



Appendices

Professional Education Program
Proposal

Building Level Administrator

Appendix A

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LETTER OF NOTIFICATION – 13

EXISTING CERTIFICATE OR DEGREE OFFERED VIA DISTANCE TECHNOLOGY
(Higher Learning Commission – NCA accreditation of distance delivery programs required.)

1. Institution submitting request: University of Arkansas, Fayetteville
2. Contact person/title: Dr. Nancy E. Talburt
Vice Provost for Academic Affairs
1 University of Arkansas, ADMIN 422
Fayetteville, AR 72701-1201
3. Telephone number/e-mail address: 479-575-215 / netal@uark.edu
4. Proposed Name of Existing Certificate or Degree:
5. Proposed Effective Date: June 2009
6. Current CIP Code: 13.0401
7. Current Degree Code: EDLEME
8. Program Summary: The program is the Master of Educational Leadership. The program will be unchanged. This request is submitted to allow the program to be delivered both on-campus and through the use of distance technology.
9. Board of Trustees Approval Date:
10. Chief Academic Officer:
11. Date:
12. Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

PROGRAM DATA

1. List of courses (course number/title) in this certificate or degree currently offered by distance:
No classes are currently offered at by distance technology.
2. Number of distance courses offered: (current year) (last year)
None.
3. Headcount enrollment in distance courses: (current year) (last year)
None
4. Proportion of distance courses taught by adjunct faculty: (number) (%)

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20%, Three staff members.

5. Course delivery mode (web, computer assisted, etc.):

Delivery will be predominately web-based.

6. Class interaction modes (check all that apply):

- X Electronic bulletin boards
- X E-mail
- X Telephone
- Fax
- X Chat
- X Other (specify) Computer based programs allowing synchronous, direct instruction, group work and discussion.

PROGRAM DESCRIPTION

1. List existing on-campus programs that support the proposed distance technology program.

All classrooms and offices are equipped with the technology to deliver the program

2. Describe how the institution will ensure that student enrollment issues will be addressed prior to the student registering for a course/program (e.g., who is responsible for student internet access, e-mail account, type of web browser capability needed to log on, computer specifications, etc.).

The registration for the class shall be the responsibility of the student as it is with any on-campus class. The student shall be responsible for internet access and have an e-mail account either through the University (uark) our through their private internet provider. The student will provide their own computer which shall internet access capable of receiving the delivery of instruction.

Technical support will be provided by The School of Continuing Education and Academic Outreach, which requires students to meet the following electronic specifications:

Recommended Windows Based Configuration:

- CPU 2.00GHz or higher
- 1.00 GB of RAM or higher
- Windows XP/Service Pack 2
- 56K Modem or higher speed network connection
- Speakers

Browser Recommendations:

- Internet Explorer 6 or higher
- Firefox 2.0 or higher
- Javascript enabled
- Cookies enabled
- Popup blockers disabled

Required Plugins:

Windows Media Player, Adobe FLASH Player Adobe Acrobat Reader and Java

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3. Describe program learning activities that demonstrate college-level work.

The students will be instructed through lecture, discussion, group projects, group discussions of case studies and scenarios. The students shall demonstrate graduate level capacity through classroom participation, written reports and significant activities and written examinations. The academic rigor of the technology based classes will be the same as those delivered on-campus.

4. Discuss prerequisite course/lab requirements.

None.

STUDENT SUCCESS

1. Describe specified learning outcomes and course examination procedures.

These are the same as the current on-campus program. All EDLE students in this degree program are required to complete courses with activities with matching rubrics to meet required ELCC SPA Standards for NCATE accreditation. These are identified in each course syllabus

2. Include a copy of the course evaluation to be completed by the student.

The Purdue Evaluation Core Questions will be utilized as per University of Arkansas policy. This will be the same as the current on-campus program.

3. Provide the plan for student access to all courses necessary to complete the program.

The following classes will be offered both by distance technology and on campus. A course rotation is in place, with courses to be offered each fall and spring semester on campus over a two-year period; the web-based courses will be offered in a summer rotation over a three-year period. Students may take courses in either rotation.

Course:	On-campus	Web delivery
EDLE 5013 School Organization & Administration	Fall 2009	Summer 2010
EDLE 5023 The School Principalship	Spring 2009	Summer 2010
EDLE 5033 Psychology of Learning	Spring 2009	Summer 2009
EDLE 5043 Ethical Leadership	Fall 2009	Summer 2011
EDLE 5053 School Law	Fall 2009	Summer 2010
EDLE 5063 Instructional Leadership, Planning, & Supervision	Fall 2009	Summer 2011
EDLE 5073 Research for School Leaders	Spring 2010	Summer 2011
EDLE 5083 Analytical Decision Making	Spring 2009	Summer 2010
EDLE 5093 Effective Leadership for School Improvement	Spring 2009	Summer 2010

The following course will be offered on-site. Student interns will be supervised by on-site mentors and UA faculty, as is currently the case.

EDLE 574V Building-Level Internship	On-site delivery Fall and Spring, Beginning Fall 2010
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4. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.)

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No part of the program will be out sourced to an external organization. The program will be the domain of the Education Leadership Program faculty. Existing University of Arkansas, Graduate School, College of Education and Health Professions, School of Continuing Education and Academic Outreach, Department of Curriculum and Instruction, Educational Leadership Program, and Library Services will be available to these students.

Through an agreement between the College of Education and Health Professions (COEHP) and the School of Continuing Education and Academic Outreach (SCEAO), the following services will be provided: COEHP will provide class schedules, academic advising, course materials for on-line course development, and faculty to manage and deliver the on-line program. SCEAO will provide instructional design support, marketing assistance, support of the web-based platform (Blackboard) for course management and delivery, management of online payment arrangements, and technical assistance to students enrolling in the program.

5. Discuss the provisions for instructor-student and student-student interaction that included in the program design and the course syllabus.

The current web based technology allows for instructor-student interaction and student-student interaction. The technology allows students to participate in class discussions and in small groups for more in-depth discussion. All existing interaction services will be available including student-student, student-instructor, and instructor-student discussion using web technology to accommodate lectures, questions, discussions, and presentations. Faculty will communicate with students through email, telephone, and video conferencing as well as through web-based distance technology. Mentor/ student relationships will be maintained face-to-face during internship activities.

PROGRAM BUDGET

1. Demonstrate that the program budget includes sufficient resources for maintaining a high level of support staffing, the appropriate number of faculty, current operating learning systems, and continuous updating of appropriate technology used in the distance technology environment. Include any budget policies that are designed to recover distance technology costs (special tuition rates, mandatory technology fees, program specific fees, etc.).

The School of Continuing Education and Academic Outreach will provide funding to faculty for web-based course development. Funding for this will follow the existing policies regarding distance technology delivery of course offerings.

2. Estimate costs for the proposed program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

Minimal cost will be incurred to convert existing classes for compatibility with the technology delivery system. Faculty will teach the courses as part of their workload. Since the only change in the current program will be in the delivery methodology, it is not anticipated that there will be significant additional costs. Current library holdings are sufficient and will be available to distance students.

AGENCY APPROVAL

1. Higher Learning Commission of the North Central Association Focused Visit Date:
2. Attach a copy of the HLC-NCA Statement of Institutional Scope and Activities (SISA):

Board of Trustees Approval Date:

Chief Academic Officer:

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Date: **REGISTRAR**

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Academic Policy Series

1622.20A

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ADD, CHANGE OR DELETE UNIT, PROGRAM REQUIREMENTS, OR ACADEMIC POLICIES

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit or to change program policies. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

Department/Program Chair [Signature] 11/4/08 Date Submitted

College Dean [Signature] 11-12-08 Date

Honors College Dean _____ Date

Core Curriculum Committee _____ Date

University Course and Programs Committee _____ Date

Graduate Council Chair [Signature] 12/18/08 Date

Faculty Senate Chair [Signature] 1-14-09 Date

Provost [Signature] 1-15-09 Date

Board of Trustees Approval/Notification Date 4/17/09

Arkansas Higher Education Coordinating Board Approval/Notification Date 2/31/09

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit _____ Policy

Level: Undergraduate Graduate Law

Program changes are effective with the next available catalog. See Academic Policy Series 1622.20

Current Name Master of Education in Educational Leadership

College, School, Division EDUC Department Code CIED

Current Code (6 digit Alpha) EDLEME Proposed Code (6 digit Alpha) EDLEME
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program CIP Code 13.0401
Prior assignment from Office of Institutional Research is required.

Proposed Name _____
When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
<http://www.arkansashighered.com/pdfs/BookAppNewProgramCriteriaandProccduresRevised2005.pdf>

Program proposal uses courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

SECTION IV: Eliminate an Existing Program/Unit

Code/Name _____ Effective Catalog Year _____

No new students admitted to program after Term: ____ Year: ____
Allow students in program to complete under this program until Term: ____ Year: ____

SECTION V: Proposed Changes to an Existing Program or Program Policies

Insert here a statement of the exact changes to be made: Add distance technology delivery to an existing on-campus M.Ed. program. Students will be able to take classes on campus and/or through distance technology.

Check if either of these boxes apply and provide the necessary signature:

- Program change proposal adds courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____
- Program change proposal deletes courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

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Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change in Program Policies

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

The courses and course schedule will remain unchanged. The addition of a web-based delivery method will allow us to offer a campus-based program that currently serves our regional student population and convert our existing summer schedule to a web-based delivery that will extend our service area while also accomodating the scheduling needs of working practitioners. Students will be able to take classes through distance technology and/or on campus.

SECTION VII: Catalog Text and Format

In the box below, insert the current catalog text which is to be changed, with changes highlighted with the color yellow. Include all proposed changes identified in Section V. Only changes explicitly stated in Section V will be considered for approval by the University Course and Programs Committee, the Graduate Council and the Faculty Senate. If you are proposing a new program, give proposed text with all of the elements listed below. If you are proposing modified text, include these elements as appropriate.

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.
- State eight-semester plan requirements

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

Requirements for the Master of Education Degree: (Minimum 33 hours.) The master's degree in Educational Leadership is designed primarily to provide professional preparation for students seeking administrative positions in elementary and secondary schools. The 33 graduate semester-hour program (or 27 hours and a thesis) includes a minimum of 30 graduate semester hours of course work in Educational Leadership (including an internship), and 3 semester hours of required College of Education and Health Professions core courses outside the Educational Leadership (EDLE) program offerings. **The Program is offered both on-campus and through distance technology.**

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____
DGRE _____ PGCT _____ OFFC&CRTY VALID _____

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REPORTING CODES

PROG. DEF. _____ REQ. DEF. _____
Initials **PVT** Date **11/2/09**

Notification to:

- (1) College
- (2) Department
- (3) Admissions
- (4) Institutional Research
- (5) Continuing Education
- (6) Graduate School
- (7) Treasurer
- (8) Undergraduate Program Committee

5/12/08

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NCA

North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education

30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2604
TEL: 312/263-0450; 312/821-7440
FAX: 312/263-7482; Internet: Info@ncaabco.org

July 24, 2000

Nancy Ellen Talburt
Associate Vice Chancellor for Academic Affairs
University of Arkansas
422 Administration Building
Fayetteville, Arkansas 72701

Dear Dr. Talburt:

I am in receipt of your letters and proposals dated March 31, 2000, and May 30, 2000, in which you request Commission approval to offer degree programs online and by means of compressed interactive video.

The University has extensive experience with distance delivery of degree programs to the residents of Arkansas, and, therefore, the Commission does not require further monitoring of your distance delivery programs. With this letter, the Commission grants approval for the University of Arkansas at Fayetteville to offer degree programs via distance delivery without further Commission monitoring. I have changed the University's Statement of Institutional Scope and Activities to reflect this change.

Please contact me if you plan to change the scope or nature of your distance delivery programs.

We wish you continuing success.

Sincerely,



Julie Weissman, Ph.D.
Assistant Director for Institutional Change

cc: John Taylor, Associate Director

JUL 27 2000

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10-03-04 11:01:22AM

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**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**

30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440

RECORD OF STATUS AND SCOPE

UNIVERSITY OF ARKANSAS, FAYETTEVILLE
Administration Bldg. 425
Fayetteville, AR 72701

Statement of Affiliation Status

Status: Accredited (1924 -)
Highest degree awarded: Doctor's.
Most recent action: November 14, 1997.
Stipulations on affiliation status: Out-of-state offerings are limited to programs at the Naval Air Station in Memphis, Tennessee, and Hurlburt Field Air Force Base in Pensacola, Florida, and courses at other selected sites.
New degree sites: No new degree sites are required for existing degree programs at new sites within the state.
Program reports required: Yes.
Monitoring reports required: Yes.
Contingency reports required: No.
Other visits required: None.
Last comprehensive evaluation: 1996-97.
Next comprehensive evaluation: 2006-07.















Statement of Institutional Scope and Activities

Legal status: Public institution.
H/99 undergraduate enrollment: 11999.
H/99 graduate enrollment: 2636.
Number of degree programs: Bachelor's (87); Master's (24); Specialist's (7); Doctor's (30).
Full service degree sites other than home campus: None.
Other degree sites:
— In state: Ft. Smith, Little Rock, Pine Bluff, and 1 military site.
— In other states: 2 military sites in 2 states (FL; TN).
Course sites:
— In state: 14 sites.
Distance education: Degrees are offered through Videotape/Broadcast TV, Interactive TV, Correspondence/Individualized instruction, Internet/Modem connection.

Academic Institution: THEUA The University of Arkansas

Academic Plan: EDLEME

		Find View All	First  1 of 3  Last
*Effective Date:	08/15/2010 	*Status: Active 	 
Academic Program:	GEDU 	Graduate Education	
Academic Career:			
*Academic Plan Type:	Major 		
*Description:	Educational Leadership		
Short Description:	5670	First Term Valid: 	
Degree Offered:	MED 	Master of Education	
*Req Term Default:	Program's Admit Term 		
*Transcript Level:	Official 		
	<input type="checkbox"/> Evaluate Plan Before Program		

Academic Institution: THEUA The University of Arkansas
Academic Plan: EDLEME Educational Leadership Major

Find | View All First 1 of 3 Last

Effective Date: 08/15/2010 Status: Active
UA Acad Pin Hrs: 33.000
AHEIS Degree Intent: Graduate / Law Degree 9
AHEIS STATUS Active AHEIS DATE 11/02/2009

- Eight Semester Plan
- Include Degree Award List
- Show In Application for Admissions
- Display in Catalog of Studies
- Include Degree Offered List
- Eligible To Change Major

Program/Plan Stack Sequence Edit

10 Only 10-89 (Major & Other) 20-89 (major & other) 70-79 (Minor)

COMMENTS Per approved program change form dated 7/31/09, distance technology delivery is added to the existing on-campus M.Ed. program. 11/02/09

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in curriculum, emphasis, or organizational structure)

1. **Institution submitting request:** University of Arkansas
2. **Contact person / title:** Dr. Nancy E. Talburt
Vice Provost for Academic Affairs
1 University of Arkansas, ADMIN 422
Fayetteville, AR 72701-1201
3. **Phone number / email address:** netal@uark.edu
(479) 575-2151
4. **Proposed effective date:** July 2008
5. **Current title of degree/certificate program:** Master of Education in Educational Administration
- ~~6. **Current title of major or option:**~~
7. **Current title of organizational unit:**
8. **Proposed name of certificate/degree:** Master of Education in Educational Leadership
9. **Proposed name of major or option:**
10. **Proposed name of organizational unit:**
11. **CIP Code:** 13.0401
12. **Degree Code:** EDADME

Reason for proposed name change: The proposal is a change in the program name. The current program offers a Master of Education in Educational Administration; this will be changed to a Master of Education in Educational Leadership. The change in name reflects the focus of the program and is more in line with the current title of this type of program at other institutions of higher education.

Board of Trustees Approval Date: 1/25/08

Chief Academic Officer:

Bob Smith

Date: 12/6/07

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ADD, CHANGE OR DELETE UNIT, PROGRAM REQUIREMENTS, OR ACADEMIC POLICIES

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit or to change program policies. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply

SECTION I: Approvals

Department / Program Chair [Signature] Date Submitted 10/3/07
 College Dean [Signature] Date 10-11-07
 Honors College Dean [Signature] Date _____
 Core Curriculum Committee [Signature] Date _____
 University Course and Programs Committee [Signature] Date _____

Graduate Council Chair [Signature] Date 11/15/07
 Faculty Senate Chair [Signature] Date 12/5/07
 Provost [Signature] Date DEC 06 2007
 Board of Trustees Approval/Notification Date 1/25/08
 Arkansas Higher Education Coordinating Board Approval/Notification Date 2/1/08

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit _____ Policy
 Level: Undergraduate Graduate Law Effective Catalog Year 2008

Current Name Master of Education in Educational Administration

College, School, Division EDUC Department Code CIED

Current Code (6 digit Alpha) EDADME Proposed Code (6 digit Alpha) EDLEME
 Prior approval from the Office of the Registrar is required

Interdisciplinary Program CIP Code 13.0401
 Prior assignment from Office of Institutional Research is required

Proposed Name Master of Education in Educational Leadership
 When a program name is changed, enrollment of current students reflects the new name

SECTION III: Add a New Program/Unit

- For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas' ADHE <<http://www.adhe.arknet.edu/aadept.html>>
- Program proposal uses courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here _____

SECTION IV: Eliminate an Existing Program/Unit

Code/Name _____ Effective Catalog Year _____
 No new students admitted to program after Term ____ Year _____
 Allow students in program to complete under this program until Term ____ Year _____

SECTION V: Proposed Changes to an Existing Program or Program Policies

Insert here a statement of the exact changes to be made:

1. Change the name of the degree program from Educational Administration to Educational Leadership.
2. Amend the current program in Educational Administration through the creation of 4 new courses (EDLE 5043 Ethical Leadership, EDLE 5033 Psychology of Learning EDLE 5073 Research for School Leaders, and EDLE 5063 Instructional Leadership, Planning & Supervision); the substitution of 2 courses by merging key concepts of EDAD 599 School Finance -

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Building Level into EDLE 5023 The School Principalship and merging content from EDAD 5063 School Personnel Administration & Supervision into EDLE 5023 The School Principalship and EDLE 5063 Instructional Leadership, Planning & Supervision); achieving the requirements of the college core in psychological foundations and research through the creation of 2 new EDLE courses; and the minor revision of 3 other courses.

Check if either of these boxes apply and provide the necessary signature

- Program change proposal adds courses offered by another academic college, and that college dean's office has been notified The signature of the dean of that academic college is required here _____
- Program change proposal deletes courses offered by another academic college, and that college dean's office has been notified The signature of the dean of that academic college is required here _____

Check all the boxes that apply and complete the required sections of the form

- Change of Name and Code (Complete only sections I, II, V and VII)
- Change Course Requirements (Complete all sections of the form except "Proposed Name" in II, section III, and section IV)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV)
- Change in Program Policies

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college) Identify any program or program components (other than courses) to be eliminated if this program is implemented (Program and course change forms must also be submitted for such related changes)

There should be no major impact on other degree programs due to the modification of the Masters program in Educational Administration. The College Core in Psychological Foundations and Research will be met through two new EDLE courses: EDLE 5033 Psychology of Learning and EDLE 5073 Research for School Leaders. This may result in a reduction in the number of educational administration students, approximately 15 percent, taking courses from the Educational Foundations program. The Masters program in Educational Administration has recently completed a lengthy review that included gathering input from nationally recognized outside consultants, practicing educational leaders throughout Arkansas, and a steering committee made up of various key constituents as well as faculty from other institutions of higher education in Arkansas that offer a master in educational leadership. These program changes incorporate that counsel in concert with best practice in the field for providing a rigorous and relevant program in the preparation of educational leaders.

SECTION VII: Catalog Text and Format

Insert the current catalog text which is to be changed, with proposed changes identified in Section V inserted and tracked in Microsoft Word Because this form will not allow you to track changes automatically, please highlight all changes with the color yellow Only changes explicitly stated in Section V will be considered for approval by the University Course and Programs Committee, the Graduate Council and the Faculty Senate If you are proposing a new program, give proposed text with all of the elements listed below If you are proposing modified text, include these elements as appropriate

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline
- Identify typical career goals or paths for graduates (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements
- State course requirements in the major and any allied areas, giving number of hours and specific courses, specify electives or elective areas and give numbers of hours and courses in elective pools or categories, identify any other course requirements
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc)
- Identify name and requirements for each concentration (if any)
- Specify whether a minor or other program component is allowed or required and provide details
- State eight-semester plan requirements

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

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Current Catalog Text

Carleton Holt

Program Coordinator

250 Graduate Education Building

479-575-5112

E-mail: cholt@uark.edu

<http://coehp.uark.edu/>

• Associate Professors Elliott, Holt

• Assistant Professor Kimbrell

• Visiting Assistant Professor Gooden

• Adjunct Assistant Professors Dickerson, Jones, Murry, Rollins,
Smith

• Executive-in-Residence Carnine

Degrees Conferred:

M.Ed. (EDAD)

Ed.S., Ed.D. (EDUC)

Certificates Conferred:

Arkansas Curriculum/Program Administrator (non-degree)
(ACPACG)

Building-Level Administration (non-degree) (PSBLGC)

District-Level Administration (non-degree) (PSDLGC)

Areas of Concentration: Graduate programs in Educational
Administration are designed to prepare qualified persons for a variety
of leadership roles. Areas of concentration include: 1) principalships
and other school-site administrative and supervisory positions; 2)
superintendents and other central administrative personnel; 3) federal
and state governmental positions in education; and 4) the educational
administration professoriate.

Primary Areas of Faculty Research: School bond elections;
school leadership; school board/community relations; academically
distressed schools; educational policy; school finance litigation;
school finance; effective schools; rural schools; data analysis; educational
research.

Prerequisites for Acceptance to the Graduate Certificate

Programs: Applicants must meet University requirements for admission
to the Graduate School as non-degree-seeking students. In addition,
to receive the graduate certificate in district-level administration,
applicants must have a valid teaching license, a master's degree, and a
valid building-level administration license.

Requirements for Building or District level Graduate

Certificates: 18 semester hours from the appropriate list of courses
with a grade-point average of 3.0;

Building-Level Administration (18 hours)

EDAD 5023 The School Principalship

EDAD 5053 School Law

EDAD 5093 Effective Leadership in School Settings

EDAD 574V Building-Level Internship (3 hours)

EDAD 599V Seminar: Analytical Decision Making (3 hours)

EDAD 599V Seminar: Building-Level School Finance (3 hours)

District-Level Administration (18 hours)

EDAD 6023 School Facilities Planning/Management

EDAD 6053 School-Community Relations

EDAD 6093 School Governance

EDAD 6103 School Finance

EDAD 6173 School Business Management

EDAD 674V District-Level Internship (3 hours)

Note: If the certificate candidate is an experienced and practicing
administrator at another administrative licensure level, the six
required courses may be reduced by one course for a total of 15 hours
past prerequisites. All certificate program of study courses must
be completed within five years before submission to the Arkansas
Department of Education.

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Requirements for the Graduate Certificate in Curriculum/Program Administrator: To receive the graduate certificate in Curriculum/Program Administrator, students are required to have a valid teaching license and a master's degree. The program of study includes the following 15 hours of Educational Administration core courses that constitute the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be a successful school administrator. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable course work for transfer credit by presenting official transcripts from an NCATE accredited and approved educational administration program of study, but a maximum of six hours of transfer work may be used to fulfill the requirements of the certificate. Candidates will complete required course projects and activities related to the area of specialization.

Educational Administration Courses

EDAD 5013 School Organization & Administration

EDAD 5063 School Personnel Administration & Supervision

EDAD 5093 Effective Leadership in School Settings

EDAD 599V Seminar: Analytical Decision-Making

EDAD 599V Seminar: School Building Finance

CIED 674V Internship in Specialty Area

Special Education Courses (15 hours)

CIED 532V Internship in Special Education

CIED 5733 Inclusive Practices for Diverse Populations

CIED 5783 Professional and Family Partnerships

CIED 5893 Organization/Administration of Special Education

CIED 6433 Legal Aspects of Special Education

Curriculum and Instruction (15 hours)

CIED 5423 Curriculum Reconstruction

CIED 5453 Evaluation Techniques

CIED 5613 Contemporary Issues in Education

CIED 6013 Curriculum Development

CIED 674V Internship

Prerequisites at the master's level may be required according to the candidate's area of specialization. A faculty representative from the area of specialization will make this determination at the time of admission.

Prerequisites for Acceptance to the M.Ed., Ed.S., and Ed.D.

Programs: In addition to meeting University requirements for admission to the Graduate School, all candidates seeking admission to any educational administration program must complete program application procedures, which include submission of proof of a currently valid teaching certificate and three supporting letters of recommendation.

All educational specialist and doctoral applicants must submit a Miller Analogies or Graduate Record Examination score, an autobiographical sketch and writing sample, and evidence of a minimum of two years of professional experience. An interview with members of the educational administration faculty to demonstrate compatibility of program course offerings with the applicant's goals and interests is required.

Requirements for the Master of Education Degree: (Minimum 33 hours.) The master's degree in Educational Administration is designed primarily to provide professional preparation for students seeking administrative positions in elementary and secondary schools. The 33 graduate semester-hour program (or 27 hours and a thesis) includes a minimum of 24 graduate semester hours of course work in Educational Administration (including an internship), and 9 semester hours of required College of Education and Health Professions core courses.

Requirements for the Educational Specialist Degree: The specialist degree program in Educational Administration is designed primarily to provide professional preparation for students involved in school-site administration and those individuals who have districtwide administrative responsibilities.

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The specialist degree program requires completion of a minimum of 30 graduate semester hours with the number of actual credit hours a function of the previous educational background of each student and his or her goals. This includes 15 semester hours in educational administration core courses, 6 semester hours of adviser-approved electives, 3 semester hours of district-level internship (or equivalent experience), 3 semester hours of a specialist project, and 3 semester hours in statistics or research. If not previously satisfied, all students must also complete 24 semester hours of prerequisite course work in educational administration and 9 semester hours of the College of Education and Health Professions common core.

Requirements for the Doctor of Education Degree: The doctor of education degree in educational administration requires the completion of a minimum of 96 graduate semester hours. Each student's program of study includes a minimum of 54 hours in educational administration (18 semester hours from a common doctoral core and satisfaction of M.Ed. and Ed.S. Educational Administration core courses or their equivalent), a minimum of 9 semester hours in courses outside of Educational Administration, 9 hours in research and statistics, and a minimum of 18 hours of dissertation.

Educational Leadership (EDLE)

EDAD 5013 School Organization and Administration (Irregular) Analysis of structure and organization of American public education; fundamental principles of school management and administration.

EDAD 5023 The School Principalship (Sp, Su) Duties and responsibilities of the public school building administrator; examination and analysis of problems, issues, and current trends in the theory and practice of the principalship.

EDAD 5053 School Law (Irregular) Legal aspects of public and private schooling; federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education.

EDAD 5063 School Personnel Administration and Supervision (Irregular)

Principles, processes, and procedures of school personnel management, supervision, and staff development.

EDAD 5093 Effective Leadership in School Settings (Sp, Su, Fa) Strategic planning, group facilitation and decision making, organizational behavior and development, professional ethics and standards, principles of effective educational leadership.

EDAD 5163 Current Educational Issues (Irregular) Current problems, issues, and trends facing school administrators in Arkansas and the nation.

EDAD 574V Internship (Sp, Su, Fa) (1-6) Supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. May be repeated for 3 hours.

EDAD 599V Seminar (Irregular) (1-6) May be repeated for 6 hours.

EDAD 600V Master's Thesis (Sp, Su, Fa) (1-6)

EDAD 6023 School Facilities Planning and Management (Irregular) School facilities planning, management, cost analysis, operations, and maintenance of the school plant.

EDAD 6053 School-Community Relations (Irregular) Community analysis, politics and education; power groups and influences; school issues and public responses; local policy development and implementation; effective communication and public relations strategies.

EDAD 605V Independent Study (Sp, Su, Fa) (1-3)

EDAD 6093 School District Governance: The Superintendency (Irregular) Analysis of the organizational and governance structures of American public education at national, state, and local levels.

EDAD 6103 School Finance (Irregular) Principles, issues and problems of school funding formulae and fiscal allocations to school districts.

EDAD 6173 School Business Management (Irregular) Fiscal and resource management in public schools: budgeting, insurance, purchasing, and accounting.

EDAD 6333 Advanced Fiscal and Legal Issues in Education (Irregular) The examination and discussion of advanced legal and fiscal issues affecting public school education. Prerequisite: advanced graduate standing.

EDAD 6503 Topics in Educational Research for School Administration

(Irregular) Application of educational research in the school setting by educational administrators. Emphasis placed on the use of state and local school or district data, data analysis, interpretation and reporting, hands-on experience with SPS, and the formal process of writing a research report. Prerequisite: advanced graduate standing.

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EDAD 6523 Advanced Application of Educational Leadership (Irregular) A review of seminal and current works on leadership as applied to the educational setting. Provides knowledge of classic and contemporary strategies for leadership.
EDAD 6533 Educational Policy (Irregular) Examination of the research and theory related to the evolution of local, state, and federal governance and educational policy. Emphasis given to the consideration of procedures involving policy formulation, implementation, and analysis.
EDAD 6563 Educational Administration and Human Behavior (Irregular) Examination of research and theory related to the utilization of human resources with educational organizations.
EDAD 660V Workshop (Sp, Su, Fa) (1-6) May be repeated for 6 hours.
EDAD 674V Internship (Sp, Su, Fa) (1-6) May be repeated for 6 hours.
EDAD 680V Educational Specialist Project (Sp, Su, Fa) (1-6) An original project, research project, or report required of all Ed.S. Degree candidates. Prerequisite: admission to the Ed.S. program.
EDAD 690V Directed Readings in Educational Administration (Sp, Su, Fa) (1-3) Selected readings from classical books and authors in the field.
EDAD 699V Seminar (Irregular) (1-6) Prerequisite: advanced graduate standing. May be repeated for 6 hours.
EDAD700V Doctoral Dissertation (Sp, Su, Fa) (1-18) Prerequisite: candidacy

Proposed Catalog Text

Paul M. Hewitt
Program Coordinator
248 Graduate Education Building
479-575-2436
E-mail: phewitt@uark.edu
http://coehp.uark.edu/

-
- Associate Professors Elliott, Holt
 - Assistant Professors Kimbrell, Plianowski, Hewitt
 - Visiting Assistant Professor Gooden
 - Adjunct Assistant Professors Rollins, Smith
 - Executive-in-Residence Carmine

Degrees Conferred:

M.Ed. (EDLE)

Ed.S., Ed.D. (EDLE)

Certificates Conferred:

Arkansas Curriculum/Program Administrator (non-degree)
(ACPACG)

Building-Level Administration (non-degree) (PSBLGC)

District-Level Administration (non-degree) (PSDLGC)

Areas of Concentration: Graduate programs in Educational Leadership are designed to prepare qualified persons for a variety of leadership roles. Areas of concentration include: 1) principalships and other school-site administrative and supervisory positions; 2) superintendents and other central administrative personnel; 3) federal and state governmental positions in education; and 4) the educational leadership professoriate.

Primary Areas of Faculty Research: School bond elections; school leadership; school board/community relations; academically distressed schools; educational policy; ethics in educational administration; school finance litigation; school finance; effective schools; rural schools; data analysis; educational research.

Prerequisites for Acceptance to the Graduate Certificate

Programs: Applicants must meet University requirements for admission to the Graduate School as non-degree-seeking students. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license, a master's degree, and a valid building-level administration license.

Requirements for Building or District level Graduate

Certificates: 30 semester hours from the appropriate list of courses with a grade-point average of 3.0:

Building-Level Leadership (30 hours)

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EDLE 5013 School Organization & Administration
EDLE 5023 The School Principalship
EDLE 5033 Psychology of Learning
EDLE 5043 Ethical Leadership
EDLE 5053 School Law
EDLE 5063 Instructional Leadership, Planning, & Supervision
EDLE 5073 Research for School Leaders
EDLE 5083 Analytical Decision Making
EDLE 5093 Effective Leadership for School Improvement
EDLE 574V Building-Level Internship

District-Level Leadership (18 hours)

EDLE 6023 School Facilities Planning/Management

EDLE 6053 School-Community Relations

EDLE 6093 School Governance

EDLE 6103 School Finance

EDLE 6173 School Business Management

EDLE 674V District-Level Internship (3 hours)

Note: If the certificate candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by one course for a total of 15 hours past prerequisites. All certificate program of study courses must be completed within five years before submission to the Arkansas Department of Education.

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CIED 6433 Legal Aspects of Special Education

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CIED 5453 Evaluation Techniques

CIED 5613 Contemporary Issues in Education

CIED 6013 Curriculum Development

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Prerequisites at the master's level may be required according to the candidate's area of specialization. A faculty representative from the area of specialization will make this determination at the time of admission.

Prerequisites for Acceptance to the M.Ed., Ed.S., and Ed.D. Programs: In addition to meeting University requirements for admission

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EDLE 5053 School Law (Irregular) Legal aspects of public and private schooling; federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education.

EDLE 5063 Instructional Leadership, Planning, & Supervision

A focus on school improvement through data analysis, educational plan development, in-service, monitoring and staff supervision

EDLE 5093 Effective Leadership in School Settings (Sp, Su, Fa) Strategic planning, group facilitation and decision making, organizational behavior and development, professional ethics and standards, principles of effective educational leadership.

EDLE 5163 Current Educational Issues (Irregular) Current problems, issues, and trends facing school administrators in Arkansas and the nation.

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EDLE 700V Doctoral Dissertation (Sp, Su, Fa) (1-18) Prerequisite: candidacy

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____

DGRE _____ PGCT _____ OFFC&CRTY VALID _____

REPORTING CODES

PROG DEF. _____ REQ DEF _____

Initials PLU Date 4/12/08

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Disposal

Notification to
(1) College
(7) Treasurer

(2) Department
(8) Undergraduate Program Committee

(3) Admissions

(4) Institutional Research

(5) Continuing Education

(6) Graduate School

5/1/07

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ATTACHMENT 4F

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in curriculum, emphasis, or organizational structure)

1. **Institution submitting request:** University of Arkansas
2. **Contact person / title:** Dr. Nancy E. Talburt
Vice Provost for Academic Affairs
1 University of Arkansas, ADMIN 422
Fayetteville, AR 72701-1201
3. **Phone number / email address:** netal@uark.edu
(479) 575-2151
4. **Proposed effective date:** July 2008
5. **Current title of degree/certificate program:** Master of Education in Educational Administration

6. **Current title of major or option:**
7. **Current title of organizational unit:**
8. **Proposed name of certificate/degree:** Master of Education in Educational Leadership
9. **Proposed name of major or option:**
10. **Proposed name of organizational unit:**
11. **CIP Code:** 13.0401
12. **Degree Code:** EDADME

Reason for proposed name change: The proposal is a change in the program name. The current program offers a Master of Education in Educational Administration; this will be changed to a Master of Education in Educational Leadership. The change in name reflects the focus of the program and is more in line with the current title of this type of program at other institutions of higher education.

Board of Trustees Approval Date:

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Chief Academic Officer:

Date:

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Appendix B

Appendix C

APPENDIX C

NELP Component	Arkansas DESE Competencies for Grades P-12 Administrator-School Level	LEADS
<p>1.1 Collaboratively evaluate, develop, & communicate a school mission & vision designed to reflect a core set of values & priorities that include data use, technology, equity, diversity, digital citizenship, & community</p>	<p>Mastery of NELP 1.1 and: a vision to prepare students for the future via inclusive, student-focused, personalized approaches. *Establish & sustain a learning-focused culture that is asset-based, trusting, & celebratory. *Establish & sustain a learning-focused culture of risk-taking & continuous improvement. *Clearly articulate non-negotiables, particularly regarding equity, high-expectations, and building systems & processes from individual student strengths.</p> <p>Mastery of NELP 1.2 and and/or develop skills & language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise, & repeat, celebrate success).</p>	<p>Domain 1: Organization & Management (A) Organizational Focus: Unique to school's identity; promoted in school & community; supports monitoring for continuous improvement. Domain 2: Culture & Climate (B) Equitable & Culturally Responsive: welcoming; culturally competent; supporting programs or initiatives.</p>
<p>1.2 Capacity to lead improvement process that includes data use, design, implementation & evaluation.</p>	<p>Awareness: the school & the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment & accountability, and developing the knowledge, skills, and motivation to succeed in improvement. 1.3 Prepare 1.4 Employ situationally-appropriate strategies for improvement, including transformational & incremental, adaptive approaches and attention to different phases of implementation. 1.5 Assess & develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school & its improvement. 1.6 Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p>	<p>Domain 1: Organization & Management (B) School Plan: student focused; collaborative & strategic; progress monitoring & revisions.</p>
<p>2.1 Understand & demonstrate capacity to reflect on, communicate about, cultivate, & model professional dispositions & norms (fairness, integrity, transparency, trust, digital citizenship, collaboration, reflection, life long learning) that support educational success & well-being of each student and adult.</p>	<p>Mastery of NELP 2.1</p>	<p>Domain 4: Human Capital Management (A). Personal Professional Practice: ethical behavior; organizational & interpersonal skills; research orientation</p>
<p>2.2 Understand & demonstrate capacity to evaluate, communicate about, and advocate for ethical & legal decisions.</p>	<p>Mastery of NELP 2.2</p>	<p>Domain 2: Culture & Climate (C). School discipline system: positive & unbiased; growth-path oriented; protected learning participation</p>

APPENDIX C

NELP Component	Arkansas DESE Competencies for Grades P-12 Administrator-School Level	LEADS
2.3 Understand & demonstrate capacity to model ethical behavior in their personal conduct & relationship and to cultivate ethical behavior in others.	<p>Mastery of NELP 2.3 and: *Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur.</p> <p>Awareness: ethically & professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. 2.5 Place children at the center of education & accept responsibility for each students' academic success & well-being. 2.6 Lead with interpersonal & communication skill, social-emotional insight, and understanding of all students' and staff members' back grounds and cultures.</p>	<p>Domain 4: Human Capital Management (A), Personal Professional Practice: ethical behavior, organizational & interpersonal skills; research orientation</p>
3.1 Understand & demonstrate capacity to use data to evaluate, design, cultivate & advocate for a supportive & inclusive school environment.	<p>Mastery of NELP 3.1</p>	<p>Domain 1: Organization & Management (B) School Plan: student focused; collaborative & strategic; progress monitoring & revisions. Domain 3: Teaching & Learning: (B) Instruction: student focused; reflection driven; protected instructional time.</p>
3.2 Capacity to evaluate, cultivate, & advocate for equitable access to educational resources, technologies, & opportunities that support the educational success & well-being of each student.	<p>*Continue assessing systems & procedures to ensure the learning community environment is physically & emotionally safe & secure.</p>	<p>Domain 3: Teaching & Learning (A) Curriculum: provided & available; clear content & expectations; supported planning & implementation.</p>
3.3 Evaluate, advocate, & cultivate equitable, inclusive, & culturally responsive instruction & behavioral support practices among teachers & staff.	<p>Mastery of NELP 3.3 & *Conduct & co-develop ongoing processes with staff & learners to understand how their personal experiences shape their interpretation of the world. * Understand practices shown to develop safe learning environments (e.g., community and family partnerships, trauma-informed pedagogies, restorative justice).</p>	<p>Domain 2: Culture & Climate (C). School discipline system: positive & unbiased; growth-path oriented; protected learning participation</p>
4.1 Evaluate, develop, & implement high-quality technology-rich curricular programs & other supports for academic & non-academic student programs.	<p>Awareness: Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. 3.4 Build & maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.</p> <p>Mastery of NELP 4.1 and: Demonstrate ability to navigate between district & state assessments, standards, and curriculum and how they interplay in a student-focused system. * Have a solid grasp of UDL and how it applies to a whole range of elements of personalized, student-focused approaches including curriculum design, strategic thinking, and procurement decisions.</p>	<p>Domain 3: Teaching & Learning (A) Curriculum: provided & available; clear content & expectations; supported planning & implementation.</p>

APPENDIX C

NELP Component	Arkansas DESE Competencies for Grades P-12 Administrator-School Level	LEADS
<p>4.2 Evaluate, develop, & implement high-quality & equitable academic & non-academic instructional practices, resources, technologies, & services that support equity, digital literacy, & the school's academic & non-academic program.</p>	<p>Mastery of NELP 4.2 and Promote the participation among students & adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity--in leadership, in teaching and in student learning processes and products--service, sustainability, social action, and digital-age collaboration. * Model & promote appropriate and effective decision making & capacity when using technology as a tool to support student-focused learning. * Establish structures & policies that create a learning environment in which developmentally appropriate learner voice, choice, and growth mindsets matter and abound.</p>	<p>Domain 3: Teaching & Learning (D) Appropriate Instructional Support for All Students: organized interventions for additional learning supports; accelerated learning for the gifted; aligned curriculum & instructional practices with feeder/connecting schools.</p>
<p>4.3 Evaluate, develop, & implement formal & informal culturally responsive & accessible assessments that support data-informed instructional improvement & student learning & well-being.</p>	<p>Mastery of NELP 4.3 and * Whenever possible, ensure standards & assessments connect to real-world experiences and college-career-, and civic life-ready knowledge, skills, & dispositions. * Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student-led parent-teacher conferences, or capstone projects).</p>	<p>Domain 3: Teaching & Learning (D) Appropriate instructional support for all students: organized interventions for additional learning support; accelerated learning for gifted students; aligned curriculum & instructional practices w/ feeder/connecting schools. Domain 3: Teaching & Learning (E) Effective Instructional Change Leadership: communication: consistent & connected; support for planning & implementation; cultural incorporation.</p>
<p>4.4 Collaboratively evaluates, develops, & implements the school's curriculum, instruction, technology, data systems, & assessment practices in a coherent, equitable, & systematic manner.</p>	<p>Mastery of NELP 4.4 and: * Demonstrate & effectively communicate a commitment to equity & student-focused, personalized approaches. * Continually read & interpret the learning environment in order to identify patterns, need for development, and leverage points for new & innovative actions.</p>	<p>Domain 2: School Culture & Climate (E) Collaborative Teaching: systemic support; learning mindset; individual & team accountability. Domain 3: Teaching & Learning (C) Observations & Ratings: strategic observations; actionable feedback & coaching; needs-based professional learning.</p>
<p>5.1 Collaboratively engages diverse families in strengthening student learning in and out of school.</p>	<p>Mastery of NELP 5.1</p>	<p>Domain 2: (D) Family & Community Engagement: communication; meaningful family involvement; strategic community partnerships.</p>
<p>5.2 Collaboratively engage & cultivate relationships with diverse community members, partners, & other constituencies for the benefit of school improvement & student development.</p>	<p>Mastery of NELP 5.2 and: * Together with students and educators, strive to understand the pace & nature of change underway in the broader community in terms of how it impacts the approach to education, local economy, make up of the citizenry, and culture. * Support educators to be explicit with students about the value of networks or communities and help them to access and experience that value, and to understand how to construct networks and communities pursuing their academic and career goals.</p>	<p>Domain 1: Organization & Management (E) Shared Leadership & Responsibility: principal efficacy; leadership development; shared responsibility. Domain 2: School Culture & Climate: (E) Collaborative Teaching: systemic support; learning mindset; individual & team accountability.</p>
<p>5.3 Communicates through oral, written, & digital means w/ the larger organizational, community, & political context when advocating for the needs of their school community.</p>	<p>Mastery of NELP 5.3 and: * Demonstrate awareness of different communication tools (e.g., face-to-face, newsletters, social media) and when to use each to help shape the narrative and deliver clear messaging.</p>	<p>Domain 4: Human Capital Management (D) School Advocacy: educates self & others on issues; shares the story; leverages multiple media formats</p>

APPENDIX C

NELP Component	Arkansas DESE Competencies for Grades P-12 Administrator-School Level	LEADS
	<p>Awareness: Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. 5.5 Develop & provide the school as a resource for families & the community.</p> <p>5.4</p>	
<p>6.1 Evaluate, develop, & implement management, communication, technology, school level governance & operation systems that support each student's learning needs & promote the mission & vision of the school.</p>	<p>Mastery of NELP 6.1 and: systems that support personalization; communication approaches that enable shared responsibility; setting priorities to maintain the day-to-day functions of a learning community while still balancing the visionary & transformational aspects of leadership for learning.</p> <p>*Foster *Use * be capable of</p>	<p>Domain 1: Organization & Management (C) Time Management: strategies & tools; master schedule</p>
<p>6.2. Evaluate, develop, & advocate for a data-informed & equitable resourcing plan that supports school improvement & student development.</p>	<p>Mastery of NELP 6.2 out and employ the latest technology to support collaboration, communication, teaching, and learning in a student-focused, personalized context.</p> <p>*Seek</p>	<p>Domain 1: Organization & Management (D) School Resource Mgmt.: efficient & effective use; equitable consideration & distribution</p>
<p>6.3 Reflectively evaluate, communicate about, & implement laws, rights, policies, & regulations to promote student & adult success & well being.</p>	<p>Mastery of NELP 6.3</p>	<p>Domain 2: School Culture & Climate: (A) Safe & Orderly: facilities; student handbook; crisis mgmt. plan; perceptions</p>
	<p>Awareness: Promote the personal and professional health, well-being, and work life-balance of faculty & staff. & effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. & learning from disruption. 6.7 Develop & manage relationships with feeder and connecting schools for enrollment management & curricular & instructional articulation. 6.8 Develop & manage productive relationships with the central office and school board. 6.9 Develop & administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. 6.10 Manage governance processes & internal & external politics toward achieving the school's mission & vision.</p> <p>6.4 6.5 Tend to personal learning 6.6 Protect teachers' and other staff members' work</p>	
<p>7.1 Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, & hiring staff.</p>	<p>Mastery of NELP 7.1</p>	<p>Domain 4: Human Capital Mgmt. (B) Personnel mgmt.: recruitment & hiring; induction & career pathway; conflict resolution</p>

APPENDIX C

NELP Component	Arkansas DESE Competencies for Grades P-12 Administrator-School Level	LEADS
<p>7.2 Develop & engage staff in collaborative professional culture designed to promote school improvement, teacher retention, and the success & well being of each student & adult in the school.</p>	<p>Mastery of NELP 7.2 and</p> <ul style="list-style-type: none"> * Build the capacity of staff to implement effective strategies to achieve the vision of the school. * Apply a growth mindset to problem solving across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of learning. 	<p>Domain 4: Human Capital Mgmt. (C) Educ professional capital: instructional capital; social capital; decisional capital</p>
<p>7.3 Personally engage in, as well as engage the school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, & student success.</p>	<p>Mastery of NELP 7.3 and</p> <ul style="list-style-type: none"> * Demonstrate ability to reflect on one's place in society as it is shaped by class, race, education markers, and relative privilege, and seek remedies for biases. * Seek out and engage with educators or others within and beyond the immediate learning community to build support and learning networks with those who take innovative and risky approaches on behalf of improving civil society. * Model professional learning after the education community's personalized, learner-centered approaches (e.g., professional development that uses competency-based or flipped classroom techniques, educator-selected micor-credentials, or individual Professional Growth Plans (PGP)). 	<p>Domain 2: Culture & Climate: (B) Equitable & culturally responsive: welcoming; culturally competent; supporting programs or initiatives.</p> <p>Domain 4: Human Capital Mgmt. (E) Contributions to the profession: professional association & resources; beginning educators</p>
<p>7.4 Evaluate, develop, and implement systems of supervision, support, & evaluation designed to promote school improvement & students success.</p>	<p>Mastery of NELP 7.4 and</p> <ul style="list-style-type: none"> * Act quickly and effectively to remove an educator from learning community if educator does not respond to repeated attempts to remove obstacles to teachers (e.g., improve, low expectations for students, unwillingness to prioritize equity). * Deliver actionable feedback about instruction and other professional practices via coaching that: <ul style="list-style-type: none"> (1) are job embedded (2) employ educators' ability to self-leadership & responsibilities; (3) Use multiple means of employing summative & formative data to understand individual educator's performance; (4) place ultimate accountability for learning in teams and groups of educators. 	<p>Domain 4: Human Capital Management (A), Personal Professional Practice: ethical behavior, organizational & interpersonal skills, research orientation</p>
<p>Awareness: Encourage faculty-initiated improvement of programs and practices.</p>	<p>7.5</p>	

Appendix D

School Organization and Administration Syllabus

EDLE 5013 School Organization and Administration Syllabus

John Pijanowski

(575-7019) (jpijanow@uark.edu) (104 Peabody Hall)

Online Course

General Course Information

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.

Purpose of the Course: 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, and interviews and contacts with practicing K-12 school leaders.

Required Course Materials: Reframing Organizations: Artistry, Choice, and Leadership 6th Edition by Lee G. Bolman (Author), Terrence E. Deal (Author)

Case studies and articles will either be linked on the course website or available for download from the blackboard course site.

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

Standards in the **Arkansas Leader Excellence and Development System (LEADS) 2.0** are embedded into the content, which address the following domains and sub-domains. Domains in bold print will be specifically addressed in this course.

Domain 1: School Organization & Management

- A. **Organizational Focus**
- B. **School Plan**
- C. Time Management
- D. School Resource Management
- E. **Shared Leadership & Responsibility**

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. **Equitable & Culturally Responsive**
- C. School Discipline System
- D. **Family & Community Engagement**
- E. **Collaborative Teaming**

Domain 3: Teaching & Learning

- A. Curriculum
- B. Instruction
- C. **Observations & Ratings**
- D. Appropriate Instructional Support for ALL Students

E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. Personal Professional Practice
- B. Personnel Management
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

NELP Standards

While content in this course specifically addresses NELP Standards 3, 6, and 7, during the semester, we will touch on all standards and components. Students should familiarize themselves with each NELP Standard and its accompanying component.

Standard 1 Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate the ethical decisions and cultivate and enact professional norms.

- **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3 Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school climate.

- **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4 Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

- **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- **Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- **Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5 Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6 Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- **Component 7.1** Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- **Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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. Journal entries (10 journals at 8 points each)	80
2. School Culture Audit	20
Total Points	100 points

School Culture Audit

Assignment description: This assignment is drawn from the work of Peterson and Deal in their book, *Shaping School Culture*. The [field book can be found through this link](#) and will be a valuable resource for you as you complete this assignment. Are there consistent patterns in the views of what is a valued mission in the school? Are there broad differences? Are there deep purposes (such as authentic learning) or narrow goals (for example, improving reading scores)? It is not easy to uncover these often hidden aspects of the culture. But there are several ways leaders can try to identify the core values, beliefs, norms, and assumptions. Over the course of several school visits document and reflect on the following:

What are your school's traditions, and what meaning do they have for faculty, students, and community?

Walk the hallways when everyone is gone, and reflect on what the walls say about what is really important.

What are the school's symbols and artifacts? Where are they displayed and used? What do they mean?

How are new teachers acknowledged in faculty meetings? How are they introduced?

How are students greeted when they arrive at school? When they transition to different activities or classrooms?

Does your school have significant rituals for the major transitions during the year: as school begins, after winter break, at the end of the year? Testing periods? What are they like?

What are all the ceremonies at your school? What message, value, or norm do the ceremonies communicate and reinforce?

What key artifacts, artwork, posters, or other relics do you find in the main office? What messages do they communicate?

Determining what aspects of the culture to keep and celebrate and what aspects to transform or change is key to maintaining a strong, professional culture. One way to approach this is to conduct an "educational garage sale" in which you select aspects of the school to store, get rid of, or keep in use.

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

NELP Standard Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Criteria (NELP 3.1)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	<p>There is little to no evidence that the candidate understands</p> <p>Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)</p> <p>Research on inclusive school cultures</p> <p>Processes for evaluating school culture</p> <p>Processes for effecting changes to school culture</p> <p>Engaging in advocacy</p> <p>Educational Leadership Skills</p>	<p>There is evidence of the candidate understands</p> <p>Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)</p> <p>Research on inclusive school cultures</p> <p>Processes for evaluating school culture</p> <p>Processes for effecting changes to school culture</p> <p>Engaging in advocacy</p> <p>Educational Leadership Skills</p>	<p>There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement</p> <p>Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)</p> <p>Research on inclusive school cultures</p> <p>Processes for evaluating school culture</p> <p>Processes for effecting changes to school culture</p> <p>Engaging in advocacy</p> <p>Educational Leadership Skills</p>
Criteria (NELP 7.2)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and	<p>There is little to no evidence that the candidate understands</p> <p>Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and</p>	<p>There is evidence of the candidate understands</p> <p>Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being</p>	<p>There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement</p> <p>Research on and strategies for developing a</p>

the success and well-being of each student and adult in the school	well-being Effective communication The role of relationships, trust, and well-being in the development of a healthy and effective professional culture	Effective communication The role of relationships, trust, and well-being in the development of a healthy and effective professional culture	collaborative professional culture designed to support improvement, retention, learning, and well-being Effective communication The role of relationships, trust, and well-being in the development of a healthy and effective professional culture
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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	



EDUCATIONAL LEADERSHIP PROGRAM

Course Prefix and Title: EDLE 5023 – The School Principalship

Semester: Spring, 2020

Meeting time: Mondays, 5:30-8:30 p.m.

Location: Online sessions using Blackboard Collaborate

Number of credits: 3

Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Christy L. Smith, Ed.D.

Email: cls19@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: (479) 575-8729

Office Hours: By scheduled appointment either virtually or at my office in 105 Peabody Hall on the University of Arkansas-Fayetteville campus.

Description: The School Principalship is designed to prepare students for the complexities and demands of the role of school leader at the building level. Course content aligns with the **National Educational Leadership Preparation (NELP)** standards, which include the following:

1. Mission, Vision & Improvement
2. Ethics & Professional Norms
3. Equity, Inclusiveness & Cultural Responsiveness
4. Learning & Instruction
5. Community & External Leadership
6. Operations & Management
7. Building Professional Capacity
8. Internship

Standards in the **Arkansas Leader Excellence and Development System (LEADS) 2.0** are embedded into the content, which address the following domains and sub-domains. Domains in bold print will be specifically addressed in this course.

Domain 1: School Organization & Management

A. Organizational Focus

B. School Plan

- C. **Time Management**
- D. School Resource Management
- E. Shared Leadership & Responsibility

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. **Equitable & Culturally Responsive**
- C. **School Discipline System**
- D. Family & Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching & Learning

- A. **Curriculum**
- B. **Instruction**
- C. Observations & Ratings
- D. **Appropriate Instructional Support for ALL Students**
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. **Personal Professional Practice**
- B. **Personnel Management**
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

NELP Standards

While content in this course specifically addresses NELP Standards 1, 5, and 7, during the semester, we will touch on all standards and components. Students should familiarize themselves with each NELP Standard and its accompanying component.

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Candidates who successfully complete a building-level educational leadership program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a

core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate the ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3 Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school climate.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

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Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices,

resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5 Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6 Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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. All assignments should be submitted as a Word document, pdf, PowerPoint, or video.

Inclement Weather Policy

Given this course is only offered online, in the event of weather or other disruptions in our ability to conduct class (e.g., a power outage that makes an online session impossible), I may substitute the class time with another activity to keep the course on schedule.

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 Textbooks

Desmond, M. (2016). *Evicted*. New York: Crown Publishing Group. [ISBN: 978-0-553-44745-3]

Kipnis, A. (1999). *Angry young men: How parents, teachers, and counselors can help “bad boys” become good men*. San Francisco: Jossey Bass. [ISBN: 0-7879-6043-8]

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]

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

Attendance and participation

Each student is responsible for coming to each class on time and being prepared to participate. It is my expectation that you will keep the camera on your desktop/laptop active so we can learn each other’s faces, as well as our voices. Class will meet every Monday evening. We will discuss the regular start and end times during our first class session. Classes will not meet on January 20th – Martin Luther King Day and March 23rd – Spring Break. If an emergency occurs and you are unable to attend class, please contact me prior to the start of the session via my email at cls19@uark.edu.

Students are expected to read the assigned material and complete any other assignments for the week prior to the start of class. Your active participation in the class is expected and important since it is through communication and collaboration that a professional community is created. Communication is a two-way process which allows us to openly and safely share ideas and learn from each other’s experiences.

For each of the 14 class sessions, it is possible to earn three points, for a total of 42 of the 100 points possible for the semester. If you attend class and participate in a manner that indicates appropriate preparation (have clearly read material prior to class) and engagement (reference comments, observations, etc., made by classmates and/or professor, you will earn all three points. If you attend class, but do not participate, you will earn one point.

Course Reading/Assignment Schedule

Class Session/Date	Readings	Assignment Due
1. January 13, 2020	Syllabus review; NELP Standards/Components; LEADS Domains	Watch Bb videos: “A Day in a High School Principal’s Life” and “How a Great Leader Motivates”

January 20, 2020	University Closed – Martin Luther King holiday	
2. January 27, 2020	Ubben, Hughes, Norris pp. 1-55 Begin reading <i>Evicted</i>	Watch Bb videos: “Transaction v. Transformation” and “Confidence-driven decision-making”
3. February 3, 2020	Ubben, Hughes, Norris pp. 56-107 Continue reading <i>Evicted</i>	Watch Bb videos: “What Great Leaders Actually Do” and “What is School Culture & Climate”
4. February 10, 2020	Ubben, Hughes, Norris pp. 108-157 Continue reading <i>Evicted</i>	Assignment 1 Due Watch Bb video: “Learning to Change – Changing to Learn”
5. February 17, 2020	Ubben, Hughes, Norris pp. 158-179 Continue reading <i>Evicted</i>	Watch Bb video: “HISD Special Education Leadership”
6. February 24, 2020	Ubben, Hughes, Norris pp. 181-200 Finish reading <i>Evicted</i>	Watch Bb video: “The Only 3 Career Steps that Matter”
7. March 2, 2020	Ubben, Hughes, Norris pp. 201-242 Begin reading <i>Angry Young Men</i>	
8. March 9, 2020	Ubben, Hughes, Norris pp. 244-269 Continue reading <i>Angry Young Men</i>	
9. March 16, 2020	Ubben, Hughes, Norris pp. 270-296 Continue reading <i>Angry Young Men</i>	Assignment 2 Due
March 23, 2020	Spring Break	
10. March 30, 2020	Ubben, Hughes, Norris pp. 297-324 Continue reading <i>Angry Young Men</i>	Watch Bb video: “A Different Way to Think about Technology in Education”
11. April 6, 2020	Ubben, Hughes, Norris pp. 325-356 Continue reading <i>Angry Young Men</i>	Assignment 3 Due

12. April 13, 2020	Read four articles posted on Blackboard (Kraft, Gilmour; Reitzug; Stone-Johnson; Spotlight – Principal Leadership) Finish reading <i>Angry Young Men</i>	
13. April 20, 2020	Read article posted on Blackboard (Kirp, “The Secret to Fixing Bad Schools”)	Watch Bb video: “We Need to Talk About an Injustice”
14. April 27, 2020	Course wrap-up	Assignment 4 Due

Course Assignments

Assignment	Topic/Standard	Due Date	Points Possible
1	Leading School Improvement (NELP 1.2; LEADS 1.A)	February 10	15
2	Developing & Communicating a Shared Vision (NELP 1.1; LEADS 2.D)	March 16	20
3	Hiring Plan (NELP 7.1; LEADS 4.B)	April 6	8
4	Reaction Paper – Diversity Awareness (NELP 5.1 & 5.2; LEADS 2.B)	April 27	15

Assignment 1 Leading School Improvement Due 2/10/2020
NELP 1.2
LEADS: 3A; 3B

The candidate will identify the types of data and collection tools that are critically essential to inform school improvement efforts. The deliverable that the candidate will upload has three sections:

1. A comprehensive list of the types of data (information) that are critical to lead school improvement efforts. Along with this list should be a clear justification/rationale for each type of data with reference to relevant literature. This part of the deliverable should be in the form of an academic paper complete with correct citations and references.

2. An analysis of current deficiencies in the presence of data in your school to inform school improvement.

Which data are not available, but you think should be?

Are there gaps in the data that exist in your school?

3. A plan for data collection that includes the identification of the types of data needed and a timeline for the collection and analysis of each type of data. This should be in a narrative that includes a timeline and a clear rationale for when and how the data will be collected.

Assignment 1 Rubric

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>NELP Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p> <p>LEADS 3A; 3B</p>	<p>Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts. Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1. identify needed change based on data, 2. target meaningful areas will leverage the most significant immediate change, and 3. target areas that will leverage longer term change. 	<p>Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts. Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1. identify needed change based on data, 2. target meaningful areas will leverage the most significant immediate change, and 3. target areas that will leverage longer term change 	<p>Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts. Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1. identify needed change based on data, 2. target meaningful areas will leverage the most significant immediate change, and 3. target areas that will leverage longer term change. <p>Candidates use their understanding and capacity to implement this plan for data collection within a school setting as documented by an</p>

			on-site mentor and appropriate artifacts.
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Assignment 2 Developing & Communicating a Shared Vision Due 3/16/2020

NELP: 1.1

LEADS: 1A; 1B

The candidate will show an appropriate understanding of what it means to have a shared vision and will demonstrate the capacity to develop a shared vision through collaborating with other school personnel.

This activity will be documented in two ways:

- 1) the candidate will coordinate with the building administrator and lead an effort to evaluate the current shared vision, goals, and values of the school; and
- 2) lead a collaborative effort to create a tool communicating the shared vision, mission, and values of one of the schools of placement and implement the use of that tool.

The candidate will upload the following deliverables:

1. a written report that includes a reflective evaluation of the current shared vision in their school.
2. a clear and meaningful communication such as a PowerPoint with audio narrative that your administration might be interested in using on a website, or a videoed live speech given to a community group. The communication should describe the school’s shared vision, mission, values, and goals. In addition, the communication will include data that addresses where the school is in relation to the shared vision and goals.

Assignment 2 Rubric

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
NELP Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision	Candidates partially demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in relation to addressing	Candidates demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in relation to addressing inclusiveness, learning-focused culture,	Candidates demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in

<p>designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</p> <p>LEADS: 1.A; 1.B</p>	<p>inclusiveness, learning-focused culture, collective trust, continuous improvement, student voice, student agency, student choice</p> <p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school.</p> <p>Candidates do not effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>	<p>collective trust, continuous improvement, student voice, student agency, student choice</p> <p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school.</p> <p>Candidates effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>	<p>relation to addressing inclusiveness, learning-focused culture, collective trust, continuous improvement, student voice, student agency, student choice</p> <p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school</p> <p>Candidates effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>
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Assignment 3

Hiring Plan

Due 4/6/2020

NELP: 7.1

LEADS: 4.B.

The candidate, in conjunction with their building administration, will identify potential vacant positions for the next school year, and analyze what type of hire would be optimum for improving the human resource capacity of the school. After determining the characteristics, the new hire should have, a plan should be designed to successfully complete the recruitment of viable candidates and the actual screening process.

The deliverable, which will be uploaded, will be a written plan, which explains the needed positions, how the positions will improve the quality of human resources, and how the needed

characteristics were identified. Additionally, the recruitment plan and screening process will be thoroughly documented in the written product.

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>NELP Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.</p> <p>LEADS 4.B.</p>	<p>Candidates do not show a clear understanding of how to build staff capacity through the hiring process by identifying a need, the human resource needed to fill that need, and the process that will eventually lead to an increase in the human resource capacity of their school.</p>	<p>Candidates show a clear understanding of how to build staff capacity through the hiring process by identifying a need, the human resource needed to fill that need, and the process that will eventually lead to an increase in the human resource capacity of their school.</p>	<p>Candidates show a clear understanding of how to build staff capacity through the hiring process by identifying a need, the human resource needed to fill that need, and the process that will eventually lead to an increase in the human resource capacity of their school.</p> <p>Candidates justify their actions through the existing literature on human resource management.</p>

Assignment 4
NELP: 5.1; 5.2
LEADS: 2.B

Reaction Paper – Diversity Awareness

Due 4/27/2020

The candidate will produce a paper *reacting from a school leadership perspective* to two books: *Evicted* and *Angry Young Men*. The following should guide the reaction:

- Draw a connection between the two books and diversity as we often think about it (e.g., race, religion, etc.). Do the stories suggest another type of diversity? Explain.
- Based on the readings, how aware do you think school leaders are of the plights of the evicted and at-risk youth populations?
- Is it important that school leaders are aware of these social situations in the greater society? Why or why not?
- How can leaders become more aware of this type of diversity?
- In what ways should school leaders collaboratively engage diverse families/students in strengthening student learning in and out of your school?

- What resources are available to school leaders to:

1) better understand societal issues that impact their school community; 2) are available through your school system; and

3) are available through your local community?

- What networks or programs are available to students who are in unique circumstances that will help them stay in school, be productive in their community, and find success?

Candidates should strive to go outside of the two books and research the existing literature on leading schools with diverse populations. Also, consider the in-class discussions that have occurred surrounding the two books as you consider how all types of diversity impact the work of principals.

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>NELP Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>NELP Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other</p>	<p>Candidates do not provide a clear understanding of a broader concept of diversity and social justice that goes beyond race and religion, and issues that surround students who are coming from such diverse circumstances.</p> <p>Candidates do not articulate the importance of cultural awareness and the necessity to define “culture” beyond the traditional confines of race and religion.</p> <p>Candidates show minimal understanding of how school leaders can utilize resources (both school resources and community resources) to support all students in their school communities.</p>	<p>Candidates provide a clear understanding of a broader concept of diversity and social justice that goes beyond race and religion, and issues that surround students who are coming from such diverse circumstances.</p> <p>Candidates understand the importance of cultural awareness and the necessity to define “culture” beyond the traditional confines of race and religion.</p> <p>Candidates understand how school leaders can utilize resources (both school resources and community resources) to support all students in their school communities.</p> <p>Candidates effectively identify programs and</p>	<p>Candidates provide a clear understanding of a broader concept of diversity and social justice that goes beyond race and religion, and issues that surround students who are coming from such diverse circumstances.</p> <p>Candidates understand the importance of cultural awareness and the necessity to define “culture” beyond the traditional confines of race and religion.</p> <p>Candidates understand how school leaders can utilize resources (both school resources and community resources) to support</p>

<p>constituencies for the benefit of school improvement and student development.</p> <p>LEADS 2.B</p>	<p>Candidates do not identify programs and practices that can assist school leaders and their school community members in working with diverse students and families.</p>	<p>practices that can assist school leaders and their school community members in working with diverse students and families.</p>	<p>all students in their school communities.</p> <p>Candidates effectively identify programs and practices that can assist school leaders and their school community members in working with diverse students and families.</p> <p>Candidates will provide an academic knowledge base to support their suggestions and theories.</p>
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Missed Assignments/Make-up Work

Every effort has been made to space assignments reasonably to allow students adequate time to complete and submit them within by the due dates. In the event of an emergency which precludes you from turning work in on time, I expect students to contact me directly via email and my office telephone (479-575-8729) so we can discuss the nature of the issue. An automatic deduction of 20% will be made to any assignment submitted late without prior notification.

YOU MUST SUBMIT ALL ASSIGNMENTS TO BE ELIGIBLE TO PASS THIS COURSE.

Grading

Assignment	Points Possible
Class Attendance and participation (3 points x 14 weeks)	42
Assignment 1: Leading School Improvement (NELP 1.2)	15
Assignment 2: Developing & Communicating a Shared Vision (NELP 1.1)	20
Assignment 3: Hiring Plan (NELP 7.1)	8
Assignment 4: Reaction Paper – Diversity Awareness (NELP 5.1 & 5.2)	15
	100

Grading Scale

90%-100% = A

80%-89.9% = B

70%-79.9% = C

60%-69.9% = D

Below 60% - F

It is my sincere hope that no changes are necessary to this syllabus, but in the event emergencies or unforeseen conflicts arise, changes will be announced in advance via uark email or during regularly scheduled Blackboard sessions.

Leadership Ethics Syllabus

EDLE 5043 Leadership Ethics

(575-7019) (jpijanow@uark.edu) (104 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 www.cca.uark.edu. Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Standards in the **Arkansas Leader Excellence and Development System (LEADS) 2.0** are embedded into the content, which address the following domains and sub-domains. Domains in bold print will be specifically addressed in this course.

Domain 1: School Organization & Management

- A. **Organizational Focus**
- B. School Plan
- C. Time Management
- D. School Resource Management
- E. **Shared Leadership & Responsibility**

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. **Equitable & Culturally Responsive**
- C. **School Discipline System**
- D. Family & Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching & Learning

- A. Curriculum
- B. Instruction
- C. Observations & Ratings
- D. **Appropriate Instructional Support for ALL Students**
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. **Personal Professional Practice**

- B. Personnel Management
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

NELP Standards

While content in this course specifically addresses NELP Standards 2, during the semester, we will touch on all standards and components. Students should familiarize themselves with each NELP Standard and its accompanying component.

Standard 1 Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate the ethical decisions and cultivate and enact professional norms.

- **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3 Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school climate.

- **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4 Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

- **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- **Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- **Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5 Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6 Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- **Component 7.1** Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- **Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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.

Analysis of barriers to effective moral decision making assignment

Part 1 - Learning from other's moral failures

Interview 3 people who currently hold a leadership position you aspire to hold yourself someday about a difficult decision they have faced where they knew what the right thing to do was, but they did something else. You can choose anyone you would like and they can talk about anything they like. Document their responses to the following semi-structured protocol:

Explain that all personal identifying information will be held confidentially and that if at any time they would like to stop the interview or ask you to not use any part of their response that you will stop the interview and delete from your records their response in accordance with their request. Their name should be changed before the work is turned in to me or shared with the class. Demographic information you should collect is their age, gender, and level of education.

- Describe a moral dilemma where you knew what the right thing to do was, but you did something else
- When and how did you know you were being pulled away from acting in the way you knew was right?
- What options did you consider?
- How did you choose which was the best course of action among the possible choices?
- Was it difficult to follow through with your choice? If so what were the factors that made it difficult for you – both internal and external forces?
- What was the effect on you of your actions after your actions?

When you have completed all three interviews provide a 2-3 page report of commonalities or stark differences you found in your interview. What do you

see as the primary socio-cultural and cognitive barriers the subject wrestled with to resolve their dilemma? Your report should not be a full transcript - simply summarize and analyze what you learned.

Part 2 - Building Towels and Raincoats

For this exercise I would like you to write your response to these questions in a word document that you will save with the title, [your name] moral mind project:

Think of three moral failures in your life - A moral failure where some part of you (if even a small part) knew the right path, but you acted differently. The result of your actions is not what makes it a success or a failure for this discussion, simply that you knew that the right thing to do was one thing, and you did something else. For each of the moral failures you identified respond to the following:

- How did you eventually resolve the dilemma?
- What were the pressures and considerations that influenced your eventual action (e.g., social, cultural, cognitive).
- Do you think you are susceptible to a similar failure now? Why or why not?
- What strategies can you employ to be more aware of your barriers and effectively overcome them in the future?

You will do the above three times for three distinct moral failures.

You will then write an analysis of your own social, cultural and cognitive barriers to processing moral dilemmas effectively. Students may want to consider the components of moral decision making and schema models as a frame for discussing this section.

NELP Standard Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

NELP Standard Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

NELP Standard Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Criteria (NELP 2.1)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	There is little to no evidence that the candidate understands Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being Practices that reflect professional norms Approaches to cultivating professional norms in others Reflective practice How to engage in reflective practice as a professional norm	There is evidence of the candidate understands Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being Practices that reflect professional norms Approaches to cultivating professional norms in others Reflective practice How to engage in reflective practice as a professional norm	There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being Practices that reflect professional norms Approaches to cultivating professional norms in others

			<p>Reflective practice</p> <p>How to engage in reflective practice as a professional norm</p>
Criteria (NELP 2.2)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p>	<p>There is little to no evidence that the candidate understands</p> <p>Research on decision making</p> <p>Decision-making processes</p> <p>Guidelines for ethical and legal decision making</p> <p>How to evaluate ethical dimensions of issues</p> <p>How to analyze decisions in terms of established ethical frameworks</p>	<p>There is evidence of the candidate understands</p> <p>Research on decision making</p> <p>Decision-making processes</p> <p>Guidelines for ethical and legal decision making</p> <p>How to evaluate ethical dimensions of issues</p> <p>How to analyze decisions in terms of established ethical frameworks</p>	<p>There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement</p> <p>Research on decision making</p> <p>Decision-making processes</p> <p>Guidelines for ethical and legal decision making</p> <p>How to evaluate ethical dimensions of issues</p> <p>How to analyze decisions in terms of established ethical frameworks</p>
Criteria (NELP 2.3)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>There is little to no evidence that the candidate understands</p> <p>Ethical practice</p> <p>Approaches to cultivating ethical behavior in others</p> <p>How to model ethical practice</p> <p>How to cultivate ethical behavior in others</p>	<p>There is evidence of the candidate understands</p> <p>Ethical practice</p> <p>Approaches to cultivating ethical behavior in others</p> <p>How to model ethical practice</p> <p>How to cultivate ethical behavior in others</p>	<p>There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement</p> <p>Ethical practice</p> <p>Approaches to cultivating ethical behavior in others</p> <p>How to model</p>

			ethical practice How to cultivate ethical behavior in others
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The daily journals (found in blackboard) are a regular product you will create this semester. These will be based on the readings and other material covered throughout the semester. Each day there is specific guidance provided for your journaling but beyond those specific prompts there are three primary questions that may be useful to consider when doing summary reflection in your daily journals:

1. As I reflect on the course materials so far this semester, what new insights do I have about how I process information and make personal decisions?
2. Do these insights indicate to me that I should make any changes in my approach to ethical decisions and if so how would I practically execute this changes? (answering this question by saying that you must simply "do better" is not helpful in the same way it would not be helpful for a doctor to tell their patient to simply "feel better" - you have to understand the root causes for your own behavior to develop a plan for doing something about it)
3. How do I apply what I have learned so far to my future context as a leader? In other words, how does this knowledge inform your understanding of how other people you might be working with make ethical decisions and as a leader how can you use this information to create a more ethical system, climate, and culture that is consistently more healthy and productive?

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: Spring 2020
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: Christy L. Smith, Ed.D.
Email: cls19@uark.edu
Office location: 105 Peabody Hall
Office phone and/or other contact information: (479) 575-8729
Office Hours: By appointment either virtually or at my office on the University of Arkansas campus in Fayetteville.

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. Students will also survey the 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. Assignments and class time will be spent developing an understanding of legal issues encountered by educational practitioners, especially school leaders. Some of these skills include conducting Internet-based legal research (i.e. the ability to locate a range of pertinent legal sources), close analysis of primary legal materials, well-developed, concise memoranda responding to legal issues in schools and creating professional development opportunities for school teachers and staff aimed at improving legal literacy.

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.

Standards

NELP

The content aligns with the **National Educational Leadership Preparation (NELP)** standards, which are listed below

1. Mission, Vision & Improvement
2. Ethics & Professional Norms
3. Equity, Inclusiveness & Cultural Responsiveness
4. Learning & Instruction
5. Community & External Leadership
6. Operations & Management
7. Building Professional Capacity

Standards 2 and 6 are addressed throughout this course. The full text of NELP Standards 1 through 7 are provided as an appendix to this syllabus.

Rationale for Standards 2 and 6:

Principals must understand and evaluate the potential moral and legal consequences of decision making in the school. They 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 and possessing the capacity to communicate statutory and regulatory requirements to staff.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

LEADS 2.0

Standards in the **Arkansas Leader Excellence and Development System 2.0** are (LEADS 2.0) embedded into the content. The LEADS domains and sub-domains are listed below. Domains/sub-domains in bold type are addressed in this course.

Domain 1: School Organization & Management

- A. Organizational Focus
- B. School Plan
- C. Time Management
- D. School Resource Management
- E. Shared Leadership & Responsibility

Domain 2: School Culture & Climate

- A. **Safe & Orderly**
- B. **Equitable & Culturally Responsive**
- C. **School Discipline System**

- D. Family & Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching & Learning

- A. Curriculum
- B. **Instruction**
- C. Observations & Ratings
- D. **Appropriate Instructional Support for ALL Students**
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. **Personal Professional Practice**
- B. **Personnel Management**
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:
http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/A_RKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

Required Textbooks

McCarthy, M.M., Eckes, S.E., & Decker, J.R. (2019) *Legal rights of school leaders, teachers, and students*, 8th edition. Pearson: New York. ISBN: 978-0-13-499753-7

Alexander, K. & Alexander, M.D. (2018) *The law of schools, students, and teachers in a nutshell*, 6th edition. West: St. Paul. ISBN: 978-1-64020-424-9

Supplemental Readings

Additional course readings and legal materials, including court cases will be included on the course Blackboard site; some may be provided to you via email, as well. You can access the course Blackboard site at <https://learn.uark.edu/>

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 Educational Law and Policy Websites

- (1.) **National School Board Association's (NSBA) Legal Clips**
<https://www.nsba.org/legalclips>
- (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.) **Legal Information Institute at Cornell University Law School:**
<http://www.law.cornell.edu/>
- (5.) **The Wrightslaw Way to Special Education Law and Advocacy:**
<http://www.wrightslaw.com/blog/home/>
- (6.) **Special Education Law Blog:**
<http://specialedlaw.blogs.com/>

Arkansas Educational Law and Policy Websites

- (1.) **Arkansas Department of Education**
<http://www.arkansased.gov/>
- (2.) **Arkansas Education Law Blog (currently being reconstructed)**
<http://www.arkansaseducationlaw.com/>
- (3.) **Arkansas Code of 1987**
<http://www.lexisnexis.com/hottopics/rcode/Default.asp>
- (4.) **Arkansas Special Education Due Process Guide**
<https://arksped.k12.ar.us/documents/paperwork-reduction/sped-process-guide.pdf>
- (5.) **Arkansas Special Education Discipline Rules**
<https://drive.google.com/file/d/1kAUiEyh5kL4R93iS2wsiD4FQ7ID0XACd/view>
- (6.) **Presentation at September, 2019 LEA Academy regarding 2019 Special Education Complaints**
https://docs.google.com/presentation/d/1T07SuWxLVDDiTw6JOERLFWI7sDV9YxHV9I8UczajcA/edit#slide=id.g35ed75ccf_0141
- (7.) **Arkansas Compilation of School Discipline Laws and Regulations (2019)**
<https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Arkansas%20School%20Discipline%20Laws%20and%20Regulations.pdf>

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/esd/accommodations.htm>

<http://www.uark.edu/ua/esd/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 Schedule

Week/Date	Topic	Reading Assignments	Assignments Due
1. January 16	Course Introduction; Syllabus Review	None	
2. January 23	Foundation of School Law; Due Process	<i>Legal Rights</i> , Chapter 1 <i>Nutshell</i> , Chapter 3	
3. January 30	Attendance, Charters, Vouchers, Homeschool	<i>Legal Rights</i> , Chapter 13 <i>Nutshell</i> , Chapter 1	
4. February 6	Separation of Church & State	<i>Legal Rights</i> , Chapter 3 <i>Nutshell</i> , Chapter 5	Principal Interview
5. February 13	Tort Liability	<i>Legal Rights</i> , Chapter 2 <i>Nutshell</i> , Chapter 12	

6. February 20	Student Freedom of Expression; Student Privacy & Protections	<i>Legal Rights</i> , Chapter 5 <i>Nutshell</i> , Chapters 4, 6, 13	
7. February 27	The Instructional Program	<i>Legal Rights</i> , Chapter 4 <i>Nutshell</i> , Chapter 2	Legal Memorandum 1 (negligence)
8. March 5	Student Classification; Racial Segregation	<i>Legal Rights</i> , Chapter 6 <i>Nutshell</i> , Chapters 9 & 11	
9. March 12	Students with Disabilities, Part I	<i>Legal Rights</i> , Chapter 7 <i>Nutshell</i> , Chapter 10	
10. March 19	Students with Disabilities, Part II	SAME READING AS LAST WEEK <i>Legal Rights</i> , Chapter 7 <i>Nutshell</i> , Chapter 10	
March 26	SPRING BREAK		
11. April 2	Discipline	<i>Legal Rights</i> , Chapter 8 <i>Nutshell</i> , Chapters 7 & 8	Legal Memorandum 2; Due to Spring Break, assignment is due April 5, by 11:50 p.m.
12. April 9	Teacher Employment	<i>Legal Rights</i> , Chapter 9 <i>Nutshell</i> , Chapter 15	
13. April 16	Employee Rights	<i>Legal Rights</i> , Chapter 10 <i>Nutshell</i> , Chapters 16 & 17	Legal Memorandum 3 (Search & Seizure)
14. April 23	Employment Discrimination; Employee Termination	<i>Legal Rights</i> , Chapter 11 & 12 <i>Nutshell</i> , Chapters 17 & 18	
15. April 30	Culminating Activities		April 30: Present Legal Lesson Plan May 1: Submit reflection & plan

Assignments

Attendance
LEADS: 4.A

2 points per session (30)

Students are expected to join class on time and attend throughout the session. We will meet each Thursday evening via Blackboard Collaborate from 5:30 until 8:20, beginning January 16, 2020. If you are not able to attend, contact Dr. Smith via uark email (cls19@uark.edu) PRIOR to the beginning of class.

Class Participation
LEADS: 4.A

2 points per session (30)

Active participation in each class is critical to creating a dynamic learning environment during which we can all learn from the experiences of each other.

Participation should be indicative of thorough preparation for class, attention to the presentation from the instructor, and thoughtful consideration of the comments, insights, and contributions of classmates.

Principal Interview

**Due February 6, 2020
50 points**

NELP 2.2; 6.3

LEADS Domain 2

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

- (1.) What does the principal believe are the **three** leading legal issues facing the school?
- (2.) What has been the **most** challenging school-law-related experience the principal has had since becoming a school leader?
- (3.) What advice would the principal give to a beginning administrator regarding handling challenging or controversial legal issues?

You will submit a four to six page written paper, using APA, 6th edition format, which (1) thoroughly addresses each component of the questions above, (2) makes connections between the information you obtained in the interview and discussions we have had in class, and (3) includes your reflections and plans to prepare for the legal knowledge and skill you must possess as a future principal.

Principal Legal Memorandums

3 @ 25 points each (75)

NELP 2.2; 6.3

LEADS Domain 2.A, 2.C

You will be assigned three legal memoranda which are based on actual legal scenarios in schools, each of which is a topic covered in the course. Memorandums will be posted on Blackboard after the topic has been covered in class and at least one week prior to the due dates. Students will prepare a written response (no more than three pages) from the perspective of a building-level principal.

- Principal legal memorandum (#1): **Due date: February 27**
- Principal legal memorandum (#2): **Due date: April 2**
- Principal legal memorandum (#3): **Due date: April 16**

Professional Development Legal Lesson Plan (Course Artifact)

75 points

**NELP 2.2; 2.3; 6.2
LEADS Domain 4.B**

Part I: Create and present a professional development session for faculty & administrators at your school about one of the three legal issues 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 create a professional development session on one of the legal issues identified as a concern in your interview with your principal. Working under the supervision of your mentor, you will present the PD to the appropriate teachers and staff at your school. Prior to beginning work on your PD plan, obtain approval of the topic from Dr. Smith. The lesson plan for your legal professional development must include the following components:

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

PowerPoint, Google Slides, or other presentation format is optimal for this assignment, but if you wish to use another layout, discuss it with Dr. Smith.

Part II: Professional Development Presentation. (15 points)

Each class member will present a brief 5-10 minute overview of the legal lesson plan to the class during our last scheduled online session, which is **April 30, 2020**. The overview should address audience feedback and results of the assessment administered.

Part III: Self-Reflection (10 points)

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

RUBRICS FOR EACH ASSIGNMENT WILL BE POSTED ON BLACKBOARD.

Summary of Assignments

Assignment	Due Dates	Points Possible
Attendance	weekly	30
Participation	weekly	30
Principal Interview	February 6	50
Legal Memorandum #1	February 27	25
Legal Memorandum #2	April 2	25
Legal Memorandum #3	April 16	25
Professional Development Presentation – Legal Issue	Present to class April 30 Submit plan & self-reflection to Dr. Smith May 1	75
		260

Grading Scale

234 - 260 = A
208 - 233 = B
182 – 207 = C
156 – 181 = D
155 or below = F
Appendix

NELP Standards

While content in this course specifically addresses NELP Standards 2 and 6, during the semester, we will touch on all standards and components. Students should familiarize themselves with each NELP Standard and its accompanying component.

Standard 1 Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate the ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3 Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school climate.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4 Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5 Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6 Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

APPENDIX B:

Discussion of Course Artifact: Professional Development Legal Lesson Plan Project

ARTIFACT

EDLE 5053: School Law

Descriptors of the elements addressed in the evidence:

NELP Component 2.2: Building level principals must be knowledgeable of federal, state, and local statutes, rules, and regulations and be able to communicate about them to stakeholders and staff. (LEADS

NELP Component 2.3: Building level principals must be knowledgeable of the ethical and legal implications of decisions made by all individuals in their buildings and provide appropriate instruction and support to assure compliance with ethical and legal requirements.

NELP Component 6.3: Building level principals can assess the implications of laws, rights, policies, and regulations on all aspects of school programs which impact students and adults. They can evaluate any disconnect between compliance and practice, communicate their expectations, evaluate compliance, and address non-compliance.

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 can serve as one of your major learning artifacts for your internship. You will present a synopsis of your lesson plan to the class on **April 30** and submit your plan and reflection to Dr. Smith on **May 1**.

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.

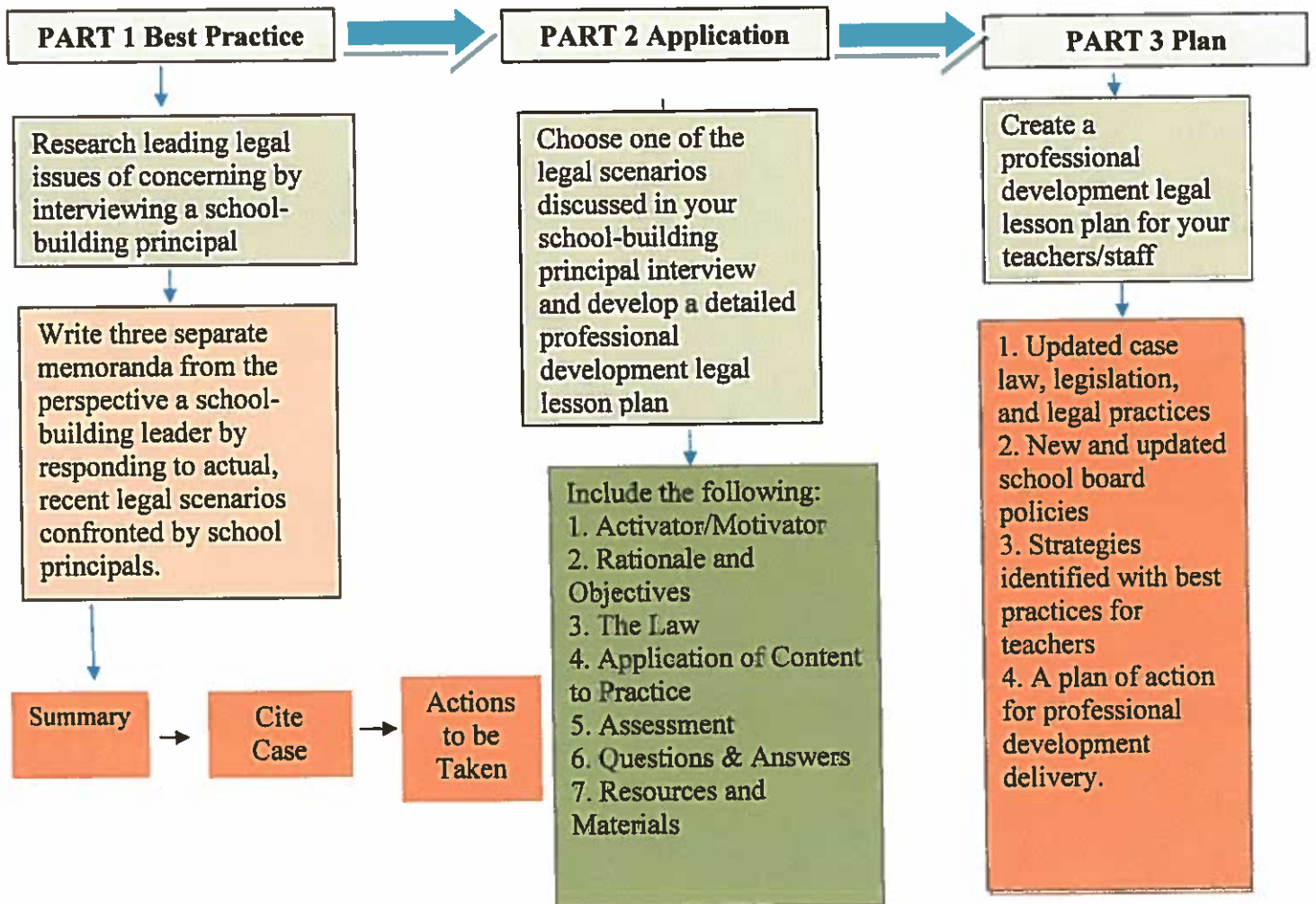
Knowledge of the Specifics:

- 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





◇ EDUCATIONAL LEADERSHIP PROGRAM ◇

SYLLABUS

EDLE 5063 - Instructional Leadership, Planning, and Supervision
Fall, 2019 – Online Course with ZOOM Sessions
Tuesday Evenings from 6:00 – 8:30 PM

Marcia Smith, Ph. D.

mss08@uark.edu or msmith1@sdale.org

479-530-4321 Cell; 479-750-8800 Work

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 meaningful teaching and learning.

Purpose of the Course: EDLE 5063 serves the purpose of familiarizing the aspiring building-level leader with the Professional Standards for Educational Leaders (PSEL) 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.

Alignment with Standards & Competencies: The content of this course is aligned with the following NELP standards and components, as well as the associated Arkansas Competencies for Building Level Administrators, LEADS 2.0, and the Arkansas Foundations for Reading Competencies.

NELP 1 Mission, Vision, & Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community

NELP 3– Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well being of each student and adult by applying the knowledge, skills and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

NELP 4 – Learning & Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and

future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

NELP 7– Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Course Textbooks:

- ❑ DiPaola, M.F., & Wagner, C.A. (2018). *Improving instruction through supervision, evaluation, and professional development* (2nd ed.). Charlotte, NC: Information Age Publishing. ISBN: 978-1-64113-166-7
- ❑ Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd Ed.). San Francisco, CA: Jossey-Bass. ISBN: 9978-1-118-83437-4

Required Supplementary Readings (Links provided):

- ❑ Mandinach, E.B. (2012). [A perfect time for data use: Using data-driven decision making to inform practice](#). *Educational Psychologist*, 47(2), 71-85.
- ❑ Mandinach, E.B. (2016). [Every teacher should succeed with data literacy](#). *Kappan*, 97(8), 43-46.
- ❑ National Policy Board for Educational Administration (2015). [Professional Standards for Educational Leaders 2015](#). Reston, VA: Author.
- ❑ Will, M. (2018, July 9). [Most teachers say feedback has improved their instruction, survey says](#). *Education Week*.

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 <https://oeoc.uark.edu/accommodations/index.phphtm> 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](#). 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 or the Graduate Catalog of Studies 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 on the assigned Tuesday evening from 6:00 pm until 8:30 pm as outlined in the syllabus. 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 large. One of the basic tenets of adult learning theory is that 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.

Discussion Posts: Students are expected to participate in any discussion posts assigned throughout the course. Students are to make an initial post in response to the prompt provided. Once this initial response is made, the student can see other posts, and will be expected to respond to at least two other posts in a meaningful and thoughtful way. Once the discussion post expires, there will be no additional opportunities for students to post.

Cyber Café: In this space, students will offer thoughts, reflections, and commentary on the assigned readings. These posts will not be graded, but are used to determine attendance for the Cyber Cafe- Open Forum class days. Emerging ideas, concerns and constructive dialogue on the weeks topic are all welcome. Additionally, students can add thoughts to any topic of interest regarding the class.

Course Reading and Assignment Schedule

Class Session	Readings	Activities	Assignments Due
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1: Aug. 27		~Review Syllabus ~View Videos: > <i>How Great Leaders Inspire Action</i> > <i>PLCs</i> > <i>John Hattie – Instructional Leadership</i> ~Defining Instructional Leadership ~Defining Supervision	
2: Sept. 3	DiPaola & Wagner Preface, Ch. 1 & 2 Tschannen-Moran Ch. 1	<u>Learning Leadership</u> <u>An integrated Model</u> DiPaola & Wagner ~Case analysis – pp. 20-21 ~Case analysis – pp. 37-39 View Video: <i>Hattie's 8 Mindframes</i>	
3: Sept. 10 Cyber Cafe- Open Forum	Tschannen-Moran Ch. 2 Mandinach, E.B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. Mandinach, E.B. (2016). Every teacher should succeed with data literacy.	<u>Efficacy in Instructional Leadership- Defining Trust</u> ~ Share reflections on the nexus between supervision, evaluation, and professional development ~ Data-driven instruction... What does it really mean?	<u>Cyber Cafe Post SA#1:</u> Short 1-2 page reflection of the nexus between supervision, evaluation and professional development to be sent to the instructor in a Google document via email.
4: Sept. 17	DiPaola & Wagner Ch. 3 Tschannen-Moran Ch. 3	<u>School Context Matters: School Climate & Culture</u> View Video: <i>Why Good Leaders Make You Feel Safe.</i> DiPaola & Wagner ~Case analysis – pp. 66-68 ~School Culture as a lever for effective instructional supervision, professional development, and evaluation	
5: Sept. 24	Tschannen-Moran – Ch. 4	<u>Fostering Teacher Collective Efficacy</u> ~Analysis of teacher involvement in decision-making in your school.	

6: Oct 1	DiPaola & Wagner Ch. 4 & 5 Tschannen-Moran Ch.5	<u>Classroom Supervision</u> ~understanding authority ~understanding formal and informal supervision ~developing a plan of what to look for in a classroom (in broad terms). DiPaola & Wagner ~Case analysis – pp. 95-97 ~Case analysis – pp. 124 -127	
7: Oct. 8 Cyber Cafe- Open Forum	DiPaola & Wagner Ch. 6 Tschannen-Moran Ch. 6	<u>Supervisory and Efficacy Building Skills</u> ~understanding supervisory skills ~understanding supervisory styles ~matching supervisory styles with teacher level	Cyber Café Post
8: Oct. 15	DiPaola & Wagner Ch. 7 & 8 Tschannen-Moran Ch. 7	<u>Quality Instruction</u> ~understanding what teachers need to know ~understanding the planning/implementation/assessment processes ~understanding the characteristics of effective and meaningful learning experiences	
Fall Break			
9: Oct. 29 Cyber Cafe- Open Forum	DiPaola & Wagner Ch. 9 Tschannen-Moran Ch. 8	<u>Professional Development</u> DiPaola & Wagner ~Case analysis – pp. 252-253	Cyber Café Post SA#2: Create a short Google Slide/PowerPoint Professional development presentation that includes the Goals for Planning, Conducting, and Reporting (DiPaola & Wagner, 2018, p. 241).
10: Nov. 5	DiPaola & Wagner Ch. 10 & 11 Tschannen-Moran Ch. 9	<u>Evaluation</u> Teacher Evaluation ~understanding the critical connection between supervision, evaluation, and professional development.	
11: Nov. 12 Cyber Cafe- Open Forum	DiPaola & Wagner Ch.12 Tschannen-Moran Ch. 10	<u>Integrating Supervision & Professional Development</u>	Cyber Café Post Discussion Post Due: Your thoughts and responses on developing a school culture that is conducive to high levels

			of instruction and learning. Significant Activity # 3: Videos of supervision exercise due
12: Nov. 19	DiPaola & Wagner Ch. 13	Integrating <u>Supervision, Evaluation, & Professional Development</u>	
Thanksgiving Break – No Class			
13: Dec. 3			
14: Dec. 10		Final Course wrap-up	Final Paper: Instructional Leadership Plan

Course Assignments

*Please use the following nomenclature for naming documents: **Last name, First name, Title**

	Due date	Description
Significant Activity I NELP 7; LEADS 2, 4	Week 3: Sept. 10	Based on the readings and discussions in class, write a <u>one to two page reflection</u> on the nexus between supervision, evaluation, and professional development.
Significant Activity II NELP 1; LEADS 1, 2	Week 9: Oct. 29	Create a short Google Slide/PowerPoint Professional development presentation that includes the Goals for Planning, Conducting, and Reporting (DiPaola & Wagner, 2018, p. 241).
Discussion Post	Week 11: Nov 12	Describe what the candidate will do to develop a school culture that supports a positive learning and teaching environment. Give specifics and as much detail as possible. Cite sources that you feel support your reasoning. Be sure to respond to at least to other posts in a meaningful and thoughtful way.
Significant Activity III NELP 7, 4; LEADS 2, 3	Week 11: Nov 12	Produce a video of themselves and a colleague participating in a pre-conference/post-conference cycle. In addition, the candidate will produce a professional growth plan for the teacher based on the shared supervision experience.

Final Paper
NELP 1, 3, 4, 7
LEADS 1, 2, 3, 4

Week 14:
Dec. 4
(Saturday)

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 – The nexus between supervision, professional development, and evaluation.

Approaching Standard	Meets Standard	Exceeds Standard
There is some evidence that the candidate understands the basic concepts of supervision, professional development, and evaluation.	There is clear evidence of the candidate understanding the basic concepts of supervision, professional development, and evaluation	There is clear and ample 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

Approaching Standard	Meets Standard	Exceeds Standard
The paper contains three or more errors in grammar, punctuation, spelling, or sentence structure. No or some justification through extant literature.	The paper contains one or two minor errors in grammar, punctuation, spelling, and sentence structure. Proper use of APA 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 – Create a professional development presentation

Approaching Standard	Meets Standard	Exceeds Standard
There is some evidence that the candidate understands designing an effective evaluation of professional development.	There is clear evidence that the candidate understands designing an effective evaluation of professional development model, and attempted to connect these components to the teacher evaluation model.	There is clear and ample evidence that the candidate understands designing an effective evaluation of professional development model, and is able to connect these components to the teacher evaluation model.

Presentation Conventions

Approaching Standard	Meets Standard	Exceeds Standard
The presentation contains three or more errors in grammar, punctuation, spelling, or sentence structure. No or some justification through extant literature.	The presentation contains one or two errors in grammar, punctuation, spelling, and sentence structure. Proper use of APA citations and references.	The presentation is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #3 – Supervision Cycle Video

Approaching Standard	Meets Standard	Exceeds Standard
<p>There is some evidence that the candidate understands the proper techniques of communication and collaborative dialogue centered on student learning. There is some evidence of a professional growth plan that is derived from the supervision experience.</p> <p>There is some evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.</p>	<p>There is clear evidence that the candidate understands the proper techniques of communication and collaborative dialogue centered on student learning. The student uses appropriate language to engage the teacher in open discourse.</p> <p>In addition there is clear evidence of continuity between the different stages of the cycle of supervision.</p>	<p>There is clear and ample evidence that the candidate understands the proper techniques of communication and collaborative dialogue centered on student learning. The student uses appropriate language to engage the teacher in open discourse. In addition there is clear and ample evidence that there is continuity between the different stages of the cycle of supervision. The student did a proper analysis of what went on during the class lesson and addressed these events in an appropriate manner as well as incorporated them into the professional growth plan.</p>

Final Paper – Create a Plan for Instructional Supervision

Approaching Standard	Meets Standard	Exceeds Standard
<p>There is some evidence that the candidate understands the elements necessary to sustain a school culture that is conducive to effective teaching and learning.</p> <p>There is some evidence that the candidate understands the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.</p>	<p>There is clear evidence that the candidate understands most of the elements necessary to sustain a school culture that is conducive to effective teaching.</p> <p>There is clear evidence that the candidate understands most of the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program. and learning.</p> <p>There is clear evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.</p>	<p>There is clear and ample evidence that 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 ensure that all the necessary elements are addressed.</p> <p>There is clear and ample evidence that the candidate understands most of the elements necessary to create</p>

		<p>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 ensure that all the necessary elements are addressed.</p> <p>There is ample 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 ensure that all the necessary elements are addressed.</p>
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Writing Conventions

Approaching Standard	Meets Standard	Exceeds Standard
<p>The paper contains three or more errors in grammar, punctuation, spelling, or sentence structure.</p> <p>No or some justification through extant literature.</p>	<p>The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure.</p> <p>Proper use of APA citations and references.</p>	<p>The paper is free of errors in grammar, punctuation, spelling and sentence structure.</p> <p>Proper use of APA citations and references.</p>

Grading

Description	Points	Grading Scale:
Class Attendance and Participation (@ 3 per session)	40	A 90% +
Significant Activity #1 (Essay)	5	B 80% - 89%
Significant Activity #2 (Google Slide)	10	C 70% - 79%
Discussion Post	5	D 60% - 69%
Significant Activity #3 (Video)	15	F Below 60%
Final Paper	25	
Total	100	

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.

Decision Making Syllabus

EDLE 5083 Analytical Decision Making

General Course Information

Description

This course covers the science behind effective decision making

Purpose of the Course

This course prepares educational leaders to create and sustain an environment of effective and transparent decision making. Students will:

- Develop a deeper understanding of prominent theories about how people make decisions
- Practice applying decision making theory towards leadership practices that encourage a positive decision making culture
- Reflect on their own dominant approaches to making decisions under different conditions

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

Standards in the **Arkansas Leader Excellence and Development System (LEADS) 2.0** are embedded into the content, which address the following domains and sub-domains. Domains in bold print will be specifically addressed in this course.

Domain 1: School Organization & Management

- A. **Organizational Focus**
- B. School Plan
- C. **Time Management**
- D. School Resource Management
- E. **Shared Leadership & Responsibility**

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. **Equitable & Culturally Responsive**
- C. **School Discipline System**
- D. **Family & Community Engagement**
- E. **Collaborative Teaming**

Domain 3: Teaching & Learning

- A. Curriculum
- B. Instruction
- C. Observations & Ratings
- D. Appropriate Instructional Support for ALL Students
- E. **Effective Instructional Change Leadership**

Domain 4: Human Capital Management

- A. **Personal Professional Practice**
- B. **Personnel Management**
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC_06may2019.pdf

NELP Standards

While content in this course specifically addresses NELP Standards 5, 6, and 7, during the semester, we will touch on all standards and components. Students should familiarize themselves with each NELP Standard and its accompanying component.

Standard 1 Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2 Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate the ethical decisions and cultivate and enact professional norms.

- **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3 Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school climate.

- **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4 Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

- **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- **Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- **Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5 Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6 Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- **Component 7.1** Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- **Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Course Assignments and Grading

Attendance and participation

This class meets weekly on Collaborate - Tuesday at 5:30pm. 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 unavailable the day an assignment is due, please make arrangements to 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.

The daily journals (found in blackboard) are a regular product you will create this semester. These will be based on the readings and other materials covered throughout the semester. There are three primary questions that should guide your daily journals:

1. As I reflect on the course materials so far this semester, what new insights do I have about how I process information and make personal decisions?
2. Do these insights indicate to me that I should make any changes in my approach to making decisions and if so how would I practically execute these changes? (answering this question by saying that you must simply "do better" is not helpful in the same way it would not be helpful for a doctor to tell their patient to simply "feel better" - you have to understand the root causes for your own behavior to develop a plan for doing something about it)
3. How do I apply what I have learned so far to my future context as a leader? In other words, how does this knowledge inform your understanding of how other people you might be working with make decisions and as a leader how can you use this information to create a system, climate, and culture where there is consistently more healthy and productive decision making?

Hiring and Orientation Assignment:

Arrange to observe two different facets of the hiring and/or orientation functions of human resource management (e.g., a recruitment fair, hiring interview, orientation/induction session) and conduct a follow-up interview (30 minutes) with a participant and the person who coordinated or led the activity to discuss the goals of the activity, how it is organized, benefits to the school, and recommendations for improvement.

Write and submit a 4-5 page summary of your observations and reflections (including recommendations for improvement), giving them equal weight, on the activity. Attach your interview protocol to the paper. A full transcript of the interview is not necessary but quotes can be used effectively to make key points.

NELP Standard Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Criteria (NELP 7.1)	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
Understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	<p>There is little to no evidence that the candidate understands</p> <p>Research on teacher recruitment, hiring, and selection</p> <p>Practices for recruiting, selecting, and hiring school staff</p> <p>Strategic staffing based on student, school, and staff needs</p> <p>How to use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body</p>	<p>There is evidence of the candidate understands</p> <p>Research on teacher recruitment, hiring, and selection</p> <p>Practices for recruiting, selecting, and hiring school staff</p> <p>Strategic staffing based on student, school, and staff needs</p> <p>How to use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body</p>	<p>There is evidence of the candidate understands and is able to appropriately transfer that understanding towards a well articulate plan for school improvement</p> <p>Research on teacher recruitment, hiring, and selection</p> <p>Practices for recruiting, selecting, and hiring school staff</p> <p>Strategic staffing based on student, school, and staff needs</p> <p>How to use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body</p>

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 discussion board work which is designed to be led largely by students participation. Regular and punctual online participation is expected for all classes. Students must be well prepared for each day, having read the text chapter(s) and readings assigned and complete all assignments.

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

- contribute interesting, insightful comments
- present examples of concepts relevant to discussion topics
- paraphrase and build on comments of others
- raise good questions
- 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.

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		



EDUCATIONAL LEADERSHIP PROGRAM SYLLABUS

General Course Information

Course Prefix and Title: EDLE 5093: Effective Leadership

Semester: Fall, 2019

Meeting time: Thursday, 5:30 p.m.-8:15 p.m.

Location: Online sessions using Blackboard Collaborate

Number of credits: 3

Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Christy L. Smith, Ed.D.

Email: cls19@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: TBA

Office Hours: By scheduled appointment either virtually or at my office in 105 Peabody Hall on the University of Arkansas-Fayetteville campus.

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 and business 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 [NELP standards](#) for effective school leadership to insure school improvement

Standards for School Leaders

Program Goals and Objectives Aligned with NELP Standards:

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 well-being, 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. Its focus will be on student success using [NELP standards](#) for educational leadership.

NELP Standard(s) covered in EDLE 5093:

NELP Standard 1: Mission, Vision, & Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

NELP Standard 2: Ethics & Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

NELP Standard 3: Equity, Inclusiveness & Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

NELP Standard 5: Community & External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

NELP Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

LEADS Standards Covered in EDLE 5093:

Domain 1.A; 1.E

Domain 2.B; 2D; 2E

Domain 3.B; 3.D; 3E

Domain 4.A; 4.B; 4.C; 4.D

Course Textbooks:

Kahneman, D. (2012). *Thinking, fast and slow*. London: Penguin. ISBN: 9780374533557

Wagner, T. and Robert Kegan (2006). *Change Leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey Bass. ISBN: 0-7879-7755-1

Supplementary Resources:

Cases and additional readings distributed electronically throughout the semester

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at https://honesty.uark.edu/policy/ai-policy_5-1-18.pdf

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

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of conditions that make holding an online class session impossible I will change the course website and 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.

Accommodations: Information about the Center for Educational Access can be found at <https://cea.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

Assignments for this course are designed to provide you with experiences that directly connect the content of the course with the NELP Standards, which are the basis of the licensing assessment you must complete to earn your administrative credentials. Rubrics will be provided for each assignment, using the indicators of “Approaching Standard,” “Meets Standard,” and “Exceeds Standard”.

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 email it to me by the due date to ensure full credit. Please contact me via email or phone (TBA) 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. This means that you cannot complete four of the five assignments and still pass the course.

		Due Date
Mission/Vision Self Reflection NELP: 1.1, 1.2 LEADS: 1.A; 1E	20	Sept 15
School Partnership Assessment NELP: 1.2; 1.2 LEADS: 2.B; 2D; 2.E	20	Oct 6
Ethics Activity NELP: 2.1; 6.3 LEADS: 4.A; 4.B; 4.C; 4.D	20	Oct 27
Community Outreach Project NELP: LEADS: 2.B; 2.D; 2.E	20	Nov 17
Effective Leadership Action Plan NELP: 6.3 LEADS: 3.B, 3.D; 3E	20	Dec 12
Total	100	

Class Participation and Attendance: All class members are expected to “attend” each online session. In the case of emergencies, please contact Dr. Smith prior to the beginning of class. You should read course material prior to class and be prepared to engage in the discussion. The bulk of our time together will be spent discussing the application of what you have read prior to class, so your contribution to the discussion is critical. Your participation should include the following:

- 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. 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.

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

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

Course Schedule

Part 1

Objective: Using Daniel Kahneman's *Thinking, Fast and Slow* as a background, begin to explore how we think and what that means for our approach to leadership.

Assignments

- Aug 29 Introduction to the course and each other
- Sept 5 Be prepared to discuss Part 1 "Two Systems" in class
- Sept 12 Be prepared to discuss Part 2 "Heuristics and Biases" in class
Mission/Vision Self Reflection Due Sept 15
- Sept 19 Be prepared to discuss Part 3 "Overconfidence" in class
- Sept 26 Be prepared to discuss Part 4 "Choices" in class
- Oct 3 Be prepared to discuss Part 5 "Two Selves" in class
School Partnership Assessment Due Oct 6

Part 2

Objective: Learn how reframing problems can inspire new solutions. Work in teams to develop strategies for defining rigor.

Assignments

- Oct 10 Reframing the problem
Read Wagner introduction pp. 1-20
- Oct 17 Creating a vision of success
Read Wagner part one pp. 21-50

Oct 24 Committing ourselves to the challenge
Read Wagner pp. 51-60
Ethics Activity Due Oct 27

Part 3

Objectives Discuss key elements of leading effective change
Learn strategies for using complaints to understand commitments

Assignments

Oct 31 Momentum and immunities to change
Read Wagner part two pp. 61-94

Nov 7 Thinking systemically
Read Wagner part three pp. 95-130

Nov 14 The ecology of change
Read Wagner part four pp. 131-166
Community Outreach Project Due Nov 17

Nov 21 Overturning your immunities to change
Read Wagner pp. 167-192

Nov 28 NO CLASS – Thanksgiving

Dec 5 Bringing the focus together
Read Wagner pp. 193-230

Dec 12 Last day **Policy Review Activity Due Dec 12**

Syllabus Change: Dr. Smith reserves the right to make changes as necessary to this syllabus. If changes are made, students will be notified promptly via their uark email account. It is your responsibility to monitor email regularly so you will be aware of possible changes to the syllabus.



EDUCATIONAL LEADERSHIP PROGRAM

SYLLABUS

General Course Information

Course Prefix and Title: EDLE 574V: Internship

Semester: Spring 2020

Meeting time: Individually arranged between student(s) & Dr. Smith

Location: Online & onsite visits

Number of credits: Variable

Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Christy L. Smith, Ed.D.

Email: cls19@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: 479-575-8729

Office Hours: By scheduled appointment either virtually or at my office in 105 Peabody Hall on the University of Arkansas-Fayetteville campus.

Background

This course is an extensive, 216 hour program designed to prepare candidates for building-level administrative positions. This syllabus allows students to include significant activities from their courses of study as part of the internship, and provides flexibility to allow activities to be individualized to meet each intern's unique situation, needs and aspirations as per **NELP Standard 8 (Components 8.1-8.3)**.

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: (This should not impact us, but it is being shared anyway.)

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. For appeals structures and formal procedures for academic grievances, 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>).

Please note that the internship syllabus makes provision for additional elective hours that can be earned in internships beyond the three-hour minimum.

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

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.

Collaboration Sessions and Site Visits

Students enrolled in the internship will meet with the university faculty member who is supervising the internship on site and virtually (via Collaborate, zoom, Skype, phone) over the

course of the semester. The scheduling of these meetings will be ongoing over the course of the semester that the student is enrolled in the internship.

Introduction to Administrative Internship Programs

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 **(NELP 8.3)**.
2. To learn how to apply the theories, research findings, procedures, and skills learned in the classroom to practical challenges and opportunities **(NELP 8.1)**.
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 **(NELP 8.1)**.
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 **(NELP 8.1))**.
5. Follow the **National Educational Leadership Preparation Standards (2018)**

This internship experience provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the Standards through substantial, sustained, relevant work in real settings, planned and guided cooperatively by the institution and school/district practitioner/mentor for graduate credit **(NELP Standard 8)** as follows:

Elements	Meets Standards for School Building Leadership
Standard Eight: Internship & Clinical Experiences	Program completers who successfully complete a building level educational leadership preparation program engage in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a district setting, monitored and evaluated by a qualified, on-site mentor.
8.1 Field Experiences	Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP

	Building-Level Program Standards one through seven.
8.2 Sustained	Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) district-level internship or clinical experiences that are authentic leadership activities within a building setting.
8.3 Mentor	Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific building context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

Standards in the **Arkansas Leader Excellence and Development System (LEADS) 2.0** are embedded into the content, which address the following domains and sub-domains.

Domain 1: School Organization & Management

- A. Organizational Focus
- B. School Plan
- C. Time Management
- D. School Resource Management
- E. Shared Leadership & Responsibility

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. Equitable & Culturally Responsive
- C. School Discipline System
- D. Family & Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching & Learning

- A. Curriculum
- B. Instruction
- C. Observations & Ratings
- D. Appropriate Instructional Support for ALL Students
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. Personal Professional Practice
- B. Personnel Management
- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

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 will complete a self-inventory based on national standards which will be used to determine areas of strengths and needs related to mastery of the standards. In collaboration with the mentors and university supervisor, the intern will develop an individualized self-improvement plan designed to build upon strengths and address needs.

Overview of Building Level Administrative Intern Program

A. Building Internships: In accordance with NELP Standard 8 – Elements 8.1, 8.2, & 8.3 – Each student must complete a three-hour internship at the Building level with an emphasis on the positions of principal. 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 National Educational Leadership Preparation (NELP) standard 8.2 (2018). Students register for EDLE 574V 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 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/mentors will ensure appropriate training to guide the candidate during the intern experience. Students must plan a portion of their internship to include experiences with social service, private, and community organizations.

Mentors: 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—one elementary and one secondary. 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, in collaboration with the University Supervisor, shall work with the intern in developing the 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 monitor the intern's progress in meeting the tasks and timelines defined in the Plan.

3. The mentor shall assist and insure the intern can 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 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, sign off on the intern's time sheet (hour log) and fill out an evaluation form that reflects the degree to which the intern met each of the NELP standards during their internship experience. Interns will not receive a final grade for the internship if these two documents are not received by the University internship supervisor.

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

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 **NELP 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. Activities will be selected by the Intern, in collaboration with the University supervisor and mentor.

Sample of Assignments for EDLE 574V – Internship

These assignments align with NELP standards and related competencies, including LEADS 2.0, that the state of Arkansas requires all new leaders to have at the end of their preparation program. The following assignments are exemplars that should serve as starting points upon which the Intern, through collaboration with the Mentor and University Supervisor will individualize, based on the Intern's standards self-assessment.

Since Interns can include significant activities from their Program of Study, Interns will collaborate with their University Supervisor and Mentor regarding existing activities that may replace one or more required assignments below.

Each completed activity will be maintained electronically via Blackboard functions, where the student will develop a comprehensive internship portfolio that will be evaluated based on the NELP standards.

1. The Vision in Different Contexts

Activity - Attend administrative, parent and community meetings in your internship sites. Observe the similarities and differences in the meetings. Reflect on how the leaders communicate the vision and policies of the building, as well as trends and issues that are

affecting the building, 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 building's vision, mission and goals supported, as well as the NELP Standards?

2. Analyzing Data and the Vision

Activity - Interview the building's assessment coordinator. Find out which assessments are required at the various grade levels in the building. 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 building 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 building'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.

3. Informing the Community

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 building. Explain the building'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 building's vision, mission and goals supported, as well as the Standards for Educational Leadership?

4. Needs in a Diverse Community

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, Asian-Pacific Islander 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 building'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 buildings 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?

5. Professional Growth Plans

Activity - Interview the building's administrator responsible for personnel evaluation. Discuss the type of growth plan or plans utilized by the building and address whether the evaluation procedures are consistent across your state. 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 building'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 building'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.

6. Operation Structure and Management

Activity - Obtain the chain of command and job descriptions from your two internship sites. Review the administration chain of command and job descriptions for the various personnel positions. Create a table that summarizes and compares the positions in the buildings. Reflect upon the differences in resources alignment and accountability in the buildings. Write a short summary of your reflection and findings. How are the Standards for Educational Leadership supported by the positions in each of the buildings?

7. Human Resource Development

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 building. Ensuring confidentiality, survey and/or interview a new personnel member to discuss the effectiveness of the 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 building'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.

8. Meeting All Students Needs

Activity - Interview the building's administrator responsible for alternative education. Determine the plan and policies for students with special and exceptional needs. Determine what district, building 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.

9. School District Leadership Culture

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?

10. Educational Resources

Activity - Interview the building administrator responsible for the building's budget. Determine how various funding streams flow from the building to the district. Learn the process of creating budget projections, determine location and percent of revenue and expenditures, how the information is communicated to teachers, parents, stakeholders, etc. Write a summary of the interview. Include a reflection regarding how the building'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.

11. Organizing to Meet Students Needs

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? How do they assure the areas for which they are responsible are communicated with consistency to the individual buildings in the district? 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.

12. Moral and Ethical Dilemma

Activity—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. All writings will be held in strictest confidence with the candidate. Should the candidate's 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 the 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.

Elective Activities:

Below is a series of suggested elective projects for the internship. The intern will propose a plan of study in consultation with the Mentor 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.

Sample of Elective Activities

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 assignments, and make recommendations for future modifications or alterations in accordance with the school or district goals and resources. Provide a written report to your mentors.

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, 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 an accreditation 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. 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 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 the parents of three children who receive 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 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 – Assist with the coordination 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 – Assess your internship sites 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 at the building and district levels. 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 the maintenance and repair schedule at one of your internship sites. As one example, how often does re-roofing occur? 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 where you are doing your internship. (At the building level, this would include the principal and assistant principal.) 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. 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.

38. 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.

39. 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.

40. 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.

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

42. 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?

43. Textbook Resources – If your buildings still use textbooks, 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.

44. 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.

45. 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.

46. 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.

47. 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.

48. 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.

49. 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 research 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.

50. 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.

51. 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.

52. 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.

53. 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.

54. 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.

55. 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.

56. 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.

57. 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.

58. 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.

59. 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.

60. 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, inventory, 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.

Internship First Steps

1. On Blackboard, submit following :

- a. Your completed “574 V Student Information for Internship” form.
- b. The completed “School Site Information”, for your elementary & secondary sites, with your Mentor’s signature.
- c. Your completed NELP Building Administrator Self-Assessment

2. Dr. Smith will schedule a time to meet with you at your school, at the U of A, or virtually to address the following:

- a. Review your NELP Self-Assessment;
- b. Review your significant activities from your Program of Study that you wish to include as evidence for your Internship;
(This conversation will include whether gaps exist between the activities you wish to include mastery of the Standards. Additional work may be required to fully address the Standard(s).
- c. Discuss the proposed activities you will complete over the course of the semester.
- d. Discuss how you will maintain and document the 216 required hours.

Appendix E

E1

EDLE 5063
Instructional Leadership, Planning, and Supervision

Significant Activity I NELP 7; LEADS 2, 4	Week 3: Sept. 10	Based on the readings and discussions in class, write a <u>one to two page reflection</u> on the nexus between supervision, evaluation, and professional development.
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Rubric

Significant Activity #1 – The nexus between supervision, professional development, and evaluation.

Approaching Standard	Meets Standard	Exceeds Standard
There is some evidence that the candidate understands the basic concepts of supervision, professional development, and evaluation.	There is clear evidence of the candidate understanding the basic concepts of supervision, professional development, and evaluation	There is clear and ample 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

Approaching Standard	Meets Standard	Exceeds Standard
The paper contains three or more errors in grammar, punctuation, spelling, or sentence structure. No or some justification through extant literature.	The paper contains one or two minor errors in grammar, punctuation, spelling, and sentence structure. Proper use of APA citations and references	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

E1

EDLE 5063
Instructional Leadership, Planning, and Supervision

Significant Activity II NELP 1; LEADS 1, 2	Week 9: Oct. 29	Create a short Google Slide/PowerPoint Professional development presentation that includes the Goals for Planning, Conducting, and Reporting (DiPaola & Wagner, 2018, p. 241).
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Significant Activity #2 – Create a professional development presentation

Approaching Standard	Meets Standard	Exceeds Standard
There is some evidence that the candidate understands designing an effective evaluation of professional development.	There is clear evidence that the candidate understands designing an effective evaluation of professional development model and attempted to connect these components to the teacher evaluation model.	There is clear and ample evidence that the candidate understands designing an effective evaluation of professional development model and is able to connect these components to the teacher evaluation model.

Presentation Conventions

Approaching Standard	Meets Standard	Exceeds Standard
The presentation contains three or more errors in grammar, punctuation, spelling, or sentence structure. No or some justification through extant literature.	The presentation contains one or two errors in grammar, punctuation, spelling, and sentence structure. Proper use of APA citations and references.	The presentation is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

E2

Assignment 2 Developing & Communicating a Shared Vision Due 3/16/2020

NELP: 1.1

LEADS: 1A; 1B

The candidate will show an appropriate understanding of what it means to have a shared vision and will demonstrate the capacity to develop a shared vision through collaborating with other school personnel.

This activity will be documented in two ways:

- 1) the candidate will coordinate with the building administrator and lead an effort to evaluate the current shared vision, goals, and values of the school; and
- 2) lead a collaborative effort to create a tool communicating the shared vision, mission, and values of one of the schools of placement and implement the use of that tool.

The candidate will upload the following deliverables:

1. a written report that includes a reflective evaluation of the current shared vision in their school.
2. a clear and meaningful communication such as a PowerPoint with audio narrative that your administration might be interested in using on a website, or a videoed live speech given to a community group. The communication should describe the school's shared vision, mission, values, and goals. In addition, the communication will include data that addresses where the school is in relation to the shared vision and goals.

Assignment 2 Rubric

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
NELP Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that	Candidates partially demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in relation to addressing inclusiveness, learning-focused culture, collective trust, continuous	Candidates demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in relation to addressing inclusiveness, learning-focused culture, collective trust, continuous improvement, student voice, student agency, student choice	Candidates demonstrate the capacity to do the following: 1. Evaluate the current shared vision, mission, vales, and goals of the school and substantiate the evaluation with evidence. 2. Identify strengths and weaknesses in relation to addressing inclusiveness, learning-focused culture, collective

<p>include data use, technology, equity, diversity, digital citizenship, and community.</p> <p>LEADS: 1.A; 1.B</p>	<p>improvement, student voice, student agency, student choice</p> <p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school.</p> <p>Candidates do not effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>	<p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school.</p> <p>Candidates effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>	<p>trust, continuous improvement, student voice, student agency, student choice</p> <p>3. Identify existing non-negotiables related to equity, high expectations, and personalized learning (building systems and processes from individual student strengths).</p> <p>4. Develop a communication that is clear and impactful describing the current shared vision, mission, values, and goals of the school</p> <p>Candidates effectively design a message of the shared vision, mission, vision, and goals of their school using a contemporary form of media.</p>
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E3

Assignment 1
NELP 1.2
LEADS: 3A; 3B

Leading School Improvement

Due 2/10/2020

The candidate will identify the types of data and collection tools that are critically essential to inform school improvement efforts. The deliverable that the candidate will upload has three sections:

1. A comprehensive list of the types of data (information) that are critical to lead school improvement efforts. Along with this list should be a clear justification/rationale for each type of data with reference to relevant literature. This part of the deliverable should be in the form of an academic paper complete with correct citations and references.

2. An analysis of current deficiencies in the presence of data in your school to inform school improvement.

Which data are not available, but you think should be?

Are there gaps in the data that exist in your school?

3. A plan for data collection that includes the identification of the types of data needed and a timeline for the collection and analysis of each type of data. This should be in a narrative that includes a timeline and a clear rationale for when and how the data will be collected.

Assignment 1 Rubric

Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
NELP Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. LEADS 3A; 3B	Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts. Candidates do not demonstrate the capacity to: 1. identify needed change based on data,	Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts. Candidates demonstrate the capacity to: 1. identify needed change based on data, 2. target meaningful areas will	Candidates understand the importance of identifying data needed to make meaningful change, why this data is important (i.e., the theory behind the importance – what the literature says) and how this data informs decisions for school improvement efforts.

	<p>2. target meaningful areas will leverage the most significant immediate change, and</p> <p>3. target areas that will leverage longer term change.</p>	<p>leverage the most significant immediate change, and</p> <p>3. target areas that will leverage longer term change</p>	<p>Candidates demonstrate the capacity to:</p> <p>1. identify needed change based on data,</p> <p>2. target meaningful areas will leverage the most significant immediate change, and</p> <p>3. target areas that will leverage longer term change.</p> <p>Candidates use their understanding and capacity to implement this plan for data collection within a school setting as documented by an on-site mentor and appropriate artifacts.</p>
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1/3/2019

E4

EDLE 5093 – EFFECTIVE LEADERSHIP

Performance-based Internship Assignment: Community Asset Mapping and Resource Directory

This assignment will require students to:

1. Define and describe community within their local contexts.
2. Identify the assets in their communities.
3. Develop a resource directory that includes the identified assets and describes how the assets contribute to strong family-school-community partnerships.
4. Develop a physical map of identified assets.
5. Develop a plan for disseminating the resource directory and community asset map.
6. Develop a plan for using identified assets to improve family-school-community partnerships within their contexts.

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Rubric for Evaluation

Criteria – NELP 5.2: Demonstrates the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	
Level 1: Approaching Standard	There is little to no evidence demonstrating the capacity to collaboratively engage or cultivate relationships with diverse community members for the benefit of school improvement and student development. No evidence that the candidate consulted with diverse community members to develop the asset map and/or no clear plan for how the identified community assets will be used to support students, families, or school. The identified assets are limited in scope and do not adequately address the diverse needs of students and families within the school community.
Level 2: Meets Standard	There is evidence demonstrating the capacity to collaboratively engage or cultivate relationships with diverse community members for the benefit of school improvement and student development. The candidate consulted with multiple, diverse community members, partners, and other constituencies to identify community resources. The identified assets represent a variety of resources that can be used to support the diverse needs of students and families within the school community. The candidate developed a clear plan that details how students and families will be connected to community assets and how community assets will be used to improve family-school-community partnerships.
Level 3: Exceeds Standard	There is evidence demonstrating the capacity to collaboratively engage or cultivate relationships with diverse community members for the benefit of school improvement and student development. The candidate consulted with multiple, diverse community members, partners, and other constituencies to identify community resources that can support students. The identified assets represent a variety of resources that can be used to support the diverse needs of students and families within the school community. The candidate developed a clear plan that details how students and families will be connected to community assets and how community assets will be used to improve family-school-community partnerships. In addition, there is evidence that the development of this plan was a collaborative process involving diverse community members and partners.

Criteria – NELP 5.3: Demonstrates the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	
Level 1: Approaching Standard	There is little to no evidence demonstrating the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of his or her school and community. There is no evidence that the candidate understands his or her community context. There is no clear plan for disseminating the asset map to students, families, school personnel, or community members nor a clear plan for how the candidate will access identified resources to support his or her students, families, or school.
Level 2: Meets Standard	There is evidence demonstrating the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of his or her school and community. The candidate adequately described his or her community, including relevant historical and sociopolitical information. The candidate developed a clear plan for disseminating the asset map and resource directory to others within the school community, and the candidate clearly described how he or she will access identified resources to support his or her students, families, and school.
Level 3: Exceeds Standard	There is evidence demonstrating the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of his or her school and community. The candidate adequately described his or her community, including relevant historical and sociopolitical information. The candidate developed a clear plan for disseminating the asset map and resource directory to others within the school community, and the candidate clearly described how he or she will access identified resources to support his or her students, families, and school. There is evidence that the candidate understands the diverse resource needs of his or her students and families and consulted with external community members and partners to develop a plan to meet these diverse needs.

Appendix F

F

October 8, 2012

Dr. Howard K. Smith
Dean, College of Education
Pittsburg State University
115 Hughes Hall
1701 South Broadway
Pittsburg, KS 66762-7520

Dear Dr. Smith,

The purpose of this letter is to acknowledge the articulation between the College of Education at Pittsburg State University and the College of Education and Health Professions at the University of Arkansas concerning the Doctor of Education program in Educational Leadership. The issues addressed in this letter are those originally identified in our December 2009 correspondence.

1. Students enrolling in the doctoral program in Educational Leadership at the University of Arkansas will pay in-state tuition rates. The student, upon acceptance into the doctoral program, must request (to the Educational Leadership program) in-state tuition prior to enrollment, and must maintain consistent and consecutive enrollment to continue paying in-state tuition rates. If a student takes a break from enrollment, the student must again request the in-state tuition rate.
2. The doctor of education program in Educational Leadership is offered as an online program using a Blackboard based platform. There are several meetings for students that occur on the Fayetteville campus, approximately one per semester. Students are required to attend these meetings.
3. Students coming into the program from Pitt State will take 24 hours of coursework and 18 hours of dissertation research. Students can take two of these courses (6 hours of coursework) and transfer them back to Pitt State to complete their EdS with your campus, thus reducing their total overall credits earned.

I hope that these comments address your concerns and that we can help many of the students in Kansas who have an interest in earning advanced graduate degrees. Additionally, I hope that we can collaborate with you on our other doctoral degrees in such fields as Higher Education, Adult and Lifelong Learning, and Human Resource and Workforce Development.

Best wishes for the academic year.

Sincerely,

Thomas E. C. Smith
Dean and University Professor

April 11, 2013

Dr. Judy Harrison
Dean, Teachers College
Henderson State University
1100 Henderson Street
Arkadelphia, AR 71999-0001

Dear Judy,

This is a letter of agreement between the faculty of the Educational Leadership Program in the Department of Curriculum and Instruction, College of Education and Health Professions, University of Arkansas, Fayetteville, and the faculty in Educational Leadership Program, Department of Educational Leadership, Teachers College, Henderson State University. The nature of the agreement relates to the articulation between the EdS degree at Henderson State University and the EdD degree program at the University of Arkansas, Fayetteville.

1. Admission: Any student completing their masters or Specialist degree at Henderson State University (HSU) is eligible to apply to the EdD program in Educational Leadership at the University of Arkansas, Fayetteville (UAF). Students must meet regular admission guidelines as required by the UA Graduate School and grade point average as outlined by the Educational Leadership Program.
2. Upon admission, any HSU student may petition to allow a faculty member from HSU to serve on the student's Advisory Committee. The Advisory Committee approves the student's program of study and administers written and oral comprehensive examinations. The process for appointing the HSU faculty to the UA faculty must follow all UA guidelines for courtesy appointments of faculty, typically including the submission of a curriculum vitae, appointment as an adjunct faculty member, and approval by the UA Graduate Council.
3. The UA EdD Educational Leadership Program will recognize all coursework taken in the HSU Educational Leadership EdS program as meeting the EdS content requirements of the EdD program.
4. Program of Study. Students who complete their EdS at HSU will complete the following curriculum: EDLE 6533 Educational Policy and Change, EDLE 699V Qualitative Research, EDLE 6503 Topics in Educational Research, EDLE 6513 Program Evaluation in Education, EDLE 699V(3) (on the UAF campus, composed of three one hour seminars), 18 hours of dissertation research, and nine hours of research, selecting from one of two tracks (track one - EDLE 6553 Advanced Qualitative Methods in Education Research, EDLE 6563 Advanced Data Collection for Program Evaluation, EDLE 6573 Advanced Empirical Analysis for Program Evaluation, or track two - ESRM 6413 Experimental Design

in Education, ESRM 6423 Multiple Regression Techniques for Education, ESRM 6623 Techniques of Research in Education).

Our hope and intention is that we will be better prepared to accept and facilitate the timely completion of doctoral students throughout Arkansas, and that this agreement will help our collective faculties grow closer in collaboration.

Sincerely,

Tom Smith
Dean

Appendix G

G



UNIVERSITY OF
ARKANSAS

Agreement

for

School Administrator Preparation Programs' Observation, Practicum, and

Internship Placements between the

University of Arkansas Educational Leadership Program

and

[name of district/school]

Effective January 1, 2019

AGREEMENT

The University of Arkansas, Fayetteville – Administrator Preparation Programs (UA or University), and [name of school/district] agree to a collaboration in field experience for pre-service school administrator candidates. Placements in this district may include school administrator candidates of all grade levels, part-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or [name of district/school] may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Part-Time Internship Placements

- 1. The University of Arkansas Administrator Preparation Programs will:**
 - a. Provide district with the following information no less than ten (10) days before the internship begins:
 - i. Name and contact information of the student(s)
 - ii. Dates and duration of the internship assignment
 - iii. Philosophy, purpose, and learning objectives
 - b. Ensure all interns have a current Arkansas teaching license.
 - c. Prepare and make available to interns and placements sites a syllabus which includes all policies and procedures of the internship program(s).
 - d. Name a contact person who is responsible for carrying out the requirements of this agreement.
 - e. Maintain communication with district, administration, and mentor administrators as appropriate, including providing a primary contact for any concerns or issues regarding placements.
 - f. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
 - g. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

- 2. [School/District] will:**
 - a. Provide a list of potential mentor administrators to the University when requested.
 - b. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
 - c. Provide each intern with a mentor administrator at each grade level (i.e., elementary and secondary) who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
 - d. Name a contact person who is responsible for carrying out the requirements of this agreement.

- e. Return this MOU to the EDLE Program Coordinator, 106 Peabody Hall, University of Arkansas, Fayetteville, AR 72701.
3. **Shared Expectations of UA and [School/District] Regarding Part-Time Internships:**
 - a. Mentor administrators will provide continuing verbal and written feedback to interns.
 - b. Mentor administrators will allow intern to work in a leadership capacity in collaboration with current leaders in the school.

Course Practicum and Observation Activities

1. **The University of Arkansas Administration Preparation Programs will:**
 - a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school.
 - b. Require all students to possess a valid teaching license prior to beginning course work.
2. **[Name of School/District] will:**
 - a. Permit pre-service administrator candidates to conduct observations/activities and performance-based class assignments in their schools.
 - b. Provide a list of potential host administrators for observations/activities and performance-based class assignments when contacted.
3. **Shared Expectations of UA and [School/District] Regarding Course Practicum and Observation Activities:**
 - a. Host administrators are willing to have pre-service administrators candidates observe school leaders as they work.
 - b. Host administrators will provide verbal and/or written feedback when requested.
 - c. Pre-service administrator candidates can complete observations/tasks required for specific course assignments as long as they do not disturb the educational environment in the school.

Shared Expectations for All Student Placements

- a. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
- b. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

This Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

THE UNIVERSITY OF ARKANSAS –
FAYETTEVILLE EDUCATIONAL
LEADERSHIP PROGRAM
COORDINATOR

by _____
(Signature)

by _____
(Signature)

(Printed Name)

(Printed Name)

(Title)

(Title)

(Date)

(Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: _____

Position: _____

Phone: _____

Email: _____



Agreement

for

School Administrator Preparation Programs' Observation, Practicum, and

Internship Placements between the

University of Arkansas Educational Leadership Program

and

Cave City, AR Public Schools

Effective January 1, 2020

AGREEMENT

The University of Arkansas, Fayetteville – Administrator Preparation Programs (UA or University) and Cave City School District agree to a collaboration in field experience for pre-service school administrator candidates. Placements in this district may include school administrator candidates of all grade levels, part-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Terms of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or Cave City School District may propose. This agreement shall automatically renew unless one party notifies the other of the intent to not renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Part-Time Administrator Internship Placements

1. The University of Arkansas Administrator Preparation Programs will:

- a. Provide district with the following information before the internship begins:
 - i. Name and contact information of the students(s);
 - ii. Dates and duration of the internship assignment;
 - iii. Philosophy, purpose, and learning objectives.
- b. Ensure all interns have a current Arkansas teaching license.
- c. Prepare and make available to interns and placement sites a syllabus which includes all policies and procedures of the internship program(s).
- d. Name a contact person who is responsible for carrying out the requirements of this agreement.
- e. Maintain communication with district, administration, and mentor administrators as appropriate, including providing primary contact for any concerns or issues regarding placement.
- f. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
- g. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. Cave City School District will:

- a. Provide a list of potential mentor administrators to the University when requested.
- b. As appropriate, provide each intern with an orientation to the school and its policies and procedures upon arrival.
- c. Provide each intern with a mentor administrator at each grade level (i.e., elementary and secondary) who holds appropriate credentials and has accepted the responsibility of serving as a mentor.

- d. Name a contact person who is responsible for carrying out the requirements of this agreement.
- e. Return this MOU to the EDLE Internship Supervisor (Dr. Christy Smith at cls19@uark.edu), 105 Peabody Hall, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and Cave City Regarding Part-Time Administrator Internships:

- a. Mentor administrators will provide continuing verbal and written feedback to interns.
- b. Mentor administrators will allow intern to work in a leadership capacity in collaboration with current leaders in the school.

Course Practicum and Observation Activities

1. The University of Arkansas Administrator Preparation Program will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school.
- b. Require all students to possess a valid teaching license prior to beginning course work.

2. Cave City School District will:

- a. Permit pre-service administrator candidates to conduct observation/activities and performance based class assignments in their school.
- b. Provide a list of potential host administrators for observations/activities and performance based class assignments when contacted.

3. Shared Expectations of UA and Cave City School District Regarding Course Practicum and Observation Activities:

- a. Host administrators are willing to have pre-service administrator candidates observe school leaders as they work.
- b. Host administrators will provide verbal and/or written feedback when requested.
- c. Pre-service administrator candidates can complete observations/tasks required for specific course assignments if they do not disturb the educational environment in the school.
- d. In the event the intern is a member of the faculty at the internship site, it is the expectation that course activities will not interfere with the intern's regularly assigned teaching responsibilities.

Shared Expectations for All Student Placements

a. UA and Cave City School District agree to work together to make changes, when possible, when the match is not satisfactory to the mentor or intern. However, such modifications are intended to be limited.

b. UA and Cave City School District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete internship placements. However, both UA and Cave City School District reserve the right to terminate a placement at any time if deemed necessary to the best interests of UA, the Cave City School District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

This Agreement is hereby agreed to as the date last signed by authorized representative of Cave City School District and the University.


UNIVERSITY:

DISTRICT;

Acknowledged by:

Approved and Accepted by:

THE UNIVERSITY OF ARKANSAS --
FAYETTEVILLE EDUCATIONAL
LEADERSHIP PROGRAM
COORDINATOR

by: 
(Signature)

by: 
(Signature)

Kevin Brady
(Printed Name)

Steven Green
(Printed Name)

Program Coordinator
(Title)

Superintendent
(Title)

2-7-20
(Date)

2-10-2020
(Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: Marc Walling

Position: High School Principal

Phone: 870-283-3333

Email: MWalling@CaveC:ty.ncsc.k12.ar.us

Appendix H

A

University of Arkansas
Educational Leadership Program
Admissions Dispositions Survey

Applicant's Name: _____ Date: _____

1. Share a personal challenge that you set for yourself. Why was the challenge important and what was your success at meeting the challenge?
2. What strengths do you have that would be helpful as a school leader?
3. What do you see as your role in promoting diversity? How are your views related to issues of equity in education?
4. Provide an example of a time when you encountered a problem in your workplace or as a college student and how you collaborated with others to address it.
5. Describe a situation that required you to deal with ambiguity and to be flexible. How did you address it?

Appendix I

I

**EDUCATIONAL LEADERSHIP PROGRAM
UNIVERSITY OF ARKANSAS
234 GRADUATE EDUCATION BUILDING
FAYETTEVILLE, AR 72701
(479) 575-7244**

GUIDELINES FOR AUTOBIOGRAPHICAL SKETCH

One of the most critical elements of your application is your written Autobiographical Sketch. Consequently, careful thought and effort should be expended in its preparation. To assist you, an outline of suggested content is included. Typically, the sketch will require 4-7 double-spaced, typewritten pages. Note: Please do not send a resume — one of the reasons for asking you to provide a written autobiographical sketch is to assess your writing ability.

Early Home Background

1. Parents' occupation.
2. Number of brothers and sisters. To what extent are you like or unlike them?
3. Early life experiences that you feel may have influenced your development as an individual such as significant incidents in your home with parents, siblings, and friends in school and elsewhere.

Work

1. For each full-time position you have held, briefly describe:
 - a. Your duties.
 - b. Those things you liked or disliked.
 - c. Your reason for leaving.
2. What did you learn about your strengths as a result of holding these positions?
3. What does a job have to offer to give you satisfaction? Some people look for money; some want power; what is important to you?
4. Discuss any work experiences that influenced or supported your decision to study/work in the field of educational administration.
5. As of now, what do you want to be doing in ten years after completing your degree?
6. What is your ultimate career goal?
7. In what professional organizations do you hold current membership?

University of Arkansas

1. Why are you interested in pursuing a degree at the University of Arkansas? How was the University of Arkansas Educational Administration program brought to your attention?
2. How long do you think it should take you to complete your degree program?

Education

1. Briefly describe your formal college education at all levels.
2. In addition to formal education, describe your participation in other kinds of educational activities (workshops, seminars, etc.).
3. List the professional journals that you subscribe to and read.
4. Describe any relationships with college or university faculty members or staff that influenced your decision to enter the field of educational administration.

Other

1. Briefly describe your participation in civic organizations in you community.
2. What are your present avocation interests and hobbies?
3. What travel experience have you had?
4. **Submit at least one additional document that you feel is representative of your writing ability.**

Appendix J

J

**EDUCATIONAL LEADERSHIP PROGRAM
 UNIVERSITY OF ARKANSAS
 216 PEABODY HALL
 FAYETTEVILLE, AR 72701
 Phone (479) 575-7244
 Fax (479) 575-2492**

Name of Applicant: _____ Phone: _____
(Print or Type) (Home Number)

To: _____
(Print or type name of person who is to complete this form)

Directions for Letter of Recommendation

TO THE APPLICANT: This form should be given to persons able to comment on your qualifications for graduate study. For the convenience of the person completing this form, it is suggested you include a stamped, self-addressed envelope.

Under the Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that the recommendations will remain confidential. It is your choice to waive your right of access to these recommendations or to decline to do so. Please mark the appropriate phrase below, indicating your choice, and sign your name.

- I waive my right to review this recommendation.
- I do *not* waive my right to review this recommendation.

Applicant's signature Date

TO THE PERSON COMPLETING THIS FORM: I am applying for admission to the _____ Master's, _____ Ed. Specialist (Ed.S.) or _____ Doctoral degree graduate program in the field of Educational Leadership in the College of Education and Health Professions at the University of Arkansas, Fayetteville. I would appreciate having you as a reference. If you agree, please complete the information requested and return the form directly to the address at the top of this form.

1. I have known the applicant for approximately _____ years.
2. I know the applicant: Slightly Fairly well Very well.
3. I have known the applicant:

<input type="checkbox"/> as a graduate student	<input type="checkbox"/> as a teaching/research assistant
<input type="checkbox"/> as an undergraduate student	<input type="checkbox"/> as an advisee
<input type="checkbox"/> other (please specify relationship) _____	

RECOMMENDATION

Directions: Please rate the applicant on the dimensions described below. Use as a frame of reference other persons you have known as successful students/graduates of comparable graduate programs of which you are aware. (Check the SCALE column which best reflects your rating of this applicant.)

DIMENSIONS

SCALE

INTELLECTUAL CAPACITY: Includes such things as the breadth of academic and general knowledge.	Exceptional	Above Average	Acceptable	Definitely Lacking	No Basis For Judgment
INDUSTRY AND APPLICATION: Includes such things as initiative, willingness to work, persistence, quality of work produced, work habits (planning and management of time).	Self-Motivated	Above Average	Acceptable	Lacks Motivation	No Basis For Judgment
CREATIVITY/ORIGINALITY: Includes the ability to conceptualize ideas and imagine new solutions to problems/opportunities.	Consistently Exceptional	Above Average	Occasionally	Content with Status Quo	No Basis For Judgment
ORAL COMMUNICATION: Includes ability to present ideas in small groups or formal presentations	Exceptional	Highly Effective	Acceptable	Has Difficulty	No Basis For Judgment
WRITTEN COMMUNICATION: Includes written expression skills of clarity, correctness, and succinctness.	Exceptional	Highly Effective	Acceptable	Has Difficulty	No Basis For Judgment
INTERPERSONAL SKILLS: Includes ability to establish and maintain personal and professional relationships.	Exceptional	Highly Effective	Acceptable	Has Difficulty	No Basis For Judgment
LEADERSHIP SKILLS: The ability to influence others so that they strive willingly and enthusiastically toward the accomplishment of objectives.	Definitely a Leader	Frequently a Leader	Occasionally a leader	Normally a follower	No Basis For Judgment
ANALYSIS: The ability to see the relationship(s) among variables relevant to a situation.	Exceptional	Above Average	Acceptable	Definitely Lacking	No Basis For Judgment
INTEGRITY: The ability to inspire trust, stand on principles and maintain ethical standards in one's work and relationships.	Exceptional	Above Average	Acceptable	Definitely Lacking	No Basis For Judgment
ENERGY: The ability to maintain vigor and vitality.	Exceptional	Above Average	Acceptable	Definitely Lacking	No Basis For Judgment
PROFESSIONAL PROMISE/POTENTIAL: Includes a commitment to the field of study, motivation to achieve (Your assessment of professional promise).	Exceptional	Good	Fair	Definitely Lacking	No Basis For Judgment
OVERALL ENDORSEMENT: Indicate your overall endorsement of the applicant.	Highly Recommend	Recommend	Recommend with Reservations	Not Recommended	No Basis for Comments on Recommendation

Please amplify and/or clarify any of the above or indicate other information which you believe would be relevant to consideration of this applicant to pursue the Master's, Educational Specialist or Doctoral Degree in Educational Administration.

Signature of person completing this form: _____ Phone # _____

Title and institution: _____

Address: _____
(Street) (City) (State & Zip Code)

Thank you for completing this rating. Please mail directly to the address on the front of the recommendation form.

Appendix K

K

University of Arkansas EDLE M.Ed. Course Sequence

Students admitted to the EDLE M.Ed. Program can start their program of study in any of the summer 5-week mini-semester, the fall semester, or the spring semester. The following is the course sequence for each of those starting times. Students are required to fill out Program of Study form below indicating what they plan on taking based on the appropriate sequence. Students can opt to take only one course per semester if they choose with the understanding that it will take them longer to complete their program of study.

<u>Summer I Start*</u>	<u>Summer II Start</u>	<u>Fall Start</u>	<u>Spring Start**</u>
Summer I EDLE 5083 (Analytical) Summer I EDLE 599V (Sp. Topics)	Summer II EDLE 5073 (Research) Summer II EDLE 599V (Bldg. Fin.)	Fall EDLE 5013 (O & A) Fall EDLE 5063 (Inst. Supervision)	Spring EDLE 5023 (Princ.) Spring EDLE 5053 (Law)
Summer II EDLE 5073 (Research) Summer II EDLE 599V (Bldg. Fin.)	Aug Inters EDLE 5043 (Ethics)	Spring EDLE 5023 (Princ.) Spring EDLE 5053 (Law)	Summer I EDLE 5083 (Analytical) Summer I EDLE 599V (Sp. Topics)
Aug Inters EDLE 5043 (Ethics)	Fall EDLE 5013 (O & A) Fall EDLE 5063 (Inst. Supervision)	Summer I EDLE 5083 (Analytical) Summer I EDLE 599V (Sp. Topics)	Summer II EDLE 5073 (Research) Summer II EDLE 599V (Bldg. Fin.)
Fall EDLE 5013 (O & A) Fall EDLE 5063 (Inst. Supervision)	Spring EDLE 5023 (Princ.) Spring EDLE 5053 (Law)	Summer II EDLE 5073 (Research) Summer II EDLE 599V (Sch.Lev.Fin.)	Aug Inters EDLE 5043 (Ethics)
Spring EDLE 5023 (Princ.) Spring EDLE 5053 (Law)	Summer I EDLE 5083 (Analytical) Summer I EDLE 599V (Sp. Topics)	Aug Inters EDLE 5043 (Ethics)	Fall EDLE 5013 (O & A) Fall EDLE 5063 (Inst. Supervision)
Fall EDLE 5093 (Effective)	Fall EDLE 5093 (Effective)	Fall EDLE 5093 (Effective)	Spring EDLE 5093 (Effective)
Spring EDLE 574V (Internship)**	Spring EDLE 574V (Internship)**	Spring EDLE 574V (Internship)**	Spring EDLE 574V (Internship)**

*In the Summer I Start sequence there will be a gap in the Program of study between the spring and second fall semesters if students take four courses their first summer.

** The internship actually starts in the fall semester; however, because the internship runs from September through April, students are not to register for the internship until the spring semester. This will make the spring start sequence the most challenging as during the final fall semester students will be taking two courses in addition to starting their internship.

Appendix L

L

UNIVERSITY OF ARKANSAS
College of Education
Master's Degree – Program of Study
Educational Leadership

Student's Name: _____

ID#: _____

Area of Specialization: Educational Leadership Area of Concentration: K-12

Number of Semester Hours Completed in Program: 33

Instructions: Please complete this *Program of Study*, based on the semester that you are starting your first course from the schedule above. Type and sign. Return to your major advisor. Use the following abbreviations for term designation: Su I (Summer I); Su II (Summer II); Fa (Fall); Sp (Spring); Int.(Intersession)

Required M.Ed. Program Courses:

Course Area, No. & Title	Grade	Term	Year	Inst.	Credit Hours
EDLE 5013 School Organization & Administration				U of A	3
EDLE 5063 Instructional Supervision, Evaluation, & Planning				U of A	3
EDLE 5023 The Principalship				U of A	3
EDLE 5053 School Law				U of A	3
EDLE 599V Special Topics (Schools & Society)				U of A	3
EDLE 5083 Analytical Decision Making				U of A	3
EDLE 599V Building Level Finance				U of A	3
EDLE 5073 Research for School Leaders				U of A	3
EDLE 5043 Leadership Ethics (August Intersession)				U of A	3
EDLE 5093 Effective Leadership				U of A	3
EDLE 574V Internship				U of A	3
Total					33

List approved transfer course(s) (6 hours maximum – these must be approved by the EDLE Graduate Advisor):

Course Area, No. & Title	Grade	Term	Institution	Credit Hours

Explanation of any variations:

This Program of Study must be submitted to, and approved by, the department Coordinator of Graduate Studies before twelve (12) hours of coursework have been completed.

Student's Signature: _____ **Date:** _____

Advisor's Signature: _____ **Date:** _____

Coordinator's Signature: _____ **Date:** _____

Associate Dean's Signature: _____ **Date:** _____

Appendix M



M

UNIVERSITY OF
ARKANSAS

Graduate School & International Education

Record Of Progress — Graduate Certificate
(Submit original to Graduate School)

Name: _____ ID Number: _____

Department: _____ Certificate: _____

All program requirements for completion of the certificate (check below)

- Have been met.
- Will be met (check all that apply).
 - When current course work is satisfactorily completed
 - Other

Committee (minimum of three)		Score*
Type or Print Name	Signature (Chairman)	_____
Type or Print Name	Signature	_____
Type or Print Name	Signature	_____
Type or Print Name	Signature	_____
Type or Print Name	Signature	_____

*A score, either pass or fail or a numerical score, **MUST** be indicated by each member of the committee.

GRADUATE SCHOOL USE ONLY

Certificate: _____

Office of the Dean _____ Date _____

(Alteration of this form is unacceptable)



Request for Time Extension

To be completed by the student's major advisor
(Attach additional pages, if needed)

Student Name: _____

Student ID Number: _____

Student Major and Degree Program: _____

If doctoral student, date of candidacy: _____

Advisor's Name: _____

Semester/Year of Admission to Program: _____

Semester/Year Anticipated Graduation Date: _____

NOTE: All requirements for a master's or specialist degree must be completed within six consecutive calendar years from the first semester of enrollment in that program. All requirements for a doctoral degree must be completed within seven consecutive calendar years from the date of admission to the program. Time extension requests are considered for only one semester at a time, and out-of-date transfer work cannot be recertified and is therefore not eligible for a time extension. Please refer to the Graduate School catalog for time extension and transfer of credit policies.

Please explain why this student should be allowed a time extension to complete his/her degree:

If the student is in a master's or specialist program, please explain how out-of-date course work will be recertified (that is, that the student's knowledge of the subject matter is current):

If the student is in a doctoral program, please explain how the advisory committee will convince itself that the student's knowledge of the field will be current at the time the degree is granted:

Major Advisor Signature: _____ (signature) Date: _____

Department Head/Chair Signature: _____ (signature) Date: _____

revised: 12/04/17

Graduate School Use Only:

Time Extension Granted: Yes No

Extension Granted Until: _____

Dean's Signature: _____

Annual Graduate Student Academic Review

Due dates are determined by the department. Completed evaluations must be submitted to the Graduate School by June 30th of each year by the department or interdisciplinary program.

Please Note: A review is **not** necessary if: a. the student graduated. b. the student never enrolled after acceptance into your program. c. the student was never officially admitted to your program.
Please email completed form to pkoski@uark.edu.

1. Student's Name: _____

2. University ID Number: _____ Student's degree program: _____

3. Semester and year student entered degree program: _____

4. Does student have any out of date course work? (Course work is considered out of date if at the time of graduation it will be more than six years old for masters and more than seven years old for doctorate.)

Yes

No

5. Has degree audit been made current, reflecting all exemptions to date?

Yes

No

6. This student (check one):

_____ is making satisfactory progress toward the degree.

_____ is not making satisfactory progress toward the degree. Please explain:

_____ has withdrawn from the program.

_____ has been dismissed from the program because of unsatisfactory progress toward the degree.

7. The results of the review were communicated to the student:

a) by face-to-face interview on _____ (date)

_____ (signature of student)

b) by the following procedure because the face-to-face interview was not possible or practical (**include dates of notification**): _____

8. This form accurately summarizes the annual graduate student academic review for this student for _____ (Academic Year)

Signature of Review Coordinator

Name of Review Coordinator

Signature of Department Head/Chair

Date

For Graduate School Use Only:

Review received (signature of dean): _____

Appendix N

THE UNIVERSITY IS RESPONSIBLE FOR COMPLETION AND SUBMISSION OF THIS APPLICATION

N

ARKANSAS DEPARTMENT OF EDUCATION
STANDARD LICENSE APPLICATION
BUILDING LEVEL ADMINISTRATOR

Name: _____ S.S.# _____

Mailing Address: _____

City, State, Zip: _____ E-mail: _____

Home Phone: (____) _____ Work Phone: (____) _____

Institution of Higher Education:

This applicant has successfully completed the following requirements for a Standard Building Level Administrator License. (Check [✓] all applicable items.)

- Graduate Degree or Program of Study (based on *Current Leadership Standards for Licensure of Beginning Administrators*).
- Internship
- Has a minimum of 3 years as a licensed classroom teacher, school counselor, or library media specialist. (verification enclosed)
- Has successfully passed the School Leaders Licensure Assessment.

Check the Level of license requested. P-12 P-8 5-12

(Educational Leadership Program Chairperson Signature) (Date of Degree/Program Completion)

(University) (Licensure Officer Signature) (Date)

Applicant:

I have been informed of the requirements for an Arkansas Building Level Administrator License. **It is my responsibility to submit the following required documentation to the University in order to be recommended for this license.**

- A current Arkansas Standard Teaching License.
- Documentation of at least 3 years as a licensed classroom teacher, school counselor, or library media specialist.*
- Official College/University Transcripts reflecting the Master's Degree/Master's level program of study or higher.
- Passing scores for the School Leaders Licensure Assessment.

* **Documentation of Experience** may be a letter or an official personnel record verifying employment and specifying the **number of years as a classroom teacher, school counselor, or library media specialist.** **The document must exhibit the Superintendent's (or Designee's) signature.**

* Upon employment as a Building Level Administrator, I shall participate in the Arkansas Beginning Administrator Induction/Mentoring Program. (1-3 years)

(Applicant Signature) (Date)

AFFIX OFFICIAL
INSTITUTION
SEAL
IN THIS AREA

MAIL COMPLETE ORIGINAL FORM TO:
Arkansas Department of Education
Office of Educator Licensure
Four State Capitol Mall Room 106B
Little Rock, AR 72201

KEEP A COPY
FOR YOUR
RECORDS