



The University of Texas at Tyler
 College of Education and Psychology
 School of Education
 Educational Leadership and Policy Studies
EDLR 5313 Critical Issues in Educational Leadership

Instructor Information

Session Spring 2020
Credit 3 hours
Course Meeting/Room Online
Office Hours By Appointment
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 Ed.D

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Course Catalog Description:

An inquiry into critical issues in educational leadership. This course engages students in a systematic exploration of critical issues in educational leadership through a formal inquiry-based approach.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas (Principal standards, competencies and the educators' code of ethics can be found below following the university policies):

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i)(I-II)(ii), 4(B)(i-v),
Communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	4(A)(i)(III-V)
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
Design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)

<ul style="list-style-type: none"> • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving 	
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. <ul style="list-style-type: none"> • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills. 	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)
Understand strategic operations and systems for goal attainment, including finance, budgeting and resource allocation.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

Students will be encouraged to take ownership in their own learning through critical and reflective thinking regarding the roles and responsibilities of effective principals. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5313 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5313 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Principal’s Certificate.

Assessment Specifics & Assignments

Final Grade Calculations

A = 90% - 100% of points available

B = 80% - 89% of points available

C = 70% - 79% of points available

All assignments must be completed by **midnight** on Sunday night. All assignments are expected to be completed at graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10%.

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. All assignments must be submitted by date listed on the assignment schedule. No late work is accepted.

Evaluation and Grading

- Leadership Assignments - Students will participate in field-based assignments on their campus to diagnosis and analyze their campus in critical areas of school improvement to determine root causes, complete an equity audit, and develop principal and school actions to improve areas of need as determined by the root cause analysis for their campus.
- Discussion Boards – Students will participate in discussion board topics and will be graded by a rubric and on specific discussion boards in which peer feedback is required.
- Final Projects – Students will participate in developing a School Improvement Action Plan. Select a topic and write an action research introduction with references based on the School Improvement Action Plan.

Teaching Strategies

EDLR 5313 utilizes 100% online instruction through UT Canvas. The instructor uses lecture format with group process and constructive learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge on critical issues in Educational Leadership. The instructor will utilize online discussions, presentations, videos, independent practices, and inquiry-based strategies to explore the theory, practice, and reform of education in the United States.

Related Field Experiences

This course provides background context to support a successful internship experience.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following:

1. In order to receive a principal certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

Required Text and Related Readings

Textbooks:

American Psychological Association, (2010). *Publication manual of the American Psychological*

Association, 6th Edition. Washington, DC: American Psychological Association.
ISBN-10: 1-4338-0561-8

Desravines, J., Aquino, J., & Fenton, B. (2016) *Breakthrough principals: A step-by-step guide to building stronger schools.* CA: Jossey-Bass - A Wiley Brand
ISBN: 9781118801178

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE POLICIES

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, **be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up quizzes or assignments.**

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are

several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

The specific Census Date for each term can be found online on the Academic Calendar.

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

University Withdrawal Dates:

*****Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for Spring classes: Monday, January 27, 2020.**

*****Last day to withdraw to receive a W or Q is March 30, 2020.**

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;

- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

TEXAS ADMINISTRATIVE CODE STANDARDS FOR PRINCIPAL PREPARATION PROGRAMS

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students.

Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

TEXES DOMAINS AND COMPETENCIES

The following TExES domains/standards/competencies will be addressed in this course and throughout your program:

Domain I: School Community Leadership

Domain II: Instructional Leadership

Domain III: Administrative Leadership

DOMAIN I — SCHOOL COMMUNITY LEADERSHIP

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

The principal knows how to:

- A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- B. Ensure that parents and other members of the community are an integral part of the campus culture.
- C. Implement strategies to ensure the development of collegial relationships and effective collaboration.
- D. Respond appropriately to diverse needs in shaping the campus culture.
- E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- H. Align financial, human and material resources to support implementation of a campus vision.
- I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- K. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.

* School Community includes students, staff, parents/caregivers and community members.

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

The principal knows how to:

- A. Communicate effectively with families and other community members in varied educational contexts.
- B. Apply skills for building consensus and managing conflict.
- C. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- D. Develop and implement strategies for effective internal and external communications.
- E. Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- F. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- G. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.
- H. Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- I. Respond to pertinent political, social and economic issues in the internal and external environment.

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

The principal knows how to:

- A. Model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors.
- B. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- C. Apply knowledge of ethical issues affecting education.
- D. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- E. Apply laws, policies and procedures in a fair and reasonable manner.
- F. Articulate the importance of education in a free democratic society.
- G. Serve as an advocate for all children.
- H. Promote the continuous and appropriate development of all students.
- I. Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

DOMAIN II — INSTRUCTIONAL LEADERSHIP

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

The principal knows how to:

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

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

The principal knows how to:

- A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- B. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.
- C. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.
- D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- E. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
- F. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
- G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
- H. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
- I. Analyze instructional needs and allocate resources effectively and equitably.

- J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

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

The principal knows how to:

- A. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- B. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.
- C. Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
- D. Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
- E. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- F. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- G. Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

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

The principal knows how to:

- A. Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
- B. Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.
- C. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- D. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

- E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.
- F. Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III — ADMINISTRATIVE LEADERSHIP

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

The principal knows how to:

- A. Apply procedures for effective budget planning and management.
- B. Work collaboratively with stakeholders to develop campus budgets.
- C. Acquire, allocate and manage human, material and financial resources according to district policies and campus priorities.
- D. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing and grants.
- E. Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.
- F. Develop and implement plans for using technology and information systems to enhance school management.

Competency 009: *The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.*

The principal knows how to:

- A. Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.
- B. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- C. Develop and implement procedures for crisis planning and for responding to crises.
- D. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) ***Standard 1.1.*** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) ***Standard 1.2.*** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) ***Standard 1.3.*** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) ***Standard 1.4.*** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) ***Standard 1.5.*** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) ***Standard 1.6.*** The educator shall not falsify records, or direct or coerce others to do so.

(G) ***Standard 1.7.*** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) ***Standard 1.8.*** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) ***Standard 1.9.*** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) ***Standard 1.10*** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) ***Standard 1.11.*** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) ***Standard 1.12.*** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) ***Standard 1.13.*** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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- National Center on Educational Outcomes — www.cehd.umn.edu/nceo
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- Texas Constitution and Statutes/Texas Education Code — www.statutes.legis.state.tx.us
- Texas Education Agency — www.tea.texas.gov
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