visit with an administrator in another school district that has different student and teacher schedules. Reflect on what you have learned in your portfolio.

37. **School Board Agenda** – For persons in the specialist internship, consider working with your superintendent to plan a school board agenda. Include the interaction that occurs with the cabinet and with the school board president. Note the information that is provided to the press and to the staff. Attend that board meeting and analyze whether your perceived expectations of the meeting were realized. Were there any “hidden agenda items” that surfaced during the meeting? How does the public participate in the meeting? What is the role of the other administrators? Report what you learned in your portfolio.

38. **Disruptive Students Placed Elsewhere** – Do an analysis of students expelled and or placed in alternative placements by the courts or by school officials. Recognizing the necessity of not allowing students to disrupt the school, focus on what happens to these students. Visit a juvenile court session. Talk with caseworkers and other supervisory officials who work with youth outside the public school setting. Summarize and reflect on what you have learned.

39. **Referral of Students with Special Needs** – Examine the school and/or school district’s policies for referral of students for health services, psychological assistance, and special classes. Participate in two conferences involving such services after receiving permission from all parties. Critique their effectiveness in addressing the student’s needs and summarize what you learned. If possible, follow-up on one of these students prior to the completion of your internship to see if anything positive has occurred.

40. **Supervision of students** – Supervise hall traffic, the lunchroom, the playground, and or evening activities. Analyze the procedures and discipline procedures. Assess the “climate” during the time you are involved in supervised. If possible, arrange with your building mentor to supervise a “cycle” of activities. What did you learn? What would you improve? Reflect and summarize in your portfolio.

41. **Handbook Revision** – Design and/or suggest revisions for a building handbook. Involve others as appropriate. Possibilities include a volunteer handbook, crisis handbook, student handbook, and parent handbook. Your mentor may have some projects that would be applicable to the school or school district. Include the handbook or suggested revisions in your portfolio.

42. **Volunteer Coordination** – Help establish or administer a Parent Volunteer Program. Summarize your completed project in your portfolio.

43. **Federal Programs** – Select two special federal programs in your school and/or school district. Analyze the funding process and the accountability involved. Study the approved applications. (Possibly, you might be involved in an actual application). Evaluate how implementation of these programs affects the principal’s job as well as the entire school system. What are the benefits for children?

44. **Textbook Resources** – Evaluate the process of textbook distribution. Describe the process and your involvement in one or more of the following procedures:

- a. Textbook selection/adoption procedures, schedules, and deadlines.
- b. Method of inventory of textbooks.
- c. Process for textbook distribution.
- d. Procedures for fulfilling textbook accountability.

45. **Curriculum Planning** – Work with a teachers’ committee that is developing new units, courses of study or new teaching methods. How will you determine whether the new units are successful? Describe the process and your analysis of its usefulness in your portfolio.
46. **Curriculum Alignment** – Determine the extent of grade-to-grade articulation within a chosen subject area. Examine the extent of curriculum alignment. Make recommendations as necessary. Include your work in your portfolio.
47. **Intervention and Remediation** – Familiarize yourself with, or assist in the planning and execution of, the school’s or school district’s intervention and remediation program for students not reading at or above grade level. Are there any programs producing success? Provide some objective analysis for your mentor and for your portfolio that include a look at formal assessments developed by the teacher, school, district, or elsewhere. Report your findings and conclusions to your mentor. Include a summary of your findings in your portfolio.
48. **Smart Start Initiative to Promote Excellence** – Examine the Arkansas Smart Start Initiative at the building or school district in which you are doing your assignment. Read background materials developed by the School District. Read those guidelines and ideas disseminated by the Department of Education on the Internet. Read the basic text by Dr. Reeves. Study the plan in effect at the school or schools where you are assigned. What has been effective? Has there been some “organized abandonment”? Are teachers sharing evaluative activities? Has there been gains in student progress? How has that been measured? What are the plans for future improvement? Include your report and recommendations for the future in your portfolio.
49. **Teacher In-Service** – A former administrative intern suggested that the design and implementation of a teacher in-service program on a topic receiving emphasis by the faculty or by the school district is an important learning experience. This could be in a specific curricular area, a learning strategy, or focused on a subject such as bullying. You would include a copy of materials developed for this in-service in your portfolio.
50. **Use of Technology to Promote Student Success** – Do an inventory of all the instructional technology available in a school. Then conduct an analysis of what technology is being used in each classroom and in the library and computer laboratories. Document the ways in which teachers utilize electronic technology to augment, deliver, extend or enrich instruction. Attempt to determine if the use of technology is producing any gains in student achievement. Ask staff what they need in technology that they do not have. Report your findings in your portfolio.
51. **Teacher-Parent Participation to Promote Student Growth** – Analyze the extent of systematic parent participation in their children’s education. Is there a partnership between parents and teachers in the school in which you are doing your internship? Read what research says about the importance of parent participation in their child’s education and include your summary of that research in your report to your mentor. Report your findings in your portfolio.
52. **School and/or School District Reorganization** – In most communities in America, schools are either growing or declining. In many cases, this creates reorganization. In some districts, concepts such as middle schools, schools organized by theme, or schools that embrace new curriculum delivery engage in reorganization. In some cases, the outgrowth of a strategic plan is reorganization. If the intern is involved in a school in which reorganization is taking place or is contemplated, a useful project includes participation in a leadership role in some phase of that reorganization. For example, in the redesign of a middle school, the intern might work closely with building administrators in planning the configuration of teams, introducing teachers to the

middle school philosophy, and working with elementary administrators and teachers in the relocation of teachers and students to the new building.

53. Develop a “New Teacher” Orientation Process At the Building Level – Develop a “new teacher” handbook that explains procedures and provides a quick reference to key information and people in the school, district, and community agencies that might come in contact with the school. Organize an orientation program for new teachers. Work with the principal to develop guidelines for “buddy teachers.” Include the materials you develop in your portfolio.

54. Character Education – Study the formal character education program in effect in the school or school district in which you are an intern. What is the program, how is it delivered, what do the students and teachers think about it, and is there any evidence that it is causing positive change? Discuss the involvement of parents and community leaders in assisting with the implementation of character education. Were parents and community leaders involved in choosing the curriculum in use? Whether or not a formal program exists, study two other school districts that have different formal character education programs in place. If possible, visit at least one of them and report on their subjective analysis and any objective data they have collected. Summarize your findings and your reflection in the portfolio.

55. Student Behaviors Concerning Drugs and Alcohol – Conduct a survey of drug and alcohol usage in a secondary school where you are doing your internship. Use a survey instrument that is comparable to national surveys. Compare the results and make recommendations concerning formal and informal education that is taking place or should be taking place. Interview a sample of staff, students, and parents to obtain their views and their observations concerning student drug and alcohol usage. Interview a law enforcement official to obtain their agency’s perceptions concerning the issue based on juvenile cases in which they are involved. Work closely with your school mentor on this project and make your report to your mentor who will decide how it should be disseminated. Include a copy of your report in your portfolio.

56. Administrative Leadership – Serve as the administrator in charge while your mentor or another administrator in the organization is away from the building attending conferences or pursuing other district assignments. This will not be available to everyone but it is an excellent experience when planned in advance with the building mentor and then followed by a debriefing session. Include a list of experiences and a reflective analysis in your portfolio.

57. Alternative Instructional Delivery Systems – Review alternative instructional delivery systems in the context of the goals of the school and/or school district, and with an aim to provide an educational environment that fosters increased student success. The alternative delivery systems could include printed materials other than textbooks, delivery of instruction utilizing technology, instruction away from the school site, systems’ approaches to learning, evening instruction, or any number of alternatives. This objective would need to be tailored to the site in which you are doing your internship. It requires thinking in the future tense. You would report your findings in your portfolio.

58. Legal System – Identify important legal issues in the daily operation of the school. Read district policies pertaining to state and federal laws. Discuss areas of special concern. Create a list of the most challenging legal issues facing today’s teachers and principals. Identify strategies to address those issues with a focus on the school unit in which you are doing your internship. You would include your list in your portfolio.

59. Visionary Leadership – Participate in school or school district planning sessions that look at the present in terms of the past; assess needs, trends, and resources; chart progress; review

aspirations as expressed in the mission statement; and make recommendations for the future. You would record what took place in your portfolio.

60. School Assembly – A former administrative intern suggested that planning and implementing a school-wide assembly was a valuable learning experience. Certainly, effective student assemblies are an important aspect of school leadership duties. The organization, including assessment and student supervision, would be a valuable learning experience. Document in your portfolio your planning process, involvement with others, goals of the assembly, management results, and assessment of effectiveness.

61. Shadowing a Principal in Another School – While the required activities call for shadowing one's own administrator and choosing an activity in a school setting other than one's own, a former administrative intern suggested that shadowing a principal in a school other than her own was one of her most valuable learning experiences. If you choose this activity, it can serve as either the required "other school" activity or as an elective activity. Record what took place and contrast leadership styles between this person and the administrator in your building.

62. Opening of School and/or Closing of School – It is important to understand how one begins a school year and how one ends a school year. Taking part in registration, orientation, inventorying, information gathering, writing informative memos, and last minute building maintenance/supply analysis are just some of the aspects of preliminary planning just prior to the school year. Spending several days to several weeks with principals at this stage can result in very valuable experiences. The same is true of the close of school. How one closes school and then the analysis that takes place to summarize what took place and to prepare for the summer and following school year are important aspects of building leadership. You are encouraged to undertake a project that includes development of guidelines you can use when you open and close school. Include in your portfolio your guidelines and relevant materials.

V. Evaluation: The Internship Portfolio:

Each intern is responsible for assembling an internship portfolio that details all activities and assignments completed during the internship. It will also contain activities and assignments from the mini-courses and from any elective activities that you choose; however, these activities may not be completed at the time of the basic internship and are independent of this internship formal evaluation. We will ask to view your expanded internship portfolio a second time during your comprehensive portfolio examination.

The internship course portfolio for either Building Level or District Level includes the following sections:

Section 1 – This introductory section contains a resume followed by a copy of the Application for the Internship, and the Proposal for the Internship.

Section 2 – This section includes a log or journal that documents all field experiences. Include a summary total of hour spent in the internship.

Section 3 – This section includes separate categories that illustrate each of the required and elective activities. Each section will be numbered. For each section, begin with a heading, describe what occurred, include a reflection statement, and include supporting documentation as appropriate.

Section 4 – This section includes a statement concerning your own educational platform or philosophy, and your concluding reflection statement concerning the internship.

Appendix – This would contain documentation from other experiences that are not a part of the basic internship. Make sure that your portfolio is a coordinated collection of relevant artifacts and is not a scrapbook collection.

The basic purpose of the internship is to prepare you for educational leadership. The basic purposes of the internship portfolio are to crystallize what has taken place and to provide evidence that you have the preparation and experiences necessary to be successful as an educational leader to promote appropriate educational opportunities for all students as defined in the ELCC Standards for Building Level or District Level Leadership. The **Internship Rubric Scoring Sheet** will be used for grading the internship experience.

Disability Related Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Syllabus Disclaimer

This internship syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the university's internship supervisor.

Commonly Asked Questions Regarding the Internship

1. **I am interested in doing an internship. How do I get started?** Talk to your university advisor about your plans. She or he will provide answers your questions about the internship options. This packet contains most of the information you will need to get started. Our suggestion is that you talk initially with your advisor sometime prior to the six-month requirement to start your internship. After you both agree that you should proceed, the next step is to work with your university intern supervisor (i.e. your instructor) to find a suitable site.
2. **What comes next?** You will then want to work on a draft of your internship plan and complete the **Application for Internship**. This application contains an approval signature from your cooperating school administrator. You will meet first with your school administrator and then with your university intern supervisor to fully develop your

internship plan. Here, you will utilize the format of the form called **Plan for Educational Administrative Internship**. If you are in the Master's Degree program, you will register for EDLE 574V. If you are enrolled in the Specialist Degree program, you will register for EDLE 674V.

3. **May I do the internship in the summer?** The internship is designed to prepare administrators for school or school district leadership. We believe that experiences during the school year are vital and have, therefore, asked students to register for either the fall or spring semester in which they will complete their requirements for the internship. If you are registering for the fall semester, then you will need to start in the prior spring session.
4. **Are there any additional costs associated with the internship?** All students pay a \$35 dollar laboratory fee. This is a University of Arkansas fee that is imposed to help pay for additional costs associated with the internship.
5. **I'm already an administrator. Why do I need to participate in internships?** If you do not presently hold an administrative certificate for building level or district level leadership, the new licensure requirements demand an extensive internship experience. Our interest is in providing you with additional experiences as you follow your path to increased educational leadership in the years ahead. The value of the internship experiences is enhanced by the simultaneous reflection and coursework that is a part of your course of study. It is not just the experiences that you are gaining but also the insights that develop as a result of your interaction with educational administrative practitioners in the field and at the University of Arkansas.
6. **Can I receive partial credit for my present work in administration?** The short answer is no. The purpose of the administrative internship is to provide enrichment experiences that go beyond your present training and experience. If you have had prior experience as an assistant principal, the internship focus will be on the principalship. If you have had experience as a principal, the focus will be on a district office position. If you have had prior experience as an assistant superintendent, the focus would be on the superintendency or another central office position of interest to you. Your experience serves as a launch to move you forward but does not replace the need to do an internship at another level. (Please note this is the typical progression. The focus of the internship can be modified based on your aspirations as well as the focus of your graduate studies).
7. **What if the hours and weeks that I put on my plan are not correct?** We ask only for your best estimate of hours. We know this will change as you go forward. As your plan changes, keep your focus on the total minimum hours of 9 to 12 hours per week for six-months required as well as the quality of your activities. We also realize that time demands will vary and make strict adherence impossible. The commitment required is to assist you in on-time completion. If you have any questions about this, consult your university intern faculty supervisor.
8. **What if I do not complete all the activities I have listed in my plan?** As long as the plan includes all required significant activities. What you should do is to obtain permission from your mentor and intern supervisor as your plan evolves.
9. **What if I choose to add activities to my plan of study after the internship is underway?** There may well be activities and projects that develop naturally as you are in your internship. These may be valuable to you and/or to your building mentor. With the

concurrence of your building mentor and your intern supervisor, your plan can be changed. We welcome such changes.

10. **Once I am finished, how do I receive credit?** The University Supervisor will review progress on all portfolios. When you believe you have completed all assignments, obtain your school district mentor's signature, and schedule an appointment to visit with your intern supervisor.
11. **What will the University of Arkansas internship supervisor do when visiting my site?** This person will visit with you and your mentor about your progress and answer any questions or concerns. The purpose is not to find fault but rather to see how you can be supported in your efforts to develop your leadership abilities. You will need to have available those elements of your portfolio that have been completed and your program plan. These will be reviewed in a friendly, informal atmosphere. The University of Arkansas internship supervisor may also discuss your progress just with your mentor. Again, our purpose is to affirm that you are on track with your plan.
12. **Is it true that we need to prepare two portfolios? If so, please explain.** The internship requires the completion of an **Internship Portfolio**. This is discussed in this packet. It includes a summary of your internship experiences and your reflection regarding those experiences. It becomes an essential element in your evaluation and our evaluation of your internship. This is the only portfolio connected with the internship. The **Culmination Portfolio** is a summary of the key elements of each course taken in your educational degree program. For some students, this will consume several notebooks. The "Culmination Portfolio" contains evidence that allows you to demonstrate that requirements of the University of Arkansas have been met. This includes competency in those objectives identified by the University, NCATE, and **ELCC**. This concept was first piloted in most core classes during the 1999 - 2001 school years. A "Culmination Portfolio" is required for the final written/oral examination for all licensure degrees (MED/EdS) and certificates (PSBL/PSDL/ACPA).

Plan For Educational Administrative Internship

Name: _____ EDLE 574V___ EDLE 676V_____

University Intern Faculty Supervisor: _____

University Degree Program Advisor: _____

School/School District Intern Supervisor: _____ Phone: _____

Credits: ____ Length of Internship: From _____ to _____

Min. Hours _____

Phone of Intern: _____(school) _____ (home)

email: _____

Outline what you intend to accomplish, how it will take place, how long you estimate it will require, and what evidence or assessments of the experience will be obtained. Remember to include the required significant activity experiences. List proposed elective areas that you and your supervisors believe would be beneficial to you in your preparation for leadership. Make sure that you gain practical experience that encompasses standards. Type this form on your computer (minus the written explanations).

- I. Required Activities: Make sure your plan includes the required activities discussed in the intern handbook.

- II. Elective Activities:
 - A. Choose elective activities that will allow you to have experiences in all major standard areas.
 - B. Choose elective activities that allow you to develop competencies in areas of interest to you.
 - C. Choose elective activities that allow you to complete projects, program ideas, or training suggestions of your school district mentor.
 - D. Utilize the projects listed in the internship handbook simply as suggestions.

- III. Integration of Required and Elective Activities:
 - A. Remember that both required and elective activities should be integrated on your program plan utilizing a format similar to that listed below.
 - B. There are no minimum or maximum number of activities except that required activities must be undertaken. Treat this as a user-friendly plan that you customize to meet your needs.

IV. Plan For Educational Administrative Internship

Name: _____ EDLE 574V___ EDLE 676V_____

University Intern Faculty Supervisor: _____

University Degree Program Advisor: _____

School/School District Intern Supervisor: _____ Phone: _____

Credits: ____ Length of Internship: From _____ to _____

Min. Hours _____

Phone of Intern: _____(school) _____ (home)

email: _____

Standard	Planned Activities	Time Period (Wks. & Hrs.)	Assessment Criteria (Reports & Evaluations)
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Approval: Intern _____ Date _____

Approval: University Intern Faculty Supervisor _____ Date: _____

Approval: School or School District Intern Supervisor: _____ Date: _____

References

- Bennis, W. (1997). *Managing people is like herding cats*. Provo, UT: Executive Excellence Publishing.
- Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.
- Hackman, D. G., & English, F. W. (Spring 2001). Counterpoint: About straw horses and administrator shortages: Confronting the pragmatics of the administrative internship. *The UCEA Review*, XLII (2), 12-14.
- Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington D.C.: Council of Chief State School Officers.
- No Child Left Behind Act of 2001, Public Law 107-100 (January 8, 2002).
- Tucker, P. D., & Grogan, D. (2001). Point: Contextual responsiveness in administrative internships. *The UCEA Review*, XLII (2), 9-12.

Scoring Rubrics for Significant Activities

Rubrics begin on next page.

EDLE 574V Site Level Internship
 (Significant Activity #1)
 Communicating a Vision – Brochure

Category	Criterion	1	3	5
ELCC Standard 1.2(c) & 4.1(e)	Articulate a Vision	The candidate did not clearly define the school or district vision.	The candidate identified the vision but was not in a manner that explained it to staff, parents, students, business leaders, religious leaders, political and service organizations.	The candidate clearly identified the vision for staff, parents, students, business leaders, religious leaders, political and service organizations.
ELCC Standard 1.2(b,c)	Articulating the Development of the Vision	The candidate did not identify the process that was used to develop the vision.	The candidate described that there was a procedure used to develop the vision but did not give any details about the process or the data that was used in its development.	The candidate clearly explained the process used to develop the vision as well as the involvement of the various constituent groups involved in the process and the various types of data utilized and how the data impacted the vision.
ELCC Standard 2.3(a,b)	Applying Human Development Theory and Research	The candidate did not include any demographic data or explain the human development involved.	The candidate included some demographic data and a brief explanation the human development involved.	The candidate explained the demographic information and how it impacted the vision as well as what is known about human development theory for students and how that supports the vision.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #2)
 Providing an Effective Instructional Program

Category	Criterion	1	3	5
ELCC Standard 1.4(b) & 2.3(b,c)	Using Data to Improve Achievement	The candidate did not use appropriate data to assess student performance	The candidate used only limited data such as AYP classifications to make assessments.	The candidate used multiple sources of data including NRT's, CRT's as well as teacher assessment tools to determine the greatest needs of the students.
ELCC Standard 3.1(a)	Optimizing Learning	The candidate did not give a detailed explanation of the grade or subject level data.	The Candidate gave an explanation of CRT and NRT data but it was general in nature and could not be used to make data driven instructional decisions.	The candidate reviewed a wide variety of data resources and provided detailed explanations of the significance of the data.
ELCC Standard 2.2(b)	Focusing Instruction Data-Based	The candidate gave only general recommendations to focus instruction at the school or grade level.	The candidate was able to focus on specific instructional standards that were weak to a specific sub-population but did not get the focus to the instructional level in the classroom.	The candidate was able to focus on specific instructional standards that were weak for a specific sub-population and then identified specific instructional objectives that would focus instruction in the classroom.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #3)
 Communicating with the Community on the Vision

Category	Criterion	1	3	5
ELCC Standard 1.5(b)	Communicating the Vision	The candidate did not mention the vision in the speech or letter.	The candidate referenced the schools vision in their speech or letter but did not explain how the organization supported that vision.	The candidate clearly referenced and defined the school's vision and specifically mentioned how the organization directly supported the achievement of the vision.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #4)
 Best Practices and Instructional Improvement

Category	Criterion	1	3	5
ELCC Standard 2.3(a)	Applying Best Practices	The candidate did not present a best practice and did not get evaluative feedback from the participants.	The candidate presented a best practice to the participants but feedback was limited and no reflection was made to self assess the effectiveness of the presentation.	The candidate presented a best practice, got constructive evaluative feedback from participants and wrote a comprehensive self reflection of their performance including ideas for improving future presentations.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574v Site Level Internship
 Significant Activity #5
 Instructional Supervision and Growth Plan Development

Category	Criterion	1	3	5
ELCC Standard <u>2.3(a)</u>	Assist Personnel to Apply Best Practices to Student Learning	The candidate did not identify best instructional strategies and how they were applied.	The candidate identified instructional practices, both good and poor, but not in depth or described with clarity how the teacher applied the best practices.	The candidate identified the instructional strategies that were utilized and clearly tied them to research based best instructional strategies and practices and how they would insure student learning. Effective and ineffective strategies were clearly defined.
ELCC Standard <u>2.3(b)</u>	Apply Human Development Theory, Learning and Motivational Theories	The candidate did not identify the ways instruction is appropriate for the grade level or how motivational techniques are applied to address students diverse needs.	The candidate identified the ways instruction was delivered but didn't directly identify how it was appropriate. Motivational techniques were identified but now they were applied was not explained.	The candidate identified in-depth the way instruction was grade level appropriate and how motivational techniques were applied to meet the diverse needs of the student population.
ELCC Standard <u>2.3(c)</u>	Using Research Based Strategies to Improve Student Performance	The candidate did not work with the teacher to identify research based instructional strategies.	The candidate and the teacher identified research based instructional strategies.	The candidate and the teacher identified research based instructional strategies and how they would be applied to bring about an increase in student learning.
ELCC Standard <u>2.4(a)</u>	Professional Development Planning	The Professional Growth Plan did not identify professional development that supported the observed needs.	The candidate identified professional growth needs for the teacher but with little detail and justification.	Professional development needs were clearly identified and tied directly to the identified needs for instructional improvement.

<p>ELCC Standard <u>2.4(b)</u></p>	<p>Development of a Professional Growth Plan</p>	<p>The candidate developed a professional growth plan for the observed teacher but there was little specific detail about the need for targeted instructional improvement.</p>	<p>The candidate developed a growth plan that included reference the instructional strategy identified as needing improvement with minimal suggestions on how to proceed to achieve improvement.</p>	<p>The candidate developed a detailed professional growth plan that was detailed in its description of the area for targeted instructional improvement. The Plan provided detailed professional development, including times and dates, and how it would address the area for improvement. Follow-up support from the candidate (or future supervisor) as well as the time and dates of the support.</p>
	<p>Writing Conventions</p>	<p>The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.</p>	<p>The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.</p>	<p>The paper is free of errors in grammar, punctuation, spelling and sentence structure.</p>

EDLE 574V Site Level Internship
 (Significant Activity #6)
 Legal Aspects of Education

Category	Criterion	1	3	5
ELCC Standard 1.2(c)	Applying Legal Principles	The candidate did not ask many questions and did not include the questions and answers.	The candidate asked several questions but many were not of importance and the answers recorded were incomplete.	The candidate asked questions which are important to the safe and effective operation of the school and included a comprehensive write up of the responses that can be used for future reference.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #7)
 Meeting the Needs of All Students – Diversity

Category	Criterion	1	3	5
ELCC Standard 4.1(b)	Involving Families	The candidate participated in a multi-cultural night but was not a contributor to the leadership of the activity.	The candidate was an active participant in a multi-cultural; activity but did not interview diverse groups.	The candidate was an active participant in a multi-cultural activity and spoke to a broad spectrum on groups to gain their insight about their perceptions of the educational needs of their students.
ELCC Standard 4.2	Responding to Community Needs	The candidate did not meet with an adequate number of students and parents to effectively gain insight on the student enrollment and orientation process.	The Candidate met with at least 5 students and 5 sets of parents about their enrollment and orientation process but was not able to provide an adequate description or recommendations for improvement.	The Candidate met with at least 5 students and 5 sets of parents about their enrollment and orientation process and reported the strengths and weaknesses of the program with specific recommendations for improvement.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #8)
 Providing Public Information

Category	Criterion	1	3	5
ELCC Standard 4.1(c)	Providing Public Information	The candidate created a brochure but it did not clearly explain a policy or practice of interest to parents.	The candidate developed a brochure about a policy that is of interest to parents but the explanation was incomplete.	The candidate developed an informative brochure for parents that was of interest and gave a comprehensive understanding of the issue.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #9)
 School Discipline and Safety

Category	Criterion	1	3	5
ELCC Standard 3.1(a,b)	Student Learning and Safety	The candidate did not observe all elements of the disciplinary process and the reflective write-up was incomplete.	The candidate observed all elements of the disciplinary process, provided a reflective paper on their observations but it was incomplete and provided no strengths or weaknesses about the process.	The candidate observed all elements of the disciplinary process, provided a reflective paper on their observations which was complete and provided strengths or weaknesses about the process.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #10)
 Juvenile Justice System and the School

Category	Criterion	1	3	5
ELCC Standard 4.1(g)	Collaboration with Community Agencies	The candidate observed the juvenile court but provided a superficial reflective paper that did not contain any details.	The candidate observed the juvenile court and wrote a complete reflective paper about their observations but failed to provide any follow-up questions for the juvenile court judge.	The candidate observed the juvenile court and wrote a complete reflective paper about their observations to provide insightful follow-up questions based on their observations for the juvenile court judge.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #11)
 Community Governance and Involvement

Category	Criterion	1	3	5
ELCC Standard 4.2	Community Interests	The candidate observed a city council meeting but did not provide a detailed reflective report.	The candidate observed a city council meeting and wrote a reflective report about the meeting that was lacking in detail and did not address the culture of the council. Questions for a council member were included but no interview was conducted.	The candidate observed a city council meeting and wrote a reflective report about the meeting that was detailed and captured the similarities and differences between the operation of the council and the school board. Questions and answers from a council member were included.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #12)
 Serving Students with Exceptional Needs

Category	Criterion	1	3	5
ELCC Standard 4.2(c)	Special Education	The candidate did not provide a reflective report that detailed the special education program and the principal's role in its administration.	The candidate provided a reflective paper that described the special education programs at the school but was incomplete in its discussion of the role of the principal in leadership and administration.	The candidate provided a comprehensive reflective paper that described the special education programs located at that school site as well as programs which are ordinarily located at school sites but may not have been present at the observed site. The reflective paper provided a detailed analysis of the roles and responsibilities of the principal in developing and insuring that IEP's are fully implemented.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #13)
 Developing Resources and Funding

Category	Criterion	1	3	5
ELCC Standard 4.3(a,b,c)	Community Resources and Funding	The candidate participated only superficially in a fundraising activity.	The candidate participated in a fundraising activity but the reflective paper did not provide details about the event.	The candidate actively participated in a fundraising activity and provided a comprehensive reflective paper about the activity providing organizational details and the purpose for raising the resources.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #14)
 Community Norms and Values

Category	Criterion	1	3	5
ELCC Standard 6.1(g)	Community Norms and Values Related to Social Justice	The Candidate interviewed only few people and was not able to get a complete picture of the community's norms and values.	The candidate interviewed a wide variety of individuals and reported on their views.	The candidate interviewed a wide variety of individuals and reported on their views providing a careful analysis of the similarities and differences in perceptions as well as a clear definition of social justice issues in the community and a detailed analysis regarding how the school/district is viewed in the community.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #15)
 Respond to the Larger Context

Category	Criterion	1	3	5
ELCC Standard 6.2(a)	Members of the School Community, PTA/PTO	The candidate attended two PTA/PTO meetings but did not participate.	The candidate attended two PTA/PTO meetings and provided information on a current issue but the reflective report did not provide details.	The candidate attended two PTA/PTO meetings and provided information on a current issue of interest to parents. The reflective paper provided a detailed analysis of the issue discussed as well as a feedback instrument from the parents on the quality level and interest of the topic presented.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
 (Significant Activity #16)
 Integrity, Ethics and Fairness

Category	Criterion	1	3	5
ELCC Standard 5.1, 5.2, & 5.3	A Moral or Ethical Issue	The candidate wrote on a moral or ethical dilemma but failed to give details or a complete analysis.	The candidate wrote a reflective paper on a moral or ethical dilemma in detail but they analysis failed to address an analysis of how it was handled and how the candidate might have handled it differently.	The candidate wrote a reflective paper on a moral or ethical dilemma in detail with a very comprehensive analysis of all the issues including an explanation as to why the candidate felt the incident was handled appropriately or why they might have handled the situation differently.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 574V Site Level Internship
(Significant Activity #17)
Curriculum Change

Category	Criterion	1	3	5
ELCC Standard 6.1(a-h)	Understanding the Larger Context	The candidate does not demonstrate an understanding of political, social, economic, legal and cultural influences on education.	The candidate demonstrates an understanding of political, social, economic, legal and cultural influences on education.	The candidate demonstrates an in-depth understanding of political, social, economic, legal and cultural influences on education.
ELCC Standard 6.2(a)	Responding to the Larger Context	The candidate does not demonstrate the ability to communicate with stakeholder groups in the school about the necessary change.	The candidate demonstrates ability in communicating with stakeholder groups in the school about the necessary change.	The candidate demonstrates exemplary persuasive ability in communicating with stakeholder groups in the school about the necessary change.
ELCC Standard 6.3(a,b,c)	Influencing the Larger Context	The candidate does not demonstrate ability in applying an understanding of the larger context of education, influencing stakeholder groups, and benefiting all students.	The candidate demonstrates ability in applying an understanding of the larger context of education, influencing stakeholder groups, and benefiting all students and families.	The candidate demonstrates exemplary ability in applying an understanding of the larger context of education, influencing stakeholder groups, and benefiting all students and families.
	Knowledge of Curriculum	The candidate does not demonstrate knowledge and understanding in analyzing curriculum and identifying needed curricular innovation.	The candidate demonstrates knowledge and understanding in analyzing curriculum and identifying needed curricular innovation.	The candidate demonstrates in-depth knowledge and understanding in analyzing curriculum and identifying needed curricular innovation.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling and sentence structure.	The paper contains one or two minor errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity #1)
 The Vision in Different Contexts

Category	Criterion	1	3	5
ELCC Standard 1.2	Articulate a Vision	The candidate attended meetings in only one district and did not clearly define the vision.	The candidate attended meetings in two or more districts and defined the visions of each district and how the leadership articulated it.	The candidate attended meetings in two or more districts and defined the visions of each district including an analysis in which they compared and contrasted the visions and how the leaders communicate the vision to those attending.
ELCC Standard 6.2	Respond to the Larger Context	The candidate explained the method used by the leader to articulate the vision but did not explain who this impacted all segments of the district community.	The candidate explained the method used by the leader to articulate the vision and discussed how the leadership communicated effectively to all segments of the community.	The candidate explained the method used by the leader to articulate the vision and discussed how the leadership communicated effectively to all segments of the community including the trends, issues and policies affecting the district.
	District Culture	The candidate attended meetings in only one district and did not clearly identify the observed similarities and differences between the tone and culture of the organization.	The candidate attended meetings in two or more districts of different sizes and identified 2 or 3 similarities and differences but did not give a clear picture of the culture.	The candidate attended meetings in two or more districts of different sizes and identified 2 or 3 similarities and differences while providing a clear reflection of how the district cultures varied.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
(Significant Activity #2)
Analyzing Data and The Vision

Category	Criterion	1	3	5
ELCC Standard 1.4	Stewarding a Vision with Data	The candidate gave a superficial evaluation of student assessment data.	The candidate selected an assessment and gave an analysis of three years of data.	The candidate selected an assessment and gave an analysis of three years of data and defined the strengths and weaknesses of the instructional program and gave recommendations that are consistent with the vision of the district.
ELCC Standard 2.3	Improving Instruction	The candidate did not identify any strategies to improve instruction.	The candidate identified strategies for instructional improvement but they were not specific enough to drive the instructional program in the classroom consistent with the vision.	The candidate identified strategies for instructional improvement that were specific and could be easily translated into changes in classroom instructional delivery through an easily understandable presentation to stakeholders.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. The paper is free of errors in grammar, punctuation, spelling and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 3)
 Informing the Community

Category	Criterion	1	3	5
ELCC Standard 1.5	Community Involvement	The candidate made a presentation to the community utilizing the data from activity #2 but the presentation didn't clearly define how the data addresses the vision of the school district.	The candidate made a presentation to the community utilizing the data from activity #2 and explained how the data supports the vision of the school district.	The candidate made a presentation to the community utilizing the data from activity #2 and explained how the data supports the vision of the school district and included an evaluation that demonstrated that the community understood the elements of the presentation.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
(Significant Activity # 4)
Needs in a Diverse Community

Category	Criterion	1	3	5
ELCC Standard 2.3	Best Practices Student Learning	The candidate did not meet with parents and students to discuss instructional practices throughout the District.	The Candidate met with parents and students to discuss best instructional practices as well as the programs offered by the district but failed to involve their mentor or assessment coordinator.	The Candidate met with parents and students to discuss best instructional practices as well as the programs offered by the district and actively involved their mentor or the districts assessment coordinator in the discussions.
ELCC Standard 4.1	Involving Families	The candidate participated in a multi-cultural night but was not a contributor to the leadership of the activity.	The candidate was an active participant in a multi-cultural; activity but did not interview diverse groups.	The candidate was an active participant in a multi-cultural activity and spoke to a broad spectrum on groups to gain their insight about their perceptions of the educational needs of their students.
ELCC Standard 4.2	Community Needs	The candidate did not meet with an adequate number of students and parents to effectively gain insight on the student enrollment and orientation process.	The Candidate met with at least 5 students and 5 sets of parents about their enrollment and orientation process but was not able to provide an adequate description or recommendations for improvement.	The Candidate met with at least 5 students and 5 sets of parents about their enrollment and orientation process and reported the strengths and weaknesses of the program with specific recommendations for improvement.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 5)
 Professional Growth Plans

Category	Criterion	1	3	5
ELCC Standard 2.4	Design a Growth Plan	The candidate reviewed the districts professional growth plan format but failed to give details of the system.	The candidate reviewed the districts professional growth plan and provided details regarding format, roles and responsibilities. The candidate's reflection did not demonstrate a careful analysis.	The candidate reviewed the districts professional growth plan format and provided details regarding format, roles and responsibilities as well as how the system will promote life-long learning and instructional improvement. A detailed list of questions was provided as well as the candidate's reflections.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 6)
 Operation Structure and Management

Category	Criterion	1	3	5
ELCC Standard 3.2	Manage Operations	The candidate does only a minimal comparison of the human resources available in the two comparison school districts.	The candidate clearly identified the various positions and job responsibilities in the two comparison school districts.	The candidate clearly identified the various positions and job responsibilities in the two comparison school districts and presented a through comparison and contrast between the human resources available in both districts.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
(Significant Activity # 7)
Human Resource Development

Category	Criterion	1	3	5
ELCC Standard 3.2	Manage Operations	The candidate reviewed the recruitment and induction program in the district.	The candidate reviewed the recruitment and induction program in the district and surveyed staff to determine the effectiveness of the program.	The candidate reviewed the recruitment and induction program in the district and surveyed staff to determine the effectiveness of the program which was then written in a detailed report defining strengths and weaknesses.
ELCC Standard 5.1	Acting with Integrity	The survey was conducted with little consideration for confidentiality.	The survey was conducted with strict confidentiality however the report was written so that assumptions could be made as to the participants or their schools.	The survey was conducted with strict confidentiality with respect for the rights and dignity of the participants.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 8)
 Meeting All Students Needs

Category	Criterion	1	3	5
ELCC Standard 2.3	Manage Operations	The candidate identified the alternative programs of the school district.	The candidate identified and explained in detail the alternative programs available to students in the school district.	The candidate identified and explained in detail the alternative programs available to students in the school district and evaluated how those programs understand the needs of students and apply the best practices for student learning.
ELCC Standard 4.1, 4.2	Community Interests and Needs	The candidate provided a minimal level of information regarding how the alternative programs meet the needs of students and the community.	The candidate provided a clear picture of how the alternative programs meet the needs of the various student groups and how these programs will provide a quality education for all students.	The candidate provided a clear picture of how the alternative programs meet the needs of the various student groups and how these programs will provide a quality education for all students and tied a review of the juvenile justice system and how the judge collaborates with the school and community to advocate for student needs.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 9)
 School District Culture

Category	Criterion	1	3	5
ELCC Standard 4.1	Collaborate/Involve Families	The candidate attended school board meetings in two school districts but did not identify how families and community were made a part of the meeting.	The candidate attended school board meetings in two school districts.	The candidate attended school board meetings in two school districts, compared and contrasted the two meetings and reported on how the vision, mission and goals were supported.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 10)
 Educational Resources

Category	Criterion	1	3	5
ELCC Standard 3.3	Manage Resources	The candidate reviewed the district finances and determined who the district was funded and the percentage of funds expended in each budgetary category.	The candidate reviewed the district finances and determined how the district was funded and the percentage of funds expended in each budgetary category and how the information is communicated to stakeholders.	The candidate reviewed the district finances and determined how the district was funded and the percentage of funds expended in each budgetary category and how the information is communicated to stakeholders including a reflection about how the budgets reflect the district's vision mission and goals.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 11)
 Organizing to Meet Student Needs

Category	Criterion	1	3	5
ELCC Standard 6.1	The Larger Context	The candidate identified the various positions in the district office and their job responsibilities.	The candidate identified the various positions in the district office and how their jobs relate to legal requirements.	The candidate identified the various positions in the district office and how their jobs relate to legal requirements, and identified how their jobs support the vision, mission and goals of the district.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

EDLE 674V District Level Internship
 (Significant Activity # 12)
 Moral and Ethical Dilemma

Category	Criterion	1	3	5
ELCC Standard 5.1, 5.2, 5.3	A Moral or Ethical Issue	The candidate wrote on a moral or ethical dilemma but failed to give details or a complete analysis.	The candidate wrote a reflective paper on a moral or ethical dilemma in detail but they analysis failed to address an analysis of how it was handled and how the candidate might have handled it differently.	The candidate wrote a reflective paper on a moral or ethical dilemma in detail with a very comprehensive analysis of all the issues including an explanation as to why the candidate felt the incident was handled appropriately or why they might have handled the situation differently.
	Writing Conventions	The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.	The paper is free of errors in grammar, punctuation, spelling and sentence structure.

University of Arkansas
College of Education and Health Professions
Department of Educational Leadership, Counseling & Foundations

I. Program Affiliation

EDLE 5013 - School Organization and Administration
Spring 2016, Wednesday 5:30 – 8:20 PM, Section 901 - Online
Prerequisites: Graduate standing

II. Course Description

A performance-based study and analysis of the structure and organization of the American public education system including the fundamental principles of school management and leadership with portfolio assessment.

III. Instructor and Class Data

Instructor:	Carleton R. Holt, Ed.D.
Office:	Room 107, Peabody Hall
Office Hours:	W 8:00-8:50 am, or by appointment
Phone:	(479) 575-5112 office (479) 582-0895 home (479) 575-2492 fax
E-Mail:	cholt@uark.edu office carlholt@sbcglobal.net home

IV. Purpose/Rationale

The course, EDLE 5013, is intended to provide students with a comprehensive overview of organization and management theory, requirements, and challenges which will form the framework for sound organizational and management practices for administration. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class.

V. Philosophy/Beliefs

Administrative leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

VI. *Course Goals, Objectives, Outcomes, and Topics*

The primary goal of this course is to provide future school administrators with a general understanding of the structure and organization of public education using the ELCC standards.

ELCC Standards (The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district *vision* of learning supported by the school community.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an *effective instructional program*, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Applying Best Practice to Student Learning
- 2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *managing the organization*, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization
- 3.2 Manage Operations
- 3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *collaborating with families and other community members*, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an *ethical manner*.

5.1 Acts with Integrity

5.2 Acts Fairly

5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context*.

6.1 Understand the Larger Context

6.2 Respond to the Larger Context

6.3 Influence the Larger Context

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=20182411844&cus=164&pageID=138178

You will achieve these goals by:

- Developing a broad perspective of the structure and organization of American public education by discovering and reviewing key literature (SP 1,3,7).
- Gaining an appreciation of how schools are organized and controlled (SP 1,2,7).
- Understanding how the different interdependent elements of schooling are arranged and how they function as a whole (SP 3,5,7).
- Learning how school governance and administrations are affected by formal and informal aspects of control (SP 2,5,7).
- Developing a working knowledge of the importance of strategies for motivating others (SP 1,3,5).
- Manifesting a professional code of ethics and values by learning to exhibit the highest standards of ethical and professional conduct (SP 4,6).
- Identifying and critiquing key theories of leadership and their application to various school environments (SP 1,4,7).
- Learning to appreciate the importance of planning, goal setting, and leading planned change (SP 2,5,6).
- Applying a systems perspective, viewing schools as interactive internal systems operating within external environments (SP 3,5,7).
- Defining and relating the general characteristics of internal and external political systems as they apply to school settings (SP 3,5,7).
- Beginning to develop an appreciation for cultural diversity in the school setting (SP 3,7).
- Understanding the importance of staying current on local, state, and federal mandates, goals, and outcomes affecting public education (SP 1,6,7).

The content of this course tentatively includes the following topics:

A. Introduction to the Library and Educational Administration Research

B. Fundamental Principles and Concepts of Organizations

1. Development of administrative theory
2. Organizational structure
3. Organizational culture

C. Administration Processes

1. Motivation
2. Leadership
3. Decision making
4. Communication
5. Organizational change

D. Structural Framework of Public Education

1. Government and education
2. Excellence, equality, and education
3. School finance and productivity
4. Legal considerations and education

E. Administration of Programs and Services

1. Curriculum development and implementation
2. Analyzing and improving teaching
3. Human resources administration

VII. *Methods of Instruction*

The basic format of the course will involve approximately:

1. Twenty percent of the time will be in either *large group instruction or in a seminar setting*.

Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody readings, research, small group reports and four-minute critiques of theories and topics. The seminar setting enables a group of advanced students studying under a professor to exchange opinions about educational administration theories and topics.

2. Seventy-five percent of the time in *small or solution groups*.

The small or solution groups (approximately 3-5 members) will meet to analyze and make decisions about organizational, management, and leadership practices.

3. Five percent of the time in *independent study*.

Independent study time will be used according to individual student needs and interests.

VIII. Course Study Guides

Course Study Guides for the assignments must be completed prior to each class meeting. The instructor will collect course worksheets at the scheduled class periods.

VIII. Course Schedule, Topics and Reading Assignments

Week	Activities and Due Dates
<p>Week 1</p> <p>Wednesday, 1/20/16</p>	<p>Course Orientation, (jump to EDLE Website) Educational Administration Research APA 6th, Second Printing Writing Guidelines, Review of EDLE Portfolio, Chalk and Wire (jump to Chalk and Wire) and ADE Licensure Requirements.</p> <p>O & A Class Study Guides - (jump to Study Guides)</p>
<p>Week 2</p> <p>Wednesday, 1/27/16</p>	<p><i>Development of Administrative Theory</i></p> <p>Lunenburg and Ornstein, pp. 1-25</p> <p>Study Guide #1</p>
<p>Week 3</p> <p>Wednesday, 2/3/16</p>	<p><i>Organizational Structure</i></p> <p>Lunenburg and Ornstein, pp.27-53</p> <p>Study Guide #2</p> <p><i>Significant Activity #4 due (2/3/16)</i></p>

<p>Week 4 Wednesday, 2/10/16</p>	<p><i>Organizational Culture</i> Lunenburg and Ornstein, pp. 54-77 Study Guide #3</p> <p><i>Motivation</i> Lunenburg and Ornstein, pp. 79-98 Study Guide #4</p>
<p>Week 5 Wednesday, 2/17/16</p>	<p><i>NO CLASS (Research Week)</i></p>
<p>Week 6 Wednesday, 2/24/16</p>	<p><i>Significant Activity #1 due (2/24/16)</i></p> <p><i>Leadership</i> Lunenburg and Ornstein, pp. 99-133 Study Guide #5</p> <p><i>Decision Making</i> Lunenburg and Ornstein, pp. 135-155 Study Guide #6</p>
<p>Week 7 Wednesday, 3/2/16</p>	<p><i>Communication</i> Lunenburg and Ornstein, pp. 157-181 Study Guide #7 <i>Hand-in Study Guides 1-5, due (3/2/16 & email to Dr. Holt)</i></p>

Week 8 Wednesday, 3/9/16	<i>Organizational Change</i> Lunenburg and Ornstein, pp. 183-207 Study Guide #8 <i>Significant Activity #5 due (3/9/16)</i>
Week 9 Wednesday, 3/16/16	<i>Government and Education</i> Lunenburg and Ornstein, pp. 209-263 Study Guide #9
3/23/16	<i>SPRING BREAK (NO CLASS)</i>
Week 10 Wednesday, 3/30/16	<i>Excellence, Equality, and Education</i> Lunenburg and Ornstein, pp. 264-290 Study Guide #10 <i>Significant Activity #2 due (3/30/16)</i>
Week 11 Wednesday, 4/6/16	<i>School Finance and Productivity</i> Lunenburg and Ornstein, pp. 291-325 Study Guide #11 Salary Schedule Spreadsheet Instruction (jump to Spreadsheet example) <i>Hand-in Study Guides 6-10, due (4/6/16 & email to Dr. Holt)</i>
Week 12 Wednesday, 4/13/16	<i>Legal Considerations and Education</i> Lunenburg and Ornstein, pp. 326-365 Study Guide #12 <i>Significant Activity #3 due (4/13/16)</i>
Week 13 Wednesday, 4/20/16	<i>Curriculum Development and Implementation</i> Lunenburg and Ornstein, pp. 366-409 Study Guide #13 (See next page 9 for assignment due)

	<i>Significant Activity #6 due (4/20/16)</i>
Week 14 Wednesday, 4/27/16	<i>Analyzing and Improving Teaching</i> Lunenburg and Ornstein, pp. 410-446 Study Guide #14
Week 15 Wednesday, 5/4/16	<i>Human Resources Administration</i> Lunenburg and Ornstein, pp. 447-482 Study Guide #15
	<i>Final Examination due (5/4/16 & email to Dr. Holt)</i> <i>Hand-in Study Guides 11-15, due (5/4/16 & email to Dr. Holt)</i> <i>Spring 2016 Session Ends!</i>

X. *Evaluation, Grade Scale, Class Participation and Attendance*

Grading will be based on the critical essays (3), study guides (3 collections), Significant Activity Projects (3), an oral presentation, and the final examination.

Requirements	Points
1. Essays (3 x 20 points; see essay assignments and criteria) =	060
2. Study Guides (3 sets x 50 points; due on 3/2, 4/6 & 5/4) =	150
3. Three significant activity projects (3 x 50 points) =	150
4. Oral Presentation =	140
5. Course examination =	<u>100</u>
Total Points Possible=	600 points

Final Course Grade

Your grade will be determined by the number of points you accumulate during the session and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least 540 total points.

“B” An accumulated point total of between 480 and 539 total points.

“C” An accumulated point total of between 420 and 479 total points.

“D” An accumulated point total of between 360 and 419 total points.

“F” Anything below 360 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions in the Lunenburg and Ornstein text and review any other supplemental materials. Students should be prepared to discuss and answer questions posed concerning the assigned and supplemental readings. Occasionally students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student’s responsibility

to make arrangements with a classmate to get copies of handouts, notes, and assignments.

Chalk and Wire Course Requirement

Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.

If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

XI. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an “incomplete” should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not completed and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of “incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F.” To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XII. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2016-2017 University of Arkansas Graduate School Catalog*.

NOTE:

Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XIII. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

§ CALL- 9-1-1

§ AVOID- If possible, self-evacuate to a safe area outside the building.

Follow directions of police officers.

§ DENY- Barricade the door with desk, chairs, bookcases or any items.

Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

§ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members

must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

See the inclement weather web site at

<http://emergency.uark.edu/11272.php>

- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.
If the university remains open, no announcement will be made.

XIV. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XV. Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use a scoring rubric to grade each activity. One rubric per activity will be used.

Essays

The essay assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting from reading the essential points and relating them to each other around some central theme. Too, judgments on the relevancy of the points made by the authors should be addressed. Interviews must be conducted with practicing school leaders on the topic covered by your research. A reflective section must be included to express your plan for dealing with the topic and the appropriate ELCC standards. Grading will be based principally upon how well the essential points have been located

and how well they have been analyzed, integrated, and judged (two pages minimum, double-spaced for Essays 1 & 2; one page minimum, double-spaced for Essay 3 using APA Guidelines for EDLE Papers).

**Significant Activity #1*

ELCC 4.3 / AR 4/SP 5, 7

The student will write an essay that identifies their community resources and describes how they would use those resources to support student achievement, solve school problems, and achieve school goals. Be sure to include youth services as a resource to be used.

Significant Activity #2

ELCC 5.3 / AR 2

Describe a situation, you are aware of, that has a problem involving a moral/ethical question.

Ethical decision-making as described by Kidder (1995) includes:

1. We must first recognize there is a moral issue.
2. Determine the actors.
3. Gather the relevant data.
4. Test the events for right versus wrong issues.

If the answer is not clear, consider these three questions:

1. Is corruption or legality involved?
2. Would your district or community welcome the publicity surrounding this situation?
3. What would your mother or family say about this situation?

Significant Activity #3

ELCC 6.1.a / AR 4

Write a critical essay analyzing the contributions and challenges for educational leaders brought about by the Behavioral Science Approach, The Participatory Management Model, and Deming's Total Quality Management.

(Hint: Identify the elements of these programs that can help administrators improve the operations of their schools to meet the demands of educational critics. Discuss the realities facing school leaders in attempting to reach improvement programs. Again, your personal point of view and experiences will

provide the theme that ties the parts of the analysis together. Remember to your reflective statement covering ELCC Standards.)

Guides to Understanding the Criteria

Sophistication of Analysis

In the best papers, the author does much more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organization and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

Projects

Significant Activity #4

ELCC 1.1 / AR 1 and 5

ELCC 1.2 / AR 1 and 5

Develop a vision statement for a school that includes the following:

- a. it must speak to the equality of all students and promotes success for all students.
- b. the vision statement must be based in sound theories, relevant knowledge, data-based research strategies, and strategic planning processes that focus on student learning. Examples of relevant information sources include student assessment results, student and family demographic data, and an analysis of community needs. Examples of relevant theories and knowledge include the diversity

of learners and learner's needs, schools as interactive social and cultural systems, and social and organizational change.

Once the statement has been developed, it will be presented to both the class and a community or school organization. The student will then take any given feedback and finalize the vision statement for use in a later assignment.

** Significant Activity #5*

ELCC 3.1.a / AR 2

Using the appropriate models and principles of organizational development and management, the student will create a plan for optimizing the learning environment for a school. Use research and data-driven decision-making and pay attention to equity, effectiveness, and efficiency.

** Significant Activity #6*

ELCC 3.3.b / AR 4

ELCC 3.3.c / AR 4

You are the administrator at the Midvale Middle School. After your presentation to the board of education requesting an additional 7th grade science teacher for the next 2016-17 school year, several of the board members ask you the following questions:

1. What will be the average teacher raise at your school for BA teachers if the board gives a 1.75% increase to the base BA salary for next year?
2. What will be the new average teacher salary for BA teachers at your school?
3. What will be the total BA teacher salary increase?
4. What will be the total BA teacher salary increase percentage?

You are told that the board of education will be meeting in two days, and if this information could be available a decision could be given.

This is very important to your staff in meeting the goals they set for your science program.

Using the class significant activity & guide, develop a computer spreadsheet to obtain the answers to these four questions. Allow your spreadsheet to adjust for future salary increases or decreases that may change the answers you have provided to the board of education.

XVI. *Textbooks and Selected Readings*

Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration:*

Concepts and practices (6th ed.). Belmont, CA: Thompson * Wadsworth

Publishing Company. ISBN: 978-1-111-30124-8

Additional reading and supplemental materials as assigned throughout the session.

- Students,
Chalk and Wire Course Requirement
- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
- If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

XVII. *Research Base*

References

The knowledge bases that support course content and procedures include:

Contemporary References (1990-2010)

Aguayo, R. (1990). *Dr. Deming: The American who taught the Japanese about quality.*

New York: Lyle Stuart.

Barth, R. (1990). *Improving schools from within.* San Francisco: Jossey Bass.

Boyer, E. (1995). *The basic school.* Princeton, NJ: The Carnegie Foundation for
the Advancement of Teaching.

Boyett, J. H., & Conn, H. P. (1991). *Workplace 2000.* New York: Dutton.

Drucker, P. (1995). *Managing in a time of great change.* New York: Truman Talley
Books.

Drucker, P. (1993). *Post-Capitalist society.* New York: Harper-Collins.

- Drucker, P. (1990). *Managing the nonprofit organization*. New York: Harper-Collins.
- Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.
- Glasser, W. (1992). *The quality school*. New York: Harper Perennial.
- Hirsch, Jr., E. D. (1996). *The schools we need & why we don't have them*. New York: Doubleday.
- Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, D.C.: Council of Chief State School Officers.
- Kidder, R. M. (1995). *How good people make tuff choices*. New York: William Morrow.
- Kidder, T. (1990). *Among schoolchildren*. New York: Avon Books.
- Konnert, M. W. (1990). *The superintendency in the nineties*. Lancaster, PA: Technomic Publishing.
- Kozol, G. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- Manatt, R. (1995). *When right is wrong*. Lancaster, PA: Technomic Publishing.
- National Center for Educational Statistics. (1996). *The condition of education 1996*. Washington, DC: U.S. Department of Education.
- Newmann, F., & Wehlage, G. (1995). *Successful school restructuring*. Madison, WI: University of Wisconsin.
- No Child Left Behind Act of 2001, Public Law 107-100 (January 8, 2002).

Scott, C., Jaffe, D., & Tobe, G. (1993). *Organizational vision, values, and mission*. Menlo Park, CA: Crisp Publications.

Sergiovanni, T. J. (1991). *Value-added leadership*. San Diego, CA: Harcourt Brace Jovanovich, Publishers.

Wick, J., & Gose, K. (1994). *Improving student performance in your school*. Dubuque, IA: Kendall/Hund Publishing.

Classic References (Prior to 1990)

Bennis, W., & Nanus, B. (1985). *Leaders*. New York: Harper & Row.

Bennis, W. (1989). *On becoming a leader*. Reading, MA: Addison-Wesley Publishing.

Blanchard, K., Zigarmi, P., & Zigarmi D. (1985). *Leadership and the one minute manager*. New York: Morrow.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Covey, S. (1989). *The seven habits of highly effective people*. New York: Fireside.

Drucker, P. (1985). *Innovation and entrepreneurship*. New York: Harper & Row.

Hoyle, J., English, F. & Steffy, B. (1985). *Skills for effective school leaders*. Arlington: American Association of School Administrators.

Lewis, A. (1989). *Restructuring America's schools*. Arlington: American Association of School Administrators.

Nathan, J. (1989). *Public schools by choice*. St. Paul, MN: Institute for Learning and Teaching.

Terkel, S. (1970). *Working*. New York: Pantheon.

Tzu, S. (edited by James Clavell, 1983). *The art of war*. New York: Dell Publishing.

Selected Journals

American School Board Journal
Bulletin of the National Secondary School Principals
Change
Educational Leadership
Education Week
ERS: Spectrum
Journal of Higher Education
Middle School Journal
Phi Delta Kappan
Principal
Review of Higher Education
School Administrator

XVIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XVIV. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

XX. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative

work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XXI. Significant Activity Rubrics

Rubrics start on next page.

* Rubrics match NCATE / ELCC Standards

**EDLE 5013 Organization and Administration –
Organizational Development Analysis
*Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 4.3/ AR 4/ SP 5, 7**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Identified the appropriate community resources. Score =	The student demonstrated no involvement within the community, including only interactions with individuals and groups during the work day contacts. 1	The student demonstrated minimal involvement within the community, including interactions with some individuals and groups. 3	The student demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. 5
	Describe how youth services could be used as a resource. Score =	The student did not utilize assessment strategies and research to understand and accommodate diverse school and community conditions and dynamics. 1	The student showed a partial use of assessment strategies without supporting research to understand diverse school and community dynamics. 3	The student demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. 5
	Identify how to use different resources to support student achievement. Score =	The student provided no leadership to programs serving students with special and exceptional needs. 1	The student provided staff discussion about programs serving students with special and exceptional needs. 3	The student provided leadership to programs serving students with special and exceptional needs. 5

Scoring Rubric for Significant Activity #1 - Continued

	Identify how to use different resources to solve school problems. Score =	Demonstrated no evidence of the ability to capitalize on the diversity of the school community to provide new resources to address student problems. 1	Demonstrated an interest in capitalizing on the diversity of the school community to provide new resources to address emerging student problems. 3	Demonstrated the ability to capitalize on the diversity of the school community to provide new resources to address emerging student problems. 5
	Identify how to use different resources to achieve school goals. Score =	Demonstrated no interest or discussion on the diversity of the school community to improve school programs. 1	Demonstrated an interest in the diversity of the school community to improve school programs. 3	Demonstrated the ability to capitalize on the diversity of the school community to improve school programs. 5
ELCC Standard (ELCC 4.3/ SP 4, 7)	Show an understanding of ELCC standard 4.3. Score =	Demonstrated no interest or discussion on finding new resources to facilitate learning. 1	Demonstrated interest in finding new resources to facilitate learning. 3	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 5
Research and Data	Use appropriate research in supporting the overall assignment. Score =	Provided no elements of leadership using research and data-driven decision-making in the use of community resources to support learning needs. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the use of community resources to support learning needs. 3	Demonstrated leadership in the use of research and data-driven decision-making in the use of community resources to support learning needs. 5
Writing	Wrote the essay with clarity and sound technique. Score =	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5

Scoring Rubric for Significant Activity #1 - Continued

<p>APA Format</p>	<p>Use references appropriately and in proper APA format.</p> <p>Score =</p> <p>Total Score=___/45</p>	<p>Citations for statements included in the report were not present, or references which were included were not found in the text.</p> <p>1</p>	<p>Citations and reference list were presented. Some formatting problems exist, or components were missing.</p> <p>3</p>	<p>All needed citations were included in the report. References matched the citations, and all were encoded in APA format.</p> <p>5</p>
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EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #2
Standard Element Evaluated: *ELCC 5.3 / AR 2*

The student correctly identified a problem with a moral/ethical question.

1	2	3	4	5
Never				Always

The student used ethical decision-making as described by Kidder.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 5.3.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4	5
Never				Always

Student Name

Date

_____/30
Total score for this assignment

EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #3
Standard Element Evaluated: ELCC 6.1.a / AR 6

The student correctly identified elements of each management approach that can benefit school administrators.

1	2	3	4	5
Never				Always

The student discusses the realities facing school administrators in their essay.

1	2	3	4	5
Never				Always

The student used their own point of view and experiences to develop the essay.

1	2	3	4	5
Never				Always

The student included their reflective statement covering ELCC standards.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 6.1.a.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4	5
Never				Always

 Student Name

 Date

_____/40
 Total score for this assignment

EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #4
Standard Element Evaluated: ELCC 1.1, 1.2 / AR 1 and 5

The student's vision statement was complete.

1	2	3	4	5
Never				Always

The student's vision statement spoke to the equality of all students and promotes success for all students.

1	2	3	4	5
Never				Always

The student's vision statement was based on sound theories, relevant knowledge, data-based research strategies and strategic planning processes that focus on student learning.

1	2	3	4	5
Never				Always

The student's class presentation of their vision statement clearly conveyed their intentions for and direction of their vision statement.

1	2	3	4	5
Never				Always

The student included their reflective statement covering ELCC standards.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 1.1.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 1.2.

1	2	3	4	5
Never				Always

(continued)

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4	5
Never				Always

Student Name

Date

_____/50

Total score for this assignment

EDLE 5013 Organization and Administration – Organizational Development Analysis <i>*Scoring Rubric for Significant Activity #5</i> <i>Standard Element Evaluated: ELCC 3.1.a / AR 2/ SP 3, 4, 5</i>				
Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Used the appropriate models and principles Score =	There is no indication that the student used an appropriate model. Principles of organizational development were not clear or supported. 1	The student used an appropriate model and some ideas occurred, but conclusions were not supported in the body of the paper. 3	The student used an appropriate model and shared principles of organizational development. Insights into the key issues and their application to the problem are appropriate. Conclusions are strongly supported. 5
*Organizational Models (ELCC 3.1.a, SP 3, 4, 5)	Optimized the learning environment Score =	The student's plan for optimizing the learning environment was not clear. Provided only discussion about a successful learning environment. 1	The student's plan discussed the learning environment for the school. Provided general instructions for developing a learning environment. 3	The student's plan optimized the learning environment for the school. Provided leadership in developing a successful learning environment. 5
Research and Data	Used research and data-driven decision-making Score =	Provided no elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan. 3	Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan. 5
Equity, Effectiveness, and Efficiency	Shows concern for equity, effectiveness, and efficiency Score =	Candidate demonstrates little if any concern for equity, effectiveness, and efficiency. No elements of time, people and money were used to make and explain decisions within the organization. 1	Demonstrated a concern for some elements of equity, effectiveness, and efficiency. Candidate blended some elements of time, people and money to make and explain decisions within the organization 3	Demonstrated a concern for equity, effectiveness, and efficiency. Candidate blended elements of time, people and money to make and explain decisions within the organization. 5

Scoring Rubric for Significant Activity #5 - Continued

<p>Writing</p>	<p>Wrote the review with clarity and sound technique</p> <p>Score =</p>	<p>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident</p> <p>1</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive</p> <p>3</p>	<p>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate</p> <p>5</p>
<p>APA Format</p>	<p>References are used appropriately and in proper APA format</p> <p>Score =</p> <p>Total Score = ___/30</p>	<p>Citations for statements included in the report were not present, or references which were included were not found in the text</p> <p>1</p>	<p>Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing</p> <p>3</p>	<p>All needed citations were included in the report. References matched the citations, and all were encoded in APA format</p> <p>5</p>

**EDLE 5013 Organization and Administration –
Organizational Development Analysis
*Scoring Rubric for Significant Activity #6
Standard Element Evaluated: ELCC 3.3.b, 3.3.c/ AR 2/ SP 4, 7**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	The student's spreadsheet answered the questions for the board. Score =	The student developed the salary spreadsheet, but the calculations did not function correctly. 1	The student developed the salary spreadsheet, but some of the calculations did not function correctly. 3	The student correctly developed the salary spreadsheet with needed calculations to answer the board's questions. 5
	Allowed for adjustments for the future. Score =	The student's spreadsheet allowed for new salary adjustments but did not correctly calculate answers to the board's questions. 1	The student's spreadsheet allowed for new salary adjustments and correctly calculated some of the answers to the board's questions. 3	The student's spreadsheet allowed for new salary adjustments and correctly calculated answers to the board's questions. 5
*ELCC Standard (ELCC 3.3.b/ SP 4, 7)	Showed an understanding of ELCC standard 3.3b. Score =	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 1	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 3	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 5
	Showed an understanding of ELCC standard 3.3.c. Score =	Did not demonstrated the ability to apply current technologies for school management, business procedures, and scheduling. Did not show a clear understanding of collective bargaining agreements with working technology to support personnel resources. 1	Demonstrated the ability to apply and assess current technologies for school management, business procedures, and scheduling. Did not show a clear understanding of collective bargaining agreements with working technology to support personnel resources. 3	Demonstrated the ability to apply and assess current technologies for school management, business procedures, and scheduling. Showed an understanding of relevant collective bargaining agreements, using technology to support personnel resources. 5
		31		

Scoring Rubric for Significant Activity #6 - Continued

Research and Data	Used research and data-driven decision-making Score =	Provided no elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan. 3	Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan. 5
Writing	Wrote the review with clarity and sound technique Score =	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate 5
APA Format	References are used appropriately and in proper APA format Score = Total Score = ___/35	Citations for statements included in the report were not present, or references which were included were not found in the text 1	Citations and reference list were presented. Some formatting problems exist, or components were missing 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format 5

INFORMATIVE PRESENTATION EVALUATION FORM
EDLE 5013: School Organization and Administration

Presenter _____ Date _____

Topic _____

Time (Begin) : _____ (End) : _____

Scale: 5 = excellent; 4 = good; 3 = average; 2 = fair; 1 = poor

POINTS

_____ Was the central idea of the presentation clear?

_____ Were the main ideas clear?

_____ Were main ideas supported/developed?

_____ Were some ideas related to the audience?

_____ Did the presentation begin effectively?

_____ Was strong eye contact maintained?

_____ Were supportive vocal qualities used?

_____ Were supportive gestures used?

_____ Was the language clear, concise, and appropriate?

_____ Did the presentation end effectively?

_____/50 = **Total Points**

Evaluator: _____



◇ EDUCATIONAL LEADERSHIP PROGRAM ◇

SYLLABUS

EDLE 5023 – THE SCHOOL PRINCIPALSHIP

ED BENGTON, PH.D.

(479) 575-5092 / egbengts@uark.edu / 106 PEABODY HALL

SPRING 2016 - ONLINE

General Course Information

Description: The School Principalship is designed to prepare practitioners to seize the role of the school leader at the building-level site through the development of an understanding of the responsibilities, challenges, and excitement of the position.

Purpose of the Course: EDLE 5023 serves the purpose of providing an overview to the principalship and prepare aspiring school building leaders through the development of an understanding the complexities and demands of the job of the school principal. In doing so, this course will cover the new Professional Standards for Educational Leaders (PSEL) which are as follows:

- Standard 1. Mission, Vision, and Core Values
- Standard 2. Ethics and Professional Norms
- Standard 3. Equity and Cultural Responsiveness
- Standard 4. Curriculum, Instruction, and Assessment
- Standard 5. Community of Care and Support for Students
- Standard 6. Professional Capacity of School Personnel
- Standard 7. Professional Community for Teachers and Staff
- Standard 8. Meaningful Engagement of Families and Community
- Standard 9. Operations and Management
- Standard 10. School Improvement

Course Textbook:

Ubben, G.C., Hughes, L.W., & Norris, C.J. (2016). *The principal: Creative leadership for excellence in schools* (8th ed.). New York: Pearson. ISBN: 978-0-13-348899-9

Other Required Readings:

National Policy Board for Educational Administration. (2015). *Professional standards for educational leaders 2015*. Reston, VA: Author.

[Week 5: School bans teachers from using word 'please'](#)

Supplemental Readings:

Additional readings may be assigned on an as-needed basis to include research articles, media reports, and academic conceptual works.

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Written Work: All written assignments must be typed, double-spaced, and adhere to the sixth edition of the *Publication Manual of the American Psychological Association*. **This includes double-spaced Times New Roman 12 point font and all pages numbered.**

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of dangerous road conditions I will send an email to the class informing each student of my decision to cancel class. I may substitute the class time with another activity to keep the course on schedule (e.g., an internet based activity similar to one I would use for a distance course).

Accommodations: Information about the Center for Educational Access can be found at <http://www.uark.edu/ua/csd/accommodations.htm> Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Course Assignments and Grading

Attendance and participation: Each student is responsible for coming to class sessions on time and prepared to participate. Starting January 25th, class will meet every Monday evening from 6:00 pm until 8:00 pm except on March 21st – Spring Break. Students are expected to have read the assigned texts and completed any other assignments for the week before class starts. The expectation of participation is important to note since the class size is small. One of the basic tenets of adult learning theory is we learn best through our communication with others. Communication is a *two-way* process which allows us to openly and safely share ideas and learn from each other's experiences.

Course Reading/Assignment Schedule

Class Session	Readings	Assignments Due
I: Jan. 25	-Review Syllabus - <i>Professional standards for educational leaders 2015.</i>	Procure Text Books Review & Prepare Week 1 Activities
II: Feb. 1	Text – pages 1 – 37 <i>Leadership styles, theories, and learning communities</i>	
III: Feb. 8	Text – pages 38 – 55 <i>The decision-making process</i>	Significant Activity #1: Social Systems Theory, Transactional vs. Transformational Leadership, and the PLC.
IV: Feb. 15	Text – pages 56 – 85 <i>Planning for School Improvement</i>	
V: Feb. 22	Text – pages 87 – 107 Article of interest (link is in Weekly Activities) <i>Developing a Positive School Culture</i>	Significant Activity #2: “Force Field Analysis”
VI: Feb. 29	Text – pages 108 – 127 <i>Leading Curriculum Development, Implementation, & Evaluation</i>	
VII: Mar. 7	Text – pages 128 – 157 <i>Leading Instruction/Promoting Student Achievement</i>	Significant Activity #3: “Curriculum Theory and Conflicting Understandings”
VIII: Mar. 14	Text – pages 158 – 180 <i>Critical Aspects of Special Education</i>	
Mar. 21 – No Class – Spring Break		
IX: Mar. 28	Text – pages 181 – 200 <i>Human Resource Development</i>	
X: Apr. 4	Text – pages 201 – 243 <i>Managing Personnel and the Organization</i>	Significant Activity #4: “Adult Learning Theory, Career Stage Theory, & the Nature of Professional Development”
XI: Apr. 11		

		Text – pages 244 – 269 <i>Managing Time</i>	
XII:	Apr. 18	Text – pages 270 – 324 <i>Fiscal Responsibility & Technology</i>	Interview Activity: “Fiscal Issues” – constructing an interview of a principal about fiscal issues (in class activity)
XIII:	Apr. 25	Text pages 325 – 356 <i>Marketing the School</i>	Report back from interview Significant Activity #5: “The Principal as Fiscal Manager”
XIV:	May 2	Final class session	Significant Activity #6: “The Principal –Leader or Manager?”

Course Assignments

All “Significant Activity” assignments will be submitted to *Chalk and Wire* unless otherwise noted by the instructor.

Assignment	Due date
Significant Activity #1: “Social Systems Theory, Transactional vs. Transformational Leadership, and learning communities.”	Feb. 8
Significant Activity #2: “Force Field Analysis”	Feb. 22
Significant Activity #3: “Curriculum Theory and Conflicting Understandings”	Mar. 7
Significant Activity #4: “Adult Learning Theory, Career Stage Theory, & the Nature of Professional Development”	Apr. 4
Significant Activity #5: “The Principal as Fiscal Manager”	Apr. 25
Significant Activity #5: “The Principal – Leader or Manager?”	May 2

Course Assignment Description

Significant Activity # 1: After completing the initial reading assignments, students will reflect and write on:

1. the differences between transactional and transformational leadership;
2. the concept of social systems theory; and,
3. the relationship of numbers 1 & 2 to leading schools with an emphasis on professional learning communities.

The paper should be between three (3) and four (4) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 1.3; 2.1; 3.4; 3.5; 5.2; 5.3

1	3	5
Does not meet expectation: Shows little to no understanding of content	Partially meets expectation: Shows emerging understanding of content	Fully meets expectation: Shows a full and in-depth understanding of content
<p>Student does not produce a completed assignment.</p> <p>There is little to no evidence of an attempt to produce an informed reflection</p> <p>The student failed to follow APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment.</p> <p>The student has not shown strong evidence of an informed reflection pertaining to transactional and transformational leadership, social systems theory, and how these might relate to PLCs.</p> <p>The student produced a document that partially met APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment that clearly shows an informed reflection related to transactional and transformational leadership, social systems theory, and how these might relate to PLCs. The three main areas of emphasis required in the assignment are clearly addressed.</p> <p>The student produced a document that fully meets APA format and other assignment guidelines.</p>

Significant Activity #2: Students will review the school improvement plan at their school or at a school they are familiar with and have a conversation with that school’s Principal. After the review of the school improvement plan and the conversation with the Principal, students will write a reflection using the concept of Kurt Lewin’s force field analysis. Students should reflect on:

1. The main points of concern related to the present school improvement plan;
2. What related forces are contributing to that concern; and,
3. What might be done to alleviate negative or restraining forces.

The paper should be between four (4) and six (6) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 1.3; 1.4; 6.2; 6.3

1 Does not meet expectation: Shows little to no understanding of content	3 Partially meets expectation: Shows emerging understanding of content	5 Fully meets expectation: Shows a full and in-depth understanding of content
<p>Student does not produce a completed assignment.</p> <p>There is little to no evidence of an attempt to communicate with a Principal or to reflect on the analysis of a school improvement plan.</p> <p>There is little to no connection made to the ISSLC standards.</p> <p>The student failed to follow APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment.</p> <p>The student has not shown strong evidence of an informed reflection related to the task of conversing with a Principal about their school improvement plan and the application of Lewin’s force field analysis based on that conversation and their own personal review of the plan.</p> <p>The student produced a document that partially met APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment that clearly shows an informed reflection related to the process of reviewing and discussing a school improvement plan and the application of force field analysis. The three main areas of emphasis required in the assignment are clearly addressed.</p> <p>The student produced a document that fully meets APA format and other assignment guidelines.</p>

Significant Activity #3: Students will investigate the role of curriculum through:

1. Examining the four basic threads of curriculum theory as outlined by McNeil and connecting them to the ISSLC standards;
2. Identifying the Principal’s role in each thread;
3. Comparing the broad concept of curriculum theory as presented by McNeil to what is actually happening in school curricula today; and
4. Reflect on the responsibility of the Principal in relation to curriculum in the current policy context.

The paper should be between four (4) and six (6) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 1.1; 2.2; 5.3

1 Does not meet expectation: Shows little to no understanding of content	3 Partially meets expectation: Shows emerging understanding of	5 Fully meets expectation: Shows a full and in-depth understanding of content

	content	
<p>Student does not produce a completed assignment.</p> <p>There is little to no evidence of understanding curriculum theory as presented in the text.</p> <p>The student failed to follow APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment.</p> <p>The student has not shown strong evidence of an informed reflection related to the examination of curriculum theory as presented in the text and how it is manifested in today's public schools.</p> <p>The student produced a document that partially met APA format and/or other assignment guidelines.</p>	<p>Student produces a completed assignment that clearly shows an informed reflection related to the examination of curriculum theory as presented in the text and how it is manifested in today's public schools. The four main areas of emphasis required in the assignment are clearly addressed.</p> <p>The student produced a document that fully meets APA format and other assignment guidelines.</p>

Significant Activity #4: Students will provide an informed reflection related to human resource development through the building of organizational through an examination of the following:

- Adult learning theory,
- Career stage theory,
- Professional development, and
- The nexus between supervision and evaluation of personnel.

The paper should be between six (6) and eight (8) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 2.1; 2.3; 3.4; 3.5

1	3	5
<p>Does not meet expectation: Shows little to no understanding of content</p>	<p>Partially meets expectation: Shows emerging understanding of content</p>	<p>Fully meets expectation: Shows a full and in-depth understanding of content</p>
<p>Student does not produce a completed assignment.</p> <p>There is little to no evidence of understanding the concept of building organizational capacity through the dynamic development of human resources.</p>	<p>Student produces a completed assignment.</p> <p>The student has not shown strong evidence of understanding the concept of building organizational capacity through the dynamic development of human resources.</p>	<p>Student produces a completed assignment that clearly shows an informed understanding the concept of building organizational capacity through the dynamic development of human resources. The four main areas of emphasis required in the assignment are clearly addressed.</p>

The student failed to follow APA format and/or other assignment guidelines.	The student produced a document that partially met APA format and/or other assignment guidelines.	The student produced a document that fully meets APA format and other assignment guidelines.
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Interview Activity/ Significant Activity #5: This activity will involve two phases – both of which will require student engagement. Phase 1 will be a group exercise with the following requirements:

1. Phase 1 will require students to work as a group during the April 18th class session. The work product will be a well-informed interview protocol surround issues of budget and finance at the Principal level.
2. Phase 2 will require students to conduct an interview with a school Principal using the protocol created in class. Students will then report their experiences/findings during the April 25th class. In addition, students will submit a short reflective paper on the interview experience highlighting the following:
 - a. An understanding of the use of fiscal resources in their own school/workplace
 - b. What the collected data from the interview revealed to them that was new; and.
 - c. Anything that the student feels could be improved or enhanced in terms of fiscal management in their school (with rationale).

The interview activity assignment will be graded subjectively using the observed interaction of the students using the group activity of constructing a well-informed interview protocol, the quality of the class presentation of the individual experiences/findings of the interview process, and the interaction during the presentations. The paper should be between four (4) and six (6) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 3.1; 3.2

1	3	5
Does not meet expectation: Shows little to no understanding of content	Partially meets expectation: Shows emerging understanding of content	Fully meets expectation: Shows a full and in-depth understanding of content
Student does not produce a completed assignment. There is little to no evidence of understanding the concept of fiscal responsibilities of the principalship.	Student produces a completed assignment. The student has not shown strong evidence of understanding the concept of fiscal responsibilities of the principalship..	Student produces a completed assignment that clearly shows an informed understanding the concept of fiscal responsibilities of the principalship. The three main areas of emphasis required in the assignment are clearly addressed.
The student failed to follow	The student produced a	The student produced a

APA format and/or other assignment guidelines.	document that partially met APA format and/or other assignment guidelines.	document that fully meets APA format and other assignment guidelines.
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Significant Activity #6: This activity will be the final product produced for the course. Students will make an argument based on the readings and discussions throughout the past 14 weeks surrounding the question “Are principals managers or are they leaders?” The following should be examined:

- The complex role of the school principalship and the nature of those roles;
- Multiple arguments as to the role of the Principal
- The author’s argument

The paper should be between ten (10) and twelve (12) double-spaced pages long and should follow APA guidelines. The following is the assessment guide that will be used in Chalk & Wire:

ELCC 1.1; 1.3; 3.1; 3.2; 3.3; 3.5

1	3	5
Does not meet expectation: Shows little to no understanding of content	Partially meets expectation: Shows emerging understanding of content	Fully meets expectation: Shows a full and in-depth understanding of content
Student does not produce a completed assignment. There is little to no evidence of the understanding of the role of the Principal, the existing arguments about Principals being managers or leaders, or the clear articulation and well-informed argument of the author. The student failed to follow APA format and/or other assignment guidelines.	Student produces a completed assignment. The student has not shown strong evidence of understanding of the role of the Principal, the existing arguments about Principals being managers or leaders, or the clear articulation and well-informed argument of the author. The student produced a document that partially met APA format and/or other assignment guidelines.	Student produces a completed assignment. The student clearly shows an informed understanding the role of the Principal, the existing arguments about Principals being managers or leaders, or the clear articulation and well-informed argument of the author. The student produced a document that fully meets APA format and other assignment guidelines.

Missed assignments, make-up policy: Students are encouraged to be on time with all assignments. If an assignment is late, there will be a reduction of grade by one point per day of lateness; and, I will not give feedback outside of the grade. All written assignments should be submitted to Chalk & Wire by the end of the day that it is due. I would encourage those that run into unalterable circumstances that will result in a late assignment to communicate with me prior to the due date.

Grading

Description	Points
Class Attendance and Participation	40
Significant Activity #1	5
Significant Activity #2	5
Significant Activity #3	5
Significant Activity #4	5
Interview/ Significant Activity #5	10
Significant Activity # 6 (Final)	30
Total	100

90% & above = A
80% to 89.9% = B
70% to 79.9% = C
60% to 69.9% = D
Below 60% = F

While it is the hope and desire of the instructor that this schedule will not change, unforeseen conflicts may occur. Changes will be announced in advance through email or in class.



UNIVERSITY OF ARKANSAS

Leadership Ethics with John Pijanowski

(575-7019) (jpijanow@uark.edu) (106 Peabody Hall)

Online Course

General Course Information

Description: Leadership Ethics is an experiential based course grounded in ethical decision making theory that uses case study and practice to study school based ethical dilemmas.

Purpose of the Course: Students will study and practice the seven stages of effective ethical decision making: Perception, Interpretation, Judgment, Motivation, Implementation and Action, Reflection in Action, and Reflection on Action. Content areas to be covered include school finance, student discipline, instructional leadership, parent and community relations, human resources, and building school culture.

Required Course Materials:

Case studies and articles will either be linked on the course website or available for download from the blackboard course site. There is no textbook for this course

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found on the left sidebar of my [website](#).

Written Work: All written assignments must be typed, double-spaced, and adhere to the 6th edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting an online class I will do my best to post a notification on the course website.

Accommodations: Information about the Center for Educational Access can be found at <http://csd.uark.edu/> Please do not hesitate to contact the center or me with questions or concerns about the services available to you. _

Course Assignments and Grading

Attendance and participation: Each student is responsible for joining class discussions on time and prepared to participate.

Missed assignments, make-up policy: Late work will be accepted with a credit deduction of 10% for each day (not class meeting) late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the due date to ensure full credit. Please see me individually if you have special concerns or circumstances.

Major Assignments: In order to receive a passing grade for the course, you need to complete all the assignments in a satisfactory manner.

1.	Discussion Board Participation (9 discussions)	54
2.	Analysis of Barriers Part 1 (Moral Dilemma Interviews)	22
2.	Analysis of Barriers Part 2	24
	Total Points	100 points

Class Participation and Attendance: All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and independent work but it is designed to include a great deal of student work as well. In some cases you will be asked to complete work that is not graded but supports online discussions or other projects.

Regular and punctual online participation is expected for all classes. Students must be well prepared for each day, having

- (a) read the chapter(s) and readings assigned
- (b) completed assignments

Constructive participation in the class discussions, written work and other activities is expected. Students are expected to:

- (a) contribute interesting, insightful comments
- (b) present examples of concepts relevant to discussion topics
- (c) paraphrase and build on comments of others

- (d) raise good questions
- (e) listen and respond appropriately to others

Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, are connected to both the readings and the student's relevant outside experiences. Student reads the text, and is prepared with notations to contribute.

Negative participation: The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

Cooperative Activities: Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry based real life scenarios.

- a) Provide realistic experiences in various principal roles (with opportunities to compare responses, experiences, etc.)
- b) Practice skill development (with peer and instructor feedback).

Grades will be determined on the following basis using a 100 point scale:

A	90-100	C	70-79	F	below 65
B	80-89	D	65-69		



SYLLABUS

General Course Information

Course Prefix and Title: EDLE 5053-901: School Law

Semester: Fall 2015

Meeting time: Thursdays, 5:30 p.m.-8:20 p.m.

Location: Online sessions using Blackboard Collaborate

Number of credits: 3

Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Kevin P. Brady

Email: kpbrady@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: (479) 575-2436

Office Hours: By appointment either virtually or at my office on the University of Arkansas campus.

Course Description:

The course is designed to develop skills of legal research and analysis in the field of educational law and policy at the public elementary and secondary school level as well as survey the myriad of legal issues found in today's public school environment. Particular attention will be given to existing legal compliance trends and decisions as they impact the state of Arkansas. Many of the assignments and much of class time will be spent developing an understanding of legal issues as they impact educational practitioners, especially school leaders. Some of these skills include Internet-based legal research (i.e. the ability to locate a range of pertinent legal sources), close analysis of primary legal materials, tightly argued and concise memoranda responding to legal issues in schools, and creating professional development opportunities for school teachers and staff aimed at improving legal literacy.

Course Purpose and Objectives: EDLE 5053 is designed to develop skills of legal research and analysis in the field of educational law and policy at the public elementary and secondary school level as well as survey the myriad of legal issues found in today's public school environment. Particular attention will be given to current legal trends and decisions as they impact the state of Arkansas. The majority of course assignments, as well as much of our online class time will be spent developing an understanding of legal issues impacting educational practitioners, especially school leaders. Some of these skills include Internet-based legal research (i.e. the ability to locate a range of pertinent legal sources), close analysis of primary legal materials, tightly argued and concise

memoranda, and the creation of professional development legal lesson plans for teachers and staff.

National Educational Leadership Standards: School Building-Level Leaders

The NCATE approved Educational Leadership Constituent Council (ELCC) Standards referenced in this syllabus can be found at:

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Standards for School Leaders

The Interstate School Leader Licensure (ISLLC) Standards serve as the foundation for the preparation and practice of educational leadership nationally. You can find more information on The Interstate School Leaders Licensure Consortium (ISLLC) on the following web page: <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

2014 ISSLC Standards (Drafted)

- Standard 1: Vision & Mission
- Standard 2: Instructional Capacity
- Standard 3: Instruction
- Standard 4: Curriculum and Assessment
- Standard 5: Community Care for Students
- Standard 6: Professional Culture for Teachers and Staff
- Standard 7: Communities of Engagement for Families
- Standard 8: Operations and Management
- Standard 9: Ethical Principles and Professional Norms
- Standard 10: Equity and Cultural Responsiveness
- Standard 11: Continuous School Improvement

Program Goals and Objectives Aligned with ELCC Standards:

The primary objective of this course is to enhance the legal knowledge and understanding of future school principals to foster leadership development with federal and state-level legal compliance and related issues throughout the school organization.

ELCC Standard(s) covered in EDLE 5053:

ELCC STANDARD 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5 STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELCC 6 STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Rationale For ELCC Standards 5.0 and 6.0: Building-level education leaders must understand and evaluate the potential moral and legal consequences of decision making in the school. Building-level education leaders must know how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities. (See Appendix A:

EDLE 5053: School Law: Assessment of Activity to ELCC Standards

Scoring Rubric for Legal Literacy and the School-Building Leader

Student Name: _____

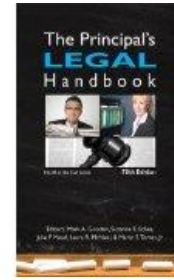
Category	Developing Proficiency (1 Point)	Acceptable Degree of Proficiency (3 Points)	Accomplished Proficiency (5 Points)	Total Points
<p>5d - School Expectations for Students and Staff</p> <p>5d.1 Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>5d.2 Works with others to effectively implement district rules and procedures.</p>	<p>The student will analyze three legal memoranda based on actual school-level legal scenarios, develop and deliver a lesson plan to school staff and leaders; and write a legal literacy plan for the school to ensure communication and enforcement of clear and equitable expectations, structures, rules, and procedures for students and staff.</p>	<p>The student will analyze three legal memoranda based on actual school-level legal scenarios, develop and deliver a lesson plan to a SIP/PLC team; and work with a SIP/PLC team to write an effective legal literacy plan for the school to ensure communication and enforcement of clear and equitable expectations, structures, rules, and procedures for students and staff. The lesson plan and literacy plan will include at least one case study in the area of equity or special education.</p>	<p>The student will analyze three legal memoranda based on actual school-level legal scenarios, develop and deliver a lesson plan to a SIP/PLC team; and lead a SIP/PLC team to write a comprehensive legal literacy plan for the school to ensure communication and enforcement of clear and equitable expectations, structures, rules, and procedures for students and staff. The lesson plan and literacy plan will include at least one case study in the area of equity or special education.</p>	

Category	Developing Proficiency (1 Point)	Acceptable Degree of Proficiency (2 Points)	Accomplished Proficiency (5 Points)	Total Points
6b - Federal, State and District Mandates 6b.1 Works with others to ensure compliance with federal, state, and district mandates.	The student will write a legal literacy plan that includes strategies on how to ensure compliance with federal, state, and district mandates.	The student will work with a SIP/PLC team to write an effective legal literacy plan that includes strategies on how to ensure compliance with federal, state, and district mandates. The plan will be presented to school leaders.	The student will lead a SIP/PLC team to write an effective legal literacy plan that includes strategies on how to ensure compliance with federal, state, and district mandates. The plan will be presented to school leaders, and implemented (as possible)	
TOTAL SCORE				

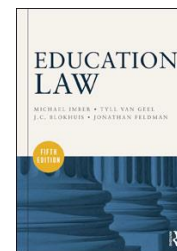
Instructor Feedback:

Required Course Textbooks:

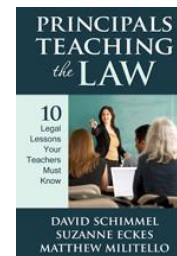
Gooden, M.A., Eckes, S.E., Mead, J.F, McNeal, L.R., & Torres, M.S. (Eds.) (5rd. ed.) (2013). *The Principal's Legal Handbook*. Dayton, OH: Education Law Association (ELA). ISBN: 13-978-1-56534-154-8.



Imber, M., Van Geel, T., Blokhuis, J.C., & Feldman, J. (2014). *Education law* (5th ed.). New York, NY: Routledge. ISBN: 9780415622813.



Schimmel, D, Eckes, S. & Militello, M. (2010). *Principals Teaching the Law: 10 Legal Lessons Your Teachers Must Know*. Thousand Oaks, CA: Corwin. ISBN: 9781412972239.



Supplemental Readings:

Additional course readings and legal materials, including court cases will be included on the course Blackboard site. You can access the course Blackboard site by logging into the Blackboard Learn website at <https://learn.uark.edu/>

Important University of Arkansas Academic Policies

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at

<http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Inclement Weather Policy: Since this is an online, distance education course, the general policy regarding inclement weather is that the University typically stays open regardless of bad weather.

Accommodations for Students with Special Needs or Disabilities: Students who require accommodations for identified physical or learning disabilities need to contact the instructor at the beginning of the semester, preferably within 24 hours of the first session. Reasonable accommodations will be made for students with verifiable disabilities.

Information about the Center for Educational Access can be found at

<http://www.uark.edu/ua/csd/accommodations.htm>

Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Online Educational Law Resources:

In this digital age, part of the knowledge base for understanding legal compliance issues impacting schools at the elementary thru secondary level is knowing how to effectively and efficiently access legal information online. As such, class participants are encouraged to regularly go online and visit some of the leading websites for educational law information. Some of these websites include the following:

National Education Law and Policy Websites:

- (1.) **National School Board Association's Legal Clips**
<http://www.nsba.org/MainMenu/SchoolLaw/LegalClips.aspx>
- (2.) **Education Law Prof. Blog**
http://lawprofessors.typepad.com/education_law/
- (3.) **Education Week's School Law Blog**
http://blogs.edweek.org/edweek/school_law/

- (4.) **Edjurist: A Source for Information and Conversation About Education and School Law**
<http://www.edjurist.com/>
- (5.) **Legal Information Institute at Cornell University Law School:**
<http://www.law.cornell.edu/>

Arkansas Education Law and Policy Websites:

- (1.) **Arkansas Department of Education**
<http://www.arkansased.gov/>
- (2.) **Arkansas Education Law Blog**
<http://www.arkansaseducationlaw.com/>
- (3.) **Arkansas Code of 1987**
<http://www.lexisnexis.com/hottopics/rcode/Default.asp>
- (4.) **2015 Arkansas Special Education Legislative Update**
<https://arksped.k12.ar.us/documents/mainPage/2015SPEDLegislativeUpdate.pdf>
- (5.) **Arkansas Compilation of School Discipline Laws and Regulations (2015)**
<http://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Arkansas%20School%20Discipline%20Laws%20and%20Regulations.pdf>

Course Assignments and Grading:

Attendance and participation: Class participants are responsible for attending class on time and prepared to participate. Class will meet online each Thursday evening beginning August 27 from 5:30 pm until 8:20 pm except November 26th – Thanksgiving Holiday. Class participants are expected to have read the assigned texts and completed any other assignments for the week before class starts. The expectation of participation is important in online classes. One of the basic tenets of adult learning theory is we learn best through our communication with others. Communication is a *two-way* process which allows us to openly and safely share ideas and learn from each other's experiences.

Each class participant's grade will be based upon the following course criteria, including point valuation:

(1.) Class Discussion and Participation:

Maximum points: 25 points

Class participants are expected to actively participate in this online course. Class discussion and participation will be evaluated in multiple ways, including active discussion during our online sessions, written responses to the on-line discussion board,

and maintaining an electronic journal on the Learning Management System (LMS) Blackboard. Most importantly, **PLEASE COME TO CLASS PREPARED!**

(2.) Principal Interview: Assessing Legal Concerns at the School-Level

**Maximum points: 25 points
(Due Date: Sept. 24 (Week 5))**

All class members will schedule and conduct a brief interview with a school-building principal to respond to the following **three questions**:

- (1.) According to the principal, what does she(he) believe are the **three leading legal issues and/or concerns** at their particular school?
- (2.) Ask the principal to **share with you a story based on their most challenging school-level legal experience since becoming a principal.**
- (3.) Ask the principal **what primary advice she(he) would give to beginning or novice principals regarding the handling of potentially challenging and controversial legal issues** impacting a K-12 school?

(3.) Midterm Assessment:

**Maximum point valuation: 50 points
(Date: Oct. 15 (Week 8))**

Class participants will be given a midterm assessment that they will have one-week to complete before submitting their materials electronically. The midterm assessment format will be short-essay and will be based on a series of actual, recent legal situations in schools litigated in the U.S. court system. From the perspective of a school building principal, class participants will be asked to analyze the school-based legal hypotheticals and apply appropriate legal analysis as well as current caselaw and/or local/state/federal laws to support legally complaint rationales and recommendations. The objective of the midterm assessment is to ensure class participants are making satisfactory progress toward understanding legal analysis and concepts presented in the course at the approximate midpoint of the semester. **The midterm examination will be posted on the course Blackboard site on Oct. 8 (Week 7) and is due back to the professor the following week on**

(4.) Principal Legal Memorandums (3)

Maximum point valuation: 75 points (25 points each)

Throughout the course, I will assign three legal memoranda of actual school-level legal scenarios encountered by school-level principals. Class participants will respond to each of the legal scenarios in a separate memorandum (2-3 page maximum) from the perspective of a school-building principal. All memorandums will be posted on the course Blackboard site. Class participants will be given one-week to respond to each memorandum. Each assigned memorandum will be based on a different legal topic covered in the course. Class participants will receive detailed feedback on each of their

memorandum responses as well as be provided “suggested response” handouts after each memorandum has been submitted.

- Principal legal memorandum (#1): **Due date: Oct. 1 (Week 6)**
- Principal legal memorandum (#2): **Due date: Oct. 29 (Week 10)**
- Principal legal memorandum (#3): **Due date: Nov. 19 (Week 13)**

(5.) Professional Development Legal Lesson Plan (Course Artifact)

**Maximum point valuation: 75 points
(Due Date: Dec. 10 (Week 15))**

There are three distinct parts to the professional development legal lesson plan artifact assignment. They include:

Part I: Create a customized professional development legal lesson plan based on one of the leading three legal issues and/or concerns raised in your principal interview assignment.

(50 points)

Since one of the primary objectives of this course is to increase the legal literacy of future school principals, each class member will individually create a professional development session targeting teachers and staff pertaining to a specific school law topic addressing identified legal concerns at your school. You need to receive prior topic approval for your professional development legal lesson plan by the instructor. Given the wide range of school law issues covered in this course, class participants are required to target legal topics that would be useful professional development at their own schools. In developing your professional development legal lessons, class members will follow the specific guidelines outlined in the required textbook, *Principals Teaching the Law: 10 Legal Lessons Your Teacher Must Know (2010)*. Each class member’s professional development legal lesson plan will include the following five steps. [**Note:** There is no need to “reinvent the wheel.” Actively use existing resources from this class and others to craft a customized and context-specific professional development legal lesson plan].

- (1.) Activator/Motivator
- (2.) *Rationale/Objectives*
- (3.) *The Law*
- (4.) *Application of Content to Practice*
- (5.) *Assessment*

Part II: Professional Development Presentation.

(15 points)

Each class member will present a brief 5-10 minute overview of your professional development plan to the class during our last scheduled online session, **Dec. 10 (Week 15)**.

Part III: Self-Reflection: What Would I Do Differently Next Time?

(10 points)

After the completion of your professional development presentation, write a 1-3 page self-reflection addressing specifically what aspects of your professional development legal lesson plan you would change in the future based on your own self-reflections. This reflection is due to me electronically no later than **Monday, December 14 at 5:00 p.m. (CST)**.

Course Grade Valuation:

1. Class Discussion and Participation	25 pts.
2. Midterm Assessment	50 pts.
3. Principal Interview of Major Legal Issues	25 pts.
4. Principal Legal Issue memorandums (3 @ 25 points each)	75 pts.
5. Professional Development Legal Lesson Plan Artifact	75 pts.

Maximum Course Points: 250 pts.

Grading Scale:

235-250 points	A
220-234 points	B
190-219 points	C
170-189 points	D
0-169 points	F

Course Assignment Summary

All “**Significant Activity**” assignments will be submitted to Chalk and Wire unless otherwise noted by the instructor.

Assignment	Due date
Significant Activity #1: Principal Interview: Surveying Legal Concerns at the School-Level	Sept. 24 (Week 5)
Significant Activity #2: Midterm Assessment	Oct. 15 (Week 8)
Significant Activity #3: Principal Legal Memorandums Principal Legal Memorandum #1: Principal Legal Memorandum #2: Principal Legal Memorandum #3:	Oct. 1 (Week 6) Oct. 29 (Week 10) Nov. 19 (Week 13)
Significant Activity #4: Professional Development Legal Lesson Plan	Dec. 10 (Week 15)

Proposed Legal Topics Covered In This Course

- Educators and lawyers: Improving collaboration between educators and lawyers in the handling of school-related legal issues
- Compulsory attendance laws: School curriculum and attendance legal issues in Arkansas
- Anti-discrimination laws in the public education setting
- Special education laws and implementation issues
- Student free speech and expression issues in a digital age
- Student abuse and harassment
- Student searches
- Teacher free speech and expression issues in a digital age
- Teacher out-of-school conduct
- Religion issues in public elementary and secondary schools
- Employment discrimination and sexual harassment issues in the public k-12 school environment
- Legal issues involving English Language Learners (ELL)
- Legal issues involving teacher contracts and evaluation
- Legal issues involving teacher hiring and termination
- Legal issues surrounding student and medical records
- Legal issues involving zero tolerance school discipline policies

Tentative Course Outline and Schedule
Fall Semester 2015

Week	Date	Legal Topic(s)	Assigned Readings	Assignments Due
1	Aug. 27	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Course introductions and expectations ▪ Review of course syllabus ▪ The relationship between legal literacy and school principal practice ▪ Important Arkansas legislative school law developments during 2015 	<p><u>Reading Assignment for Week 1:</u></p> <ul style="list-style-type: none"> ➤ Militello, M., Schimmel, D., & Eberwein, H.J. (2009). If they knew they would change: How legal knowledge impacts principals' practice. <i>NASSP Bulletin</i>. 93(1), 27-52. (Distributed electronically to class) <p><u>Reading Assignment for Week 2:</u></p> <ul style="list-style-type: none"> ➤ Arkansas Compulsory Attendance Law, available at: http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/ade_087_compulsory.pdf ➤ Imber, et al., Ch. 1: Understanding Education Law; Ch. 2: Compulsory Schooling ➤ Gooden, et al., Ch. 28: Curriculum in Public Schools ➤ Schimmel, et al., Introduction and overview 	
2	Sept. 3	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Understanding and researching school law in a digital age ▪ Major legal issues involving the educational curriculum 	<p><u>Reading Assignment for Session 3:</u></p> <ul style="list-style-type: none"> ➤ Brady, K.P. (2010). Online student speech rights and the uncertain disciplinary reach of school officials in a digital age: A U.S. jurisdictional dilemma. <i>Education and the Law</i>. 11(3), 203-217. (Available on course Blackboard site) ➤ Imber, et al., Ch. 4: Student Freedom of Expression 	

		<ul style="list-style-type: none"> ▪ Compulsory attendance laws ▪ The role of the school-building principal as “chief legal instructor. <p><u>Selected Legal Cases For Discussion:</u></p> <p>(1.) <i>Wisconsin v. Yoder</i>, 406 U.S. 205 (1972)</p>	<ul style="list-style-type: none"> ➤ Schimmel, et al., Ch. 2: Student Freedom of Expression 	
3	Sept. 10	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Student Free Speech and Expression in a Digital Age <p><u>Selected Legal Cases For Discussion:</u></p> <p>(1.) <i>Bethel School District No. 403 v. Fraser</i>, 106 S.Ct. 3159 (1986)</p> <p>(2.) <i>Hazelwood School District v. Kuhlmeier</i>, 108 S.Ct. 562 (1988)</p> <p>(3.) <i>J.S. v. Blue Mountain School District</i>, 650 F.3d 915 (2011)</p> <p>(4.) <i>Morse v. Frederick</i>, 551 U.S. (2007)</p> <p>(5.) <i>Tinker v. Des Moines</i>, 393 U.S. 503 (1969)</p>	<p><u>Reading Assignment for Week 4:</u></p> <ul style="list-style-type: none"> ➤ Arkansas Compilation of School Discipline Laws and Regulations (2015): (Available on course Blackboard site) ➤ Gooden, et al., Ch. 2: Student Discipline Law; Ch. 4: Searches in Public Schools ➤ Imber, et al., Ch. 5: Student Discipline ➤ Schimmel, et al., Ch. 4: Discipline: Student Due Process and Search and Seizure 	

4	Sept. 17	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Student Search and Seizure ▪ Student Discipline <p><u>Selected Legal Cases for Discussion:</u></p> <p>(1.) <i>Goss v. Lopez</i>, 419 U.S. 565 (1975)</p> <p>(2.) <i>New Jersey v. T.L.O.</i>, 469 U.S. 325 (1985)</p> <p>(3.) <i>Board of Educ. of Independent School District No. 92 v. Pottawatomie County v. Earls</i>, 516 U.S. 822 (2002)</p> <p>(4.) <i>Safford Unified School District #1 v. Redding</i>, 557 U.S. 364 (2009)</p> <p>(5.) <i>G.C. v. Owensboro Public Schools</i>, (6th Cir. 2013)</p>	<p><u>Reading Assignment for Week 5:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., Ch. 23: Academic Freedom and Censorship ➤ Imber, et al., Ch. 9: Federal Constitutional and Statutory Rights of School Employees ➤ Schimmel, et al., Ch. 7: Teacher Lifestyle Choices and Out-of-School Conduct <p>✓ Principal Interview Assignment Due Next Week</p>	
5	Sept. 24	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Teacher Free Speech and Expression ▪ Teacher Out-of-School Conduct <p><u>Selected Legal Cases For Discussion:</u></p> <p>(1.) <i>Pickering v. Board of Education</i>, 391 U.S. 563 (1968)</p>	<p><u>Reading Assignment for Week 6:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., Ch. 26: Student Injury ➤ Imber, et al., Ch. 12: Torts ➤ Schimmel, et al., Ch 1: Liability for Student Injuries: Protecting Your Teachers, Your Students, and Your School <p>✓ Principal Legal Memorandum #1 Posted on Course Blackboard Site</p>	<p>Principal Interview: Surveying Legal Concerns at the School-Level Due</p>

		<p>(2.) <i>Garcetti v. Ceballos</i>, 547 U.S. 410 (2006)</p> <p>(3.) <i>Melzer v. New York City Board of Educ.</i>, 336 F.3d 185 (2d Cir. 2003)</p>		
6	Oct. 1	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Negligence Issues in K-12 Schools <p><u>Selected Legal Cases For Discussion:</u></p> <p>(1.) <i>Barbin v. State</i>, 506 So. 2d 888 (1987)</p> <p>(2.) <i>J.H. v. Los Angeles Unified School District</i>, 107 Cal. Rptr. 3d 182 (2010)</p> <p>(3.) <i>Shivers v. Elwood Union Free School District</i>, 971 N.Y.S.2d 568 (N.Y. App. Div. 2013)</p>	<p><u>Reading Assignment for Week 7:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., : Ch. 12: Fundamentals of Federal Disability Law; Ch.13: Discrimination under Section 504 of the Rehabilitation Act; Ch. 15: IEPs, Least Restrictive Environment and Placement ➤ Imber, et al., Ch. 7: Students with Disabilities ➤ Schimmel, et al., Ch. 3: Special Education 	<p>Principal Legal Memorandum #1 Due</p>
7	Oct. 8	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Introduction to Laws Impacting Students with Special Needs and Disabilities (Part I) <p><u>Selected Legal Cases For Discussion:</u></p> <p>(1.) <i>Board of Education of the Hendrick Hudson</i></p>	<p><u>Reading Assignment for Week 8:</u></p> <ul style="list-style-type: none"> ➤ Arkansas Department of Education, Special Education Unit: State Procedural Requirements and Program Standards; available at: https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html ➤ Gooden, et al., : Ch. 16: Related Services Under the IDEA; Ch. 17: Secondary School Transition Planning; Ch.18: Disciplining Students with Disabilities; Ch. 19: Parental Rights 	

		<p><i>Central School District, Westchester County v. Rowley</i>, 458 U.S. 176 (1982)</p>	<p>✓ Midterm Assessment posted on course Blackboard site</p>	
8	Oct. 15	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Introduction to Laws Impacting Students with Special Needs and Disabilities (Part II: Implementation and State Policy Issues) ▪ Implementation of the IDEA 2004 in Arkansas ▪ Introduction to Section 504 of the Rehabilitation Act of 1975 <p><u>Selected Legal Case(s) For Discussion:</u></p> <p>(1.) <i>Honig v. Doe</i>, 484 U.S. 305 (1988)</p> <p>(2.) <i>Irving Independent School District v. Tatro</i>, 468 U.S. 883 (1984)</p> <p>(3.) <i>P. ex rel. Mr. and Mrs. P. v. Newington</i></p>	<p><u>Reading Assignment for Week 9:</u></p> <ul style="list-style-type: none"> ➤ Arkansas Bullying/Harassment Code, 6-18-514 (2007); available online at: http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=3131 ➤ Rosin, Hanna, “Why Kids Sext: And What to Do About It,” (<i>The Atlantic</i>, November 2014), available at: http://www.theatlantic.com/magazine/archive/2014/11/why-kids-sext/380798/ ➤ Gooden, et al., Ch. 7: Child Abuse; Ch. 8: Student-to-Student Sexual Harassment ➤ Schimmel, et al., Ch. 5: Student Harassment and Bullying; Ch. 10: Abuse and Neglect 	<p>Midterm Assessment Due</p>

		<p><i>Board of Education, 546 F.3d 111 (2008)</i></p> <p>(4.) <i>Doug C. v. State of Hawaii Department of Education, (9th Cir. 2013)</i></p> <p>* Principal legal memorandum #2 posted on course Blackboard site</p>		
9	Oct. 22	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Student bullying and harassment (traditional and online) ▪ Student abuse and sexual harassment 	<p><u>Reading Assignment for Week 10:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., Ch. 21: Teacher Dismissal; Ch. 25: Evaluations; Ch. 27: Documentation ➤ Imber, et al., Ch. 10: Teacher Employment ✓ Principal Legal Memorandum #2 Posted on Course Blackboard Site 	
10	Oct. 29	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Legal Issues in Teacher Employment and Evaluation ▪ Legal Issues Involving Student Records (FERPA vs. HIPPA) <p><u>Selected Legal Case For Discussion:</u></p> <p>(1.) <i>Owasso Independent School District v. Falvo, 534 U.S. 426 (2002).</i></p> <p>(2.) <i>McCrink v. City of</i></p>	<p><u>Reading Assignment for Week 11:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., Ch. 30: Religious Influences Accommodations in Public Schools ➤ Schimmel, et al., Ch. 8: Religion 	<p>Principal Legal Memorandum #2 Due</p>

		<i>Providence, 2012 R.I. Super. LEXIS 152</i>		
11	Nov. 5	<p>Legal Topic(s):</p> <p>Religion in America's Public Schools</p> <p><u>Selected Legal Case(s) For Discussion:</u></p> <p>(1.) Equal Access Act (EAA), 20 U.S.C. § 4071 (1984)</p> <p>(2.) <i>Good News Club v. Milford Central School District</i>, 533 U.S. 98 (2001)</p> <p>*Principal legal memorandum #3 posted on course Blackboard site.</p>	<p><u>Reading Assignment for Week 12:</u></p> <ul style="list-style-type: none"> ➤ Gooden, et al., Ch. 37: English Language Learners ➤ Imber, et al., Ch. 6: Equal Educational Opportunity: Race, Gender, and National Origin 	
12	Nov. 12	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Anti-discrimination laws in public K-12 education ▪ Affirmative action in K-12 public education ▪ Legal issues involving the English Language Learner (ELL) student 	<p><u>Reading Assignment for Week 13:</u></p> <ul style="list-style-type: none"> ➤ Arkansas Quality Charter Schools Act of 2013 (available on course Blackboard site) ➤ Gooden et al., Ch. 11: Homeschooling and the Law; Ch. 32: Charter Schools ✓ Principal Legal Memorandum #3 Posted on Course Blackboard Site 	

13	Nov. 19	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Public charter schools and the law ▪ Legal issues involving homeschooling <p>NOVEMBER 26: NO CLASS: THANKSGIVING HOLIDAY</p>	<p><u>Reading Assignment for Week 14:</u></p> <ul style="list-style-type: none"> ➤ Schimmel, D. & Militello, M. (2007), Legal literacy for teachers: A neglected responsibility. <i>Harvard Educational Review</i>, 77(2), 257-284 (Available on course Blackboard site). ➤ Schimmel, et al., Conclusion: The Principal as Chief Law Instructor: Living the Role 	<p>Principal Legal Memorandum #3 Due</p>
14	Dec. 3	<p>Legal Topic(s):</p> <ul style="list-style-type: none"> ▪ Professional Legal Development Plans In Action ▪ Leading Legal Issues in Today's Schools: Some Research Findings ▪ A discussion of leading legal issues found among course participants 	<ul style="list-style-type: none"> ➤ Revise and finalize your professional development legal lesson plans 	
15	Dec. 10	<p>Legal Topics:</p> <p>Professional Development Legal Lesson Plan Class Presentations</p> <p>Course Evaluations and Conclusions</p>	<p>Professional Development Legal Lesson Plans Due.</p> <p>Professional Development Legal Lesson Plan Reflections due no later than Monday, December 14.</p>	

APPENDIX A:

Discussion of Course Artifact: Professional Development Legal Lesson Plan Project

ARTIFACT

EDLE 5053: School Law

Descriptors of the elements addressed in the evidence:

5d – School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

5d.1 Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.

5d.2 Works with others to effectively implement district rules and procedures.

6b - Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates

6b.1 Works with others to ensure compliance with federal, state, and district mandates.

Name of Evidence: Legal Literacy and the School Leader

Your professional development legal lesson plan project makes up a majority of your grade. Moreover, this assignment will serve as one of your *major learning artifacts for your state certification portfolio*. The assignment is due on **Thursday, December 10**.

Addressing the Elements

Overarching Objective:

The primary purposes of this artifact are:

- To provide future school leaders with the legal knowledge they need in today's schools to ensure compliance with federal, state, and district mandates.
- Practice applying this legal knowledge into an internship.
- Develop an implementation plan as they enter the profession to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.

Knowledge of the Specifics:

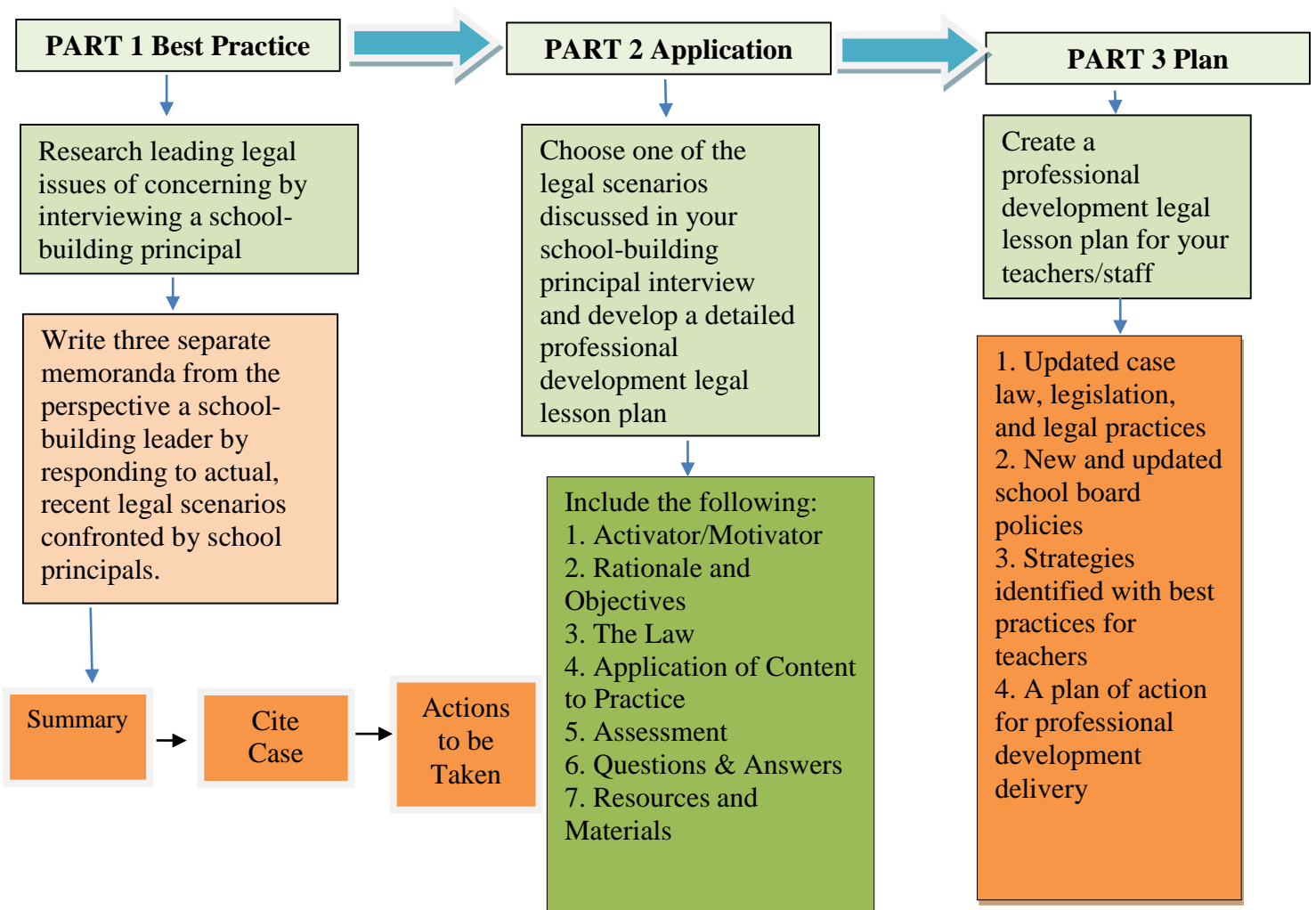
- Improving collaboration between educators and lawyers in the handling of school-related legal issues.
- Introduction to school law research.
- Compulsory public schooling laws.
- School curriculum and attendance legal issues in North Carolina.
- Negligence issues in schools.
- Student search and seizure under the Fourth Amendment in the public school setting (i.e. drug testing and weapons possession).
- The law of student suspensions and expulsions.
- Special education laws and implementation issues.
- Student free speech and expression issues.
- Teacher free speech and expression issues.
- Religion issues in public elementary and secondary schools.

- Employment discrimination and sexual harassment issues in the public k-12 school environment.
- Legal issues in teacher performance and evaluation.
- Legal issues surrounding student records.
- Zero tolerance school discipline policies.

Knowledge of Ways and Means of Dealing with Specifics:

- Understand the importance of effective school behavioral management to provide a positive and supportive learning environment, necessary for improving student achievement for all students.
- Understand the importance of clear expectations, structures, rules, and procedures to ensure social justice and equity for students and staff.

**EDLE 5053: School Law
Flow Chart: Professional Development Legal Lesson Plan
Course Artifact**





UNIVERSITY OF
ARKANSAS

◇ EDUCATIONAL LEADERSHIP PROGRAM ◇

SYLLABUS

EDLE 5063 - INSTRUCTIONAL LEADERSHIP, PLANNING, AND SUPERVISION

ED BENGTON, PH.D.

(479) 575-9052 / egbengts@uark.edu / 106 PEABODY HALL

**FALL, 2015 – MONDAY EVENINGS, 5:30 P.M. - 8:20 P.M.
ROOM 203 – OLD MAIN**

General Course Information

Description: Instructional Leadership, Planning, and Supervision is designed to prepare practitioners to seize the role of educational leader at the school site level through the development of a vision that will be used to drive a data driven instructional school plan.

Purpose of the Course: EDLE 5063 serves the purpose of familiarizing the aspiring building-level leader with the ELCC and ISSLC standards related to instructional leadership and supervision. In addition, the purpose of the course is to prepare students to articulate, implement, and monitor a sound and effective instructional leadership and supervision plan.

The NCATE approved Educational Leadership Constituent Council (ELCC) Standards referenced in this syllabus can be found at:

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ISSLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
 - B. Create a comprehensive, rigorous, and coherent curricular program
 - C. Create a personalized and motivating learning environment for students
 - D. Supervise instruction
 - E. Develop assessment and accountability systems to monitor student progress
 - F. Develop the instructional and leadership capacity of staff
 - G. Maximize time spent on quality instruction
 - H. Promote the use of the most effective and appropriate technologies to support teaching and learning
 - I. Monitor and evaluate the impact of the instructional program
-

Course Textbooks:

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-13860-1

Danielson, C. (2014). *The framework for teaching evaluation instrument: 2013 edition*. Princeton, NJ: The Danielson Group. ISBN: 978-0-615-574700-2

DiPaola, M.F., & Hoy, W.K. (2014). *Improving instruction through supervision, evaluation, and professional development*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-62396-478-8

Supplementary Readings:

National Policy Board for Educational Administration (NPBEA) (2011). *Educational leadership program standards: 2011 ELCC building level*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Additional reading may be assigned on an as-needed basis to include research articles, media reports, and academic conceptual works.

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Written Work: All written assignments must be typed, double-spaced, and adhere to the 6th-edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of dangerous road conditions I will send an email to the class informing each student of my decision to cancel class. I may substitute the class time with another activity to keep the course on schedule (e.g., an internet based activity similar to one I would use for a distance course).

Accommodations: Information about the Center for Educational Access can be found at <http://www.uark.edu/ua/csd/accommodations.htm> Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Course Assignments and Grading

Attendance and participation: Each student is responsible for coming to class on time and prepared to participate. Class will meet every Monday evening from 5:30 pm until 8:20 pm except on Labor Day (9/1) and Fall Break (10/20). Students are expected to have read the assigned texts and completed any other assignments for the week before class starts. The expectation of participation is important to note since the class size is small. One of the basic tenets of adult learning theory is we learn best through our communication with others. Communication is a *two-way* process which allows us to openly and safely share ideas and learn from each other's experiences.

Missed assignments, make-up policy: Students are encouraged to be on time with all assignments. If an assignment is late, there will be a grade reduction of 1 point from the total points earned for each day past the due date for the assignment.

Course Reading Schedule

Class Session	Readings	Activities	Assignments Due
I: Aug. 24		<ul style="list-style-type: none"> -Review Syllabus -View Video: <i>How Great Leaders Inspire Action</i> - ELCC Standard 2 (pp. 9-13 of NPBEA document) -Defining Instructional Leadership 	

		-Defining Supervision	
II: Aug. 31	-Dipaola & Hoy – Preface, Ch. 1 & 2		
Labor Day – No Class			
III: Sept. 14	-Bambrick-Santoyo – Ch. 1 -Mandinach, E.B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. <i>Educational Psychologist</i> , 47(2), 71-85.	Share reflections on the nexus between supervision, evaluation, and professional development Data-driven instruction... What does it really mean?	SA#1: Short 1-2 page reflection of the nexus between supervision, evaluation and professional development to be shared in class and submitted to Chalk & Wire
IV: Sept. 21	-Dipaola & Hoy – Ch. 3 - Bambrick-Santoyo – Chs. 5 & 6	View Video: <i>Why Good Leaders Make You Feel Safe</i> . -School Culture as a lever for effective instructional supervision, professional development, and evaluation	
V: Sept. 28	-Bambrick-Santoyo – Chs. 7 & 8	Leadership Teams and Finding the Time -Start the process of creating a plan for how to develop and manage/lead a leadership team.	SA #2 Short 2-3 page paper that describes what the candidate will do to develop a school culture that supports a positive learning and teaching environment. Submitted to Chalk & Wire.
VI: Oct. 5	-Dipaola & Hoy – Ch. 5	Classroom Supervision -understanding authority -understanding formal and informal supervision -developing a plan of what to look for in a classroom (in broad terms).	
VII: Oct. 12	-Bambrick-Santoyo –	Teacher Supervision	SA # 3: Short 1-2 page description of

	Ch. 2 -DiPaola & Hoy – Ch. 6	-understanding supervisory skills -understanding supervisory styles -matching supervisory styles with teacher level	the three broad areas that might be covered in a classroom observation and their significance. Submitted to Chalk & Wire.
Fall Break – No Class			
VIII: Oct. 26	-DiPaola & Hoy – Ch. 8 & 9	Teacher Evaluation -understanding the critical connection between supervision, evaluation, and professional development.	
IX: Nov. 2	Danielson -	The Framework for Teaching -identifying the strengths of the tool in the areas of evaluation, instructional supervision, and professional development.	
X: Nov. 9	-DiPaola & Hoy – Ch. 10	High Quality Instruction -understanding what teachers need to know -understanding the planning/implementation/assessment processes -understanding the characteristics of effective and meaningful learning experiences	
XI: Nov. 16	-DiPaola & Hoy – Ch.11	Improving Instruction	SA#4: In a 4-6 page paper, describe the relationship between instructional supervision, evaluation, and professional development. Submitted to Chalk & Wire.
Thanksgiving Break – No Class			
XII: Dec. 30	-no assigned reading		Presentations of Instructional leadership plans
XIII: Dec.	-DiPaola & Hoy – Ch.	-Discuss cases from text	Final Paper:

7	12 & Ch. 13	-Final Course wrap-up	Instructional Leadership Plan
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Course Assignments

	Due date	Description
Significant Activity I	Week II: August 31	Based on the readings and discussions in class, write a one to two page reflection on the nexus between supervision, evaluation, and professional development.
Significant Activity II	Week V: Sept. 28	Short 2-3 page paper that describes what the candidate will do to develop a school culture that supports a positive learning and teaching environment.
Significant Activity III	Week VII: Oct. 12	Short 1-2 page description of the three broad areas that might be covered in a classroom observation and their significance. Submitted to Chalk & Wire. (ELCC 2.3)
Significant Activity IV	Week XI: Nov. 16	Based on the reading, class discussions, and your own personal experiences, write a 4-5 page paper that explains the relationship between instructional supervision, evaluation, and professional development; <u>and</u> describe clearly what you would do in your practice as an instructional leader to tie the three concepts together.
Final Presentation of Instructional Leadership Plan	Week XIII: Nov. 30	Students will individually present their instructional leadership plan to the class. As part of this exercise, students will act as critical friends to their peers and give constructive feedback to assist in the preparation for the final paper.
Significant Activity IV	Week XIV: Dec. 7	Students will produce an inclusive, integrated, and well-articulated plan for how they anticipate leading instruction in their first year as a principal. This plan should be informed by the first four significant activities and include: developing a shared instructional vision; creating and sustaining a culture of effective teaching and learning that is data informed; and addresses evaluation, supervision, and professional development for effective instruction.

Rubrics for Significant Activities

Significant Activity #1 – Data Analysis for Vision-building and Planning

ELCC Standard 2.3

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands the basic concepts of supervision, professional development, and evaluation.	There is evidence of the candidate understanding the basic concepts of supervision, professional development, and evaluation	There is clear evidence that the candidate understands supervision, professional development, and evaluation. The candidate also is able to articulate the relationship between the three concepts and how this relationship can strengthen the instructional aspect of the school.

Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #2 – Connecting School Culture to Instructional Supervision/Leadership

ELCC Standard 2.1

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands the connection between school culture and instructional leadership	There is evidence of the candidate understanding the connection between school culture and instructional leadership, but fails to give details on how their own leadership would insure a school culture that was conducive to effective	There is evidence of the candidate understands the connection between school culture and instructional leadership. Furthermore, the candidate gives details on how their own leadership would insure a school culture that was conducive

	teaching and learning.	to effective teaching and learning.
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Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #3 – What are we Looking for When Observing?

ELCC Standard 2.2

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands what to look for in broad terms when observing a classroom.	There is evidence of the candidate understanding what to look for in broad terms when observing a classroom.	There is evidence of the candidate understanding what to look for in broad terms when observing a classroom. Furthermore, the candidate clearly articulates why she/he has chosen these broad categories to look for.

Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #4 – Understanding the Relationship Between Evaluation, Supervision, and Professional Development

ELCC Standard 2.3

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the relationship between instructional supervision, evaluation, and professional development.		There is evidence of the candidate understands the relationship between instructional supervision, evaluation, and professional development.		There is evidence of the candidate understanding the relationship between instructional supervision, evaluation, and professional development. Furthermore, the candidate clearly articulates what he/she will do to tie the three concepts together in their practice as an instructional leader.

Writing Conventions

1.0 Below Expectations		3.0 Emerging		5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.		The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.		The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #5 – Final Paper – Creating a Plan for Instructional Supervision

ELCC Standard 2.1

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to sustain a school culture that is conducive to effective teaching and learning.		There is evidence of the candidate understands most of the elements necessary to sustain a school culture that is conducive to effective teaching and learning.		There is evidence of the candidate understands what the elements necessary to sustain a school culture that is conducive to effective teaching and learning that includes trust-building, collaboration, cultural competence, and sound approaches to implementing appropriate teaching strategies. Furthermore, the candidate can clearly

			articulate how he/she will plan to insure that all the necessary elements are addressed.
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ELCC Standard 2.2

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.		There is evidence of the candidate understands most of the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.		There is evidence of the candidate understands most of the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program, including the evaluation of teachers. Furthermore, the candidate can clearly articulate how he/she will plan to insure that all the necessary elements are addressed.

ELCC Standard 2.3

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.		There is evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.		There is evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff. Furthermore, the candidate can clearly articulate how he/she will plan to insure that all the necessary elements are addressed.

Writing Conventions

1.0 Below Expectations		3.0 Emerging		5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation,		The paper contains one or two errors in grammar, punctuation, spelling, and		The paper is free of errors in grammar, punctuation, spelling and sentence

spelling, or sentence structure. No justification through extant literature.		sentence structure. Some attempt at using APA formatting for citations and references.		structure. Proper use of APA citations and references.
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All Significant Activities will be submitted to Chalk & Wire.

Grading

Description	Points
Class Attendance and Participation	30
Significant Activity #1	5
Significant Activity #2	5
Significant Activity #3	5
Significant Activity #4	5
In Class Presentation	10
Significant Activity #5	40
Total	100

90% & above = A
 80% to 89.9% = B
 70% to 79.9% = C
 60% to 69.9% = D
 Below 60% = F

While it is the hope and desire of the instructor that this schedule will not change, unforeseen conflicts may occur. Changes will be announced in advance through email or in class.

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

I. Program Affiliation

EDLE 5083 – Analytical Decision-Making in curriculum development and evaluation, parent involvement, student success, and community relations
Fall 2015, Wednesdays 5:30 – 8:20 PM, Section 901 Online

Prerequisites: Graduate standing

II. Course Description

A performance based examination of the principles and practices related to the building administrator's role in the development, administration, and evaluation of curricular programs in public schools. Special attention will be given to creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development with portfolio assessment. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC standards for effective school leadership.

III. Instructor and Class Data

Instructor:	Carleton R. Holt, Ed.D.
Office:	Room 107, Peabody Hall
Office Hours:	One hour before class or by appointment
Phone:	479-575-5112 (Office) 479-582-0895 (Home)
E-Mail:	cholt@uark.edu (Office) carlholt@sbcglobal.net (Home)
Fax:	479-575-2492 (Office)

IV. Purpose/Rationale

This course is intended to prepare future school administrators to understand how to plan, implement, and evaluate effective curricular programs. Through lecture, independent study, collaborative group work, and fieldwork, the course will: (1) examine basic concepts of curriculum planning, implementation, and evaluation; (2) explore the historical, philosophical, and political underpinnings of curriculum; (3) examine curriculum management and supervision of human and material resources; (4) investigate current developments and trends in the curriculum; (5) provide opportunities to gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field; and (6) provide opportunities for students to exchange

ideas and information regarding the curriculum process through meaningful and reflective dialogue. This course will be taught from the perspective of persons with extensive experience in K-12 curriculum analysis, adoption, and evaluation. Its focus will be on student success using ELCC Standards for educational leadership.

V. **Philosophy/Beliefs**

Administrative leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

VI. **ELCC Standards, Course Goals, Objectives, Outcomes, and Content**

The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective curriculum development programs using the:

ELCC Standards (The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Applying Best Practice to Student Learning
- 2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization
- 3.2 Manage Operations
- 3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

- 6.1 Understand the Larger Context
- 6.2 Respond to the Larger Context
- 6.3 Influence the Larger Context

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity

4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

Upon completion of this course, students will be able to:

- Form a historical perspective of the curriculum development process as a setting for current curriculum thought and practices. (SP 1, 2, 7)
- Discuss the nature of curriculum theory and differentiate among specific categories of curriculum theories. (SP 1, 2, 7)
- Describe the political influences exerted by various governmental and professional agencies on the curriculum process. (SP 6, 7)
- Distinguish among the federal, state, district, local, and classroom levels of curriculum. (SP 1)
- Articulate the role of state policies as a framework for curriculum development at the district and local levels. (SP 1, 6)
- Describe the importance of the local board of education, superintendent, principal, and other relevant administrators and supervisors in the curriculum development. (SP 1, 5)
- Explain the importance of developing a vision and goals to the overall curriculum development process. (SP 1, 2, 4, 6)
- Articulate a strategic planning model pertinent to curriculum analysis and distinguish strategic planning from other long-term planning models. (SP 1, 2)
- Describe the curriculum planning process in terms of the assessed needs of those affected by the curriculum. (SP 1, 2)
- Catalog means of improving programs of studies and fields of study through revision of existing curricula. (SP 1, 2, 4)

- Identify technological and naturalistic processes for developing new courses and units. (SP 1, 7)
- Explain supervision of curriculum in terms of effective and efficient use of human and material resources. (SP 1, 2, 5)
- Describe the various stages of curriculum implementation and curricular change. (SP 1, 2, 7)
- Translate the relationship of curriculum alignment to student achievement and discuss the process of aligning the curriculum. (SP 1, 6, 7)
- Define the role of curriculum evaluation and describe several specific evaluation models. (SP 1, 2, 4, 6, 7)
- Elucidate current trends in the curriculum such as improving thinking, skills, computer technology in the classroom, and integration the curriculum. (SP 1, 6, 7)
- Interpret the importance of individualizing the curriculum in such areas as gifted and talented education, education for the mildly handicapped and bilingual education. (SP 1, 2, 3, 5, 6, 7)
- Evaluate actual curriculum practices as documented and described by practitioners in the field in light of curriculum theory presented in the textbook and discussed in class. (SP 1, 2, 7)
- Identify characteristics of different curriculum designs and recognize both advantages and disadvantages associated with each for meeting the needs of student populations and individual learners within an increasingly multicultural society. (SP 1, 2, 3, 7)

The content of this course tentatively includes the following topics:

- A. Curriculum Foundations (SP 1, 2)
- B. Curriculum History: Past and Present
- C. Current Trends in the Curriculum (SP 2, 7)
- D. Political Influences (SP 3, 5)
- E. Importance of the School Administrator (SP 1, 5, 7)
- F. Curriculum Policies and Frameworks (SP 1, 2)

- G. Curriculum Planning (SP 2, 7)
- H. Curriculum Improvement (SP 1, 2, 5, 7)
- I. Curriculum Alignment (SP 1, 2)
- J. Curriculum Implementation (SP 1, 3, 4)
- K. Working with Teachers (SP 4, 7)
- L. Curriculum Evaluation (SP 6, 7)
- M. Interventions that Improve Student Achievement (SP 1, 3, 4)
- N. Practices that Improve Student Achievement (SP 1, 3, 4)
- O. Multicultural and Global Education (SP 3, 5)

VII. Multicultural Objectives

Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision in broad with contributions from all segments of the society. (SP 3, 5)

Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process. (SP 3, 5)

VIII. Methods of Instruction

The basic format of the course will involve approximately:

1. Thirty percent of the time will be in either *large group instruction* or in a *seminar setting*.

Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody small group reports and four-minute critiques of curriculum development (e.g., to a board of education). The seminar setting enables a group of advanced students studying under a professor to exchange opinions about educational leadership in curriculum development.

2. Sixty-five percent of the time in *small or solution groups*.

The small or solution groups (approximately 3-5 members) will meet to analyze and make reflective decisions about curriculum leadership and development.

3. Five percent of the time in *independent study*.

Independent study time will be used according to individual student needs and interests.

IX. Course Schedule, Topics and Reading Assignments

- 8/26/15 Course Orientation, Overview, Review of APA Guidelines, review of EDLE Program of Study, and read listed articles.
- 9/2 *Part 1. Foundations of Curriculum* (Glatthorn, pp. 1-154)
The Nature of Curriculum, Ch 1 _____A
- 9/9 Curriculum History: The Perspective of the Past, Ch 2 _____B
Curriculum Theory, Ch 3 _____C
- 9/16 The Politics of Curriculum, Ch 4 _____D
Discuss papers and APA 6th Edition, 2nd printing Guidelines
Develop Class Work Teams for Class Project
Watch Class Videos from Dr. Marsha Jones, Springdale, AR
Curriculum Director - 6 Videos:
1. Introduction & Curriculum Definition
2. Assessment
3. Building Capacity
4. Other Challenges
5. Common Core
6. Current Issues From A Practitioner (April 1st 2015)
Class Discussion of Videos
- 9/23 *Part 2. Curriculum Processes* (Glatthorn, pp. 155-271)
Curriculum Planning, Ch 5 _____E
Essay #1 Due 9/23 (email to Dr. Holt & class review)
- 9/30 No class meeting - Project Research Work
- 10/7 Improving the Program of Studies, Ch 6 _____F
Improving a Field of Study, Ch 7 _____G
- 10/14 Processes for Developing New Courses and Units, Ch 8 _____H
Demonstrate Holt's Curriculum Change Steps
Watch Sue McKenzie (ADE) Textbook Division – 3 Videos:
1. Arkansas Textbook Rules
2. Selection Committee Work
3. Textbooks and Resources
Class Discussion of Videos

- 10/21 *Part 3. Curriculum Management* (Glatthorn, pp. 273-381)
 Supervising the Curriculum: Teachers and Materials, Ch 9_____I
 Curriculum Development and Implementation, Ch 10_____J
Essay #2 Due 10/21 (email to Dr. Holt)
- 10/28 Aligning the Curriculum, Ch 11_____K
 Curriculum Evaluation, Ch 12_____L
Part 4. Current Trends in the Curriculum (Glatthorn, pp. 383-504)
 Current Developments in the Subject Fields, Ch 13_____M
Project &
Oral Presentations: _____, _____, _____
 Lesson Plans
Significant Activity #2 Due 10/28 (Submit to Chalk and Wire)
- 11/4 Current Developments Across the Curriculum, Ch 14_____N
Essay #3 Due 11/4 (email to Dr. Holt)
Project &
Oral Presentations: _____, _____, _____
 Textbooks
- 11/11 Individualizing the Curriculum, Ch 15_____O
Project &
Oral Presentations: _____, _____, _____
 Eng/SS
 Mapping PowerPoint (Holt)
 Mapping Dimensions and Sample (Holt)
- 11/18 **Project &**
Oral Presentations: _____, _____, _____
 Reading
- 11/25 Thanksgiving Break – No Class
- 12/2 **Project &**
Oral Presentations: _____, _____, _____
 Math/Sci.
- 12/9 Final Exam, and Class Reflection

X. Evaluation, Grade Scale, Class Participation and Attendance

The methods of evaluation and the criteria for grade assignment for this course are:

Requirements	Points
1. Significant Activity #1 - Team Project and Presentation	= 100
2. Significant Activity #2 - Individual Project and Presentation	= 100
3. Essays (3 x 100)	= 300
4. Course exam (five take-home questions)	= 100
5. Completed Course Reflection	= <u>100</u>
Total Points Possible	= 700 points

Final Course Grade

The number of points you accumulate during the session and the completion of all course requirements will determine your grade. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least 630 total points.

“B” An accumulated point total of between 560 and 629 total points.

“C” An accumulated point total of between 490 and 559 total points.

“D” An accumulated point total of between 420 and 489 total points.

“F” Anything below 420 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions in the text and review any other supplemental materials. Students should be prepared to discuss and answer questions posed concerning the assigned and supplemental readings. Occasionally students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student’s responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

XI. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an “incomplete” should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not completed and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of “incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F.” To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XII. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2014-2015 University of Arkansas Graduate School Catalog*.

NOTE: Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by

the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XIII. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal

safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

See the inclement weather web site at

<http://emergency.uark.edu/11272.php>

Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.

Check voice mail for announcements.

Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.

Contact your supervisor.

If the university remains open, no announcement will be made.

XIV. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XV. Essay Assignments

The essay assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting from reading the essential points and relating them to each other around some central theme. Too, judgments on the relevancy of the points made by the authors should be addressed. Grading (see will be based principally upon how well the essential points have been located and how well they have been analyzed, and integrated. (Two pages minimum, double-spaced for Essays 1 & 2; one page minimum, double-spaced for Essay 3. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to present material based on the ELCC standards for effective leadership.

Essay #1

Write a critical essay emphasizing the new challenges facing educational leaders in the planning and development of school curriculum.

Essay #2

Write a critical essay defining and explaining the steps contained in an effective staff development plan for revising an assessed curriculum program.

Essay #3

How would you describe your administrative and management style as pertains to curriculum development? What skills and leadership qualities in curriculum development qualify you for a position of curriculum director? (Hint: Remember

it includes required interview(s) and your reflective curriculum leadership philosophy covering ELCC Standards.)

Guides to Understanding the Criteria

Sophistication of Analysis

In the best papers, the author does much more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organization and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

ELCC Standards

In the best papers, writers carefully match significant points with connected ELCC Standards identified with each essay assignment. This demonstrates a strong understanding of the responsibilities associated with educational leadership.

XVI. Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use a scoring rubric to grade each activity. One rubric per activity will be used. * NCATE / ELCC SIGNIFICANT ACTIVITY

***1. Significant Activity - Team Project**

ELCC 2.2 / AR 3 / SP 3

Working in small groups, students will design an in-depth project covering a specific curriculum subject area, textbook evaluation process, or lesson plan development workbook as assigned by the professor. Students will need to research learning programs for computers that could enhance the subject area or lesson plans as well. If given textbooks to evaluate, students must base part of their recommendation upon additional electronic resources that are offered with the book, either by the authors or the publisher. This written project will be graded using the appropriate scoring rubric and will be shared with all class members. An oral presentation, by each student, of their assigned project will give other class members an understanding of their research, subject area, and requirements for developing this curricular area. This oral presentation will be graded using a scoring rubric as well. In this project assignment, students will critique the Arkansas State Standards for clarity, measurable objectives, grade level compatibility, grade level continuity, incorporation of national standards, and the assessment operation. This process will develop skills in collaboration with others to bring about improved curriculum changes to improve the learning process for all students. Note: Special attention must be given to creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and the demonstration of a direct connection with national and state assessment requirements using the ELCC Standards.

***2. Significant Activity - Individual Project**

*ELCC 2.2.c / AR 3

ELCC 2.3.c / AR 3

ELCC 3.1.a / AR 2

ELCC 3.2.a / AR 2

ELCC 3.2.b / AR 2

ELCC 3.3.a / AR 2

ELCC 4.1.a / AR 4

ELCC 4.1.b / AR 4

ELCC 4.2.b / AR 4

Your vision of the school has been accepted by the staff and students for the past two years but after an informal review you feel as if technology in the classroom has not had as big an impact as first expected. Some of your teachers have given feedback that the programs that were purchased are not as comprehensive as first thought and some say that the computers aren't powerful enough to run other programs that they want to use. Finally, some teachers say that they can't assign class work or homework that relies on computers because they don't have enough for all of the students to use at the same time. You decided that you need to get to the bottom of this issue and the upcoming parent/teacher conferences seem like an ideal time to have the families give their input.

You will create a questionnaire that the teachers will use to question the parents about their views concerning technology in the classroom. In addition, you need to have questions that ask if they have a computer in their household, if so what are the specifications, and what, if any, educational programs do they recommend for the children. The questions should also ask if the children have made any comments to the parents about any aspect of the use of technology in the classroom. At least half of the questions in the questionnaire should be based on a scale that can be used for statistical analysis. You might also want to prepare a memo or quick speech for the teachers reminding them of the need to be sensitive to socio-economic diversity of their class and the need to ensure parents that this questionnaire is a way for the school to ensure all students are receiving equal time with the technology resources that the school uses.

You will also create a plan for dissemination of the questionnaire to community leaders and parents that could not attend the parent/teacher meetings. As part of the plan and questionnaire, you should be concerned with diversity of the leaders that are asked to respond to the questionnaire.

3. Course Reflection

A final course reflection of five pages will provide a summary of all class activities. The complete ELCC Standards, and the APA Guidelines will be used to evaluate this activity.

XVII. Textbooks and Selected Readings

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2012). *Curriculum leadership: Strategies for development and implementation*, (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN:9781412992190

Additional reading and supplemental materials as assigned throughout the session.

- **Students,**

Chalk and Wire Course Requirement

- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
- **If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.**

XVIII. Research Base

References

The knowledge bases that support course content and procedures include:

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Baron, M. A., & Boschee, F. (1995). *Authentic assessment: The key to unlocking student success*. Lancaster, PA: Technomic Publishing Company, Inc.

Boschee, F., & Baron, M. A. (1993). *Outcome-based education: Developing programs through strategic planning*. Lancaster, PA: Technomic Publishing Company, Inc.

Caine, R. N., & Caine, G. (1997). *Education on the edge of possibility*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Drucker, P. (1990). *Managing the nonprofit organization*. New York: Harper-Collins.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.

Frase, L. E., English, F. W., & Poston, W. K. (1995). *The curriculum management audit*. Lancaster, PA: Technomic Publishing Company, Inc.

Glasser, W. (1992). *The quality school*. New York: Harper Perennial.

Hirsch, Jr., E. D. (1996). *The schools we need & why we don't have them*. New York: Doubleday.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, D.C.: Council of Chief State School Officers.

Manatt, R. (1995). *When right is wrong*. Lancaster, PA: Technomic Publishing.

National Center for Educational Statistics (1996). *The condition of education 1996*. Washington, D.C.: U.S. Department of Education.

No Child Left Behind Act of 2001, Pub. L. No. 107-110 (2002).

Tanner, D., & Tanner, L. (1995). *Curriculum development: Theory into practice*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Wick, J., & Gose, K. (1994). *Improving student performance in your school*. Dubuque, IA: Kendall/Hund Publishing.

Wiles, J., & Bondi, J. (1998). *Curriculum development: A guide to practice*. Columbus, OH: Prentice Hall.

Selected Journals:

American School Board Journal

Bulletin of the National Secondary School Principals

Change

Educational Leadership

Education Week

ERS: Spectrum

Journal of Higher Education

Middle School Journal

Phi Delta Kappan

Principal

School Administrator

XIX. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XX. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. *State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, **for the benefit of students registered with the Center**, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, **you are permitted to reproduce notes for a student in this class** who has missed class due to authorized travel, absence due to illness, etc. **However, to be clear, any class notes must not be sold or made available for any commercial use.***

XXI. Significant Activity Rubrics

(See next page)

**EDLE 5083 Analytical Decision Making –
Instructional Practices and Curricular Materials
*Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 2.2 / AR 3 / SP 3**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Addressed the appropriate subject assigned	The student addressed the appropriate subject assigned, but there is no mention of the Arkansas State Standards. 1	The student addressed the appropriate subject area, but conclusions were not supported in the body of the paper with mention of the Arkansas State Standards. 3	The student addressed the appropriate subject area. Conclusions are strongly supported. Work aligned with the Arkansas State Standards. 5
Instructional Standard (ELCC 2.2, SP 3)	Showed an understanding of ELCC standard 2.2.	Did not demonstrate the ability to improve instructional practices. 1	Identified a few activities that improve instructional practices. 3	Demonstrated the ability to facilitate activities that apply principles of effective instruction to improve instructional practices. 5
Research and Data	Used research and data-driven decision-making	Provided no elements of leadership using research for computer programs or other electronic resources. 1	Demonstrated leadership in the use of minimal research for computer programs or other electronic resources to enhance the subject area, lesson plans, or book review. 3	Demonstrated leadership in the use of research for computer programs or other electronic resources to enhance the subject area, lesson plans, or book review. 5
Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5
APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text. 1	Citations and reference list were presented. Some formatting problems exist, or components were missing. 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format. 5

Student Name

Date

Total score for this assignment

EDLE 5083 Analytical Decision Making –
 Instructional Technology and Informational Systems
 *Scoring Rubric for Significant Activity #2
 Standard Element Evaluated: ELCC 2.2.c / AR 3 / SP 3

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Technology Questionnaire	The student's questionnaire was not included in this assignment. 1	The student's questionnaire had some useful questions, but did not cover instructional standards for educational leaders. 3	The student's questionnaire was of sufficient length and breadth to obtain useful information. 5
Diversity	Sensitive to the diverse groups	The student's questionnaire was not sensitive to the diverse group needs. 1	The student's questionnaire requested only diverse group membership. 3	The student's questionnaire was sensitive to the diverse groups that would be giving feedback. 5
Research and Data	Statistical research questions	The student's questionnaire did not include questions and point scale responses that could be used for statistical research. 1	The student's questionnaire included questions, but without point scale responses that could be used for statistical research. 3	The student's questionnaire included questions and point scale responses that could be used for statistical research. 5
Motivational Memo or Speech	Diversity and equality in the classroom	The student's memo or speech to staff was not included in this assignment. 1	The student's memo or speech was motivational, but it did not talk about the school's diversity and equality in the classroom for all students. 3	The student's memo or speech was motivational, talked about the school's diversity and equality in the classroom for all students. 5
Dissemination Plan	Targeted all community groups, leaders, and parents.	The student's dissemination plan did not target community groups, leaders, and/or parents. 1	The student's dissemination plan identified some community groups, leaders, and/or parents. 3	The student's dissemination plan was complete and targeted all community groups, leaders, and parents. 5

ELCC Standard (ELCC 2.2.c/ SP 3)	Showed an understanding of ELCC standard 2.2c.	Did not identify knowledge of technology and information systems to monitor instructional practices.	Identified knowledge of technology and information systems to monitor instructional practices.	Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices.
		1	3	5
Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate.
		1	3	5
APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations and reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the report. References matched the citations, and all were encoded in APA format.
		1	3	5

Student Name

Date

Total score for this assignment

EDLE 5093 Effective Leadership

Kara Lasater, Ed.D.
(417-276-9444) (klasater@uark.edu) (237 Graduate Education Building)

General Course Information

Description: A performance based examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC standards for effective school leadership to insure school improvement.

Purpose of the Course: The purpose of this class is to learn how leaders can transform schools into highly effective organizations that promote student academic success, nurture social development, support emotional wellbeing, mentor successful teachers, foster continuous learning, and facilitate the leadership development of both students and staff. Further, it is our purpose to learn how leaders can develop learning communities in which the pursuit of educational excellence is a satisfying task for both adults and students. The course focus will be on student success using ELCC Standards for educational leadership.

Educational Leadership Constituent Council Standards: The NCATE approved Educational Leadership Constituent Council (ELCC) Standards referenced in this syllabus can be found at: <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>

Course Textbooks:

Hess, F. M. (2013). *Cage-Busting Leadership*. Harvard Education Press: Cambridge, MA. ISBN: 978-1-61250-506-0

Northouse, P. G. (2015). *Introduction to Leadership: Concepts and Practice*. (3rd ed.). SAGE: Los Angeles, CA. ISBN: 978-1-4522-5966-6

Supplementary Resources:

Additional readings distributed electronically throughout the semester.

Program Goals and Objectives Aligned with ELCC Standards:

The primary objective of this course is to provide future school principals with an understanding of building-level leadership and to provide the skills and understanding needed to foster leadership development through the school organization.

ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 3.4 Candidates understand and can develop school capacity for distributed leadership.
- 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

- 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
- 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social,

economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

Written Work: All written assignments must be typed, double-spaced, and adhere to the sixth edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting class, I will do my best to post a notification on the course website.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for

Syllabus Change: The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, prompt notification will be given to the class. It is the responsibility of students to monitor email through their University of Arkansas account.

Course Schedule

January 19, 5:30 – 8:20 pm, Campus
January 26, 5:30 – 8:20 pm, Collaborate
February 2, 5:30 – 8:20 pm, Campus
February 9, 5:30 – 8:20 pm, Collaborate
February 16, 5:30 – 8:20 pm, Campus
February 23, 5:30 – 8:20 pm, Collaborate
March 1, 5:30 – 8:20 pm, Campus
March 8, 5:30 – 8:20 pm, Collaborate
March 15, 5:30 – 8:20 pm, Campus
March 22, Spring Break
March 29, 5:30 – 8:20 pm, Collaborate
April 5, 5:30 – 8:20 pm, Campus
April 12, 5:30 – 8:20 pm, Collaborate
April 19, 5:30 – 8:20 pm, Campus
April 26, 5:30 – 8:20 pm, Collaborate
May 3, 5:30 – 8:20 pm, Campus