Instructor Information

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- **Office**
  HPR 103

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  By appointment

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Course Catalog Description

This course provides an overview of instructional and support programs and the role of the educational leader in meeting local, state, and federal level requirements.

Student Learning Objectives

Upon completing this course, the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Principal Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect upon personal growth and leadership development in administering special programs.</td>
<td>2(A)(i)(VI), 3(A)(i)(III)</td>
</tr>
<tr>
<td>Understand current legal issues relevant to special programs and ways to influence through leadership.</td>
<td>4(B)(iv), 4(B)(v)</td>
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<tr>
<td>Describe what it means to support teachers and provide collaborative structures for leadership opportunities.</td>
<td>2(B)(iii), 3(A)(i)(VII)</td>
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<tr>
<td>Understand the dynamics of change from the perspective of a campus leader.</td>
<td>3(A)(i)(V)</td>
</tr>
<tr>
<td>Recognize and define the program characteristics that focus on student achievement.</td>
<td>3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)</td>
</tr>
<tr>
<td>Recognize the importance of expectations among both teachers and students.</td>
<td>1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)</td>
</tr>
<tr>
<td>Recognize the need to monitor multiple data points to evaluate progress toward special program goals.</td>
<td>5(A)(i)(II)</td>
</tr>
<tr>
<td>Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.</td>
<td>3(A)(i)(III)</td>
</tr>
<tr>
<td>Understand the importance of aligning special program resources to the school priorities and goals.</td>
<td>5(A)(i)(IV)</td>
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</table>
**Principal Standards** *(Aligned to the Texas Education Agency’s new Principal 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.

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<thead>
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<th>Course Modules with Dates Available &amp; Assignment Due Dates</th>
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<td><strong>Course Module</strong></td>
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<td>Introduction Module</td>
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<td>Module 1</td>
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<td>• Special Education</td>
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<td>Module 2</td>
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<td>• Section 504</td>
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<td>Module 3</td>
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<td>• Title I</td>
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<td>Module 4</td>
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<td>• Food Services</td>
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<td>• Health Services</td>
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<td>Module 5</td>
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<td>• Career &amp; Technical Education</td>
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<td>• Textbooks</td>
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<tr>
<td>Mid-Term Exam</td>
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<td>Module 6</td>
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<td>• Bilingual Education</td>
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<td>• Migrant Education</td>
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<td>Module 7</td>
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<td>• Early Childhood Education</td>
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<td>• Dyslexia</td>
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<td>Module 8</td>
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<td>• Gifted &amp; Talented Education</td>
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<td>• School Guidance &amp; Counseling Programs</td>
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<td>• Standardized Testing</td>
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<td>Module 10</td>
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<td>• Standardized Testing</td>
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<td>Final Exam</td>
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Evaluation & Grading

- **Discussion**
  - Each of the 10 Discussion questions provides a forum to dialogue with colleagues on the topic(s) covered in each module.

- **Module Quizzes**
  - The Module Quiz requires a student to answer five true-false, fill-in-the-blank, multiple-choice/answer format questions over the program(s) discussed in a given module. There are 10 quizzes, one for each module. Each quiz must be completed in 30 minutes. Note that some modules cover one program while others have two programs—in that case, quizzes cover material from both programs.

- **Program Interview Reports**
  - Some modules contain one program and others have two programs. If there are two programs in a module, choose one program for your Program Interview Report (PIR). There are 10 reports, one for each module. Upon completion of your report, submit it for grading in the Program Interview Report (PIR) located in each module. Refer to the Appendix at the end of this syllabus for the report format and scoring rubric. Your final report should be at least two pages, but not more than three pages in length, single- or double-spaced in 12 point font.
    - Choose a person at the district level when possible. You can do an interview by phone or email, if necessary. However, a face-to-face interview is preferred—you get to meet the person and demonstrate a greater interest in their program.

- **Pinterest Current Events Forum**
  - The student will pin five articles on the Pinterest public board Administration of Special Programs EDLR 5333 Spring 2017. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to a program area covered in the course.

- **Mid-Term Exam**
  - The Mid-Term is a 40 question multiple-choice exam covering Modules 1-5.

- **Final Exam**
  - The Final is a 40 question multiple-choice exam covering Modules 6-10.

Assessment Specifics & Assignments

- **Discussion** 10 points: 10 questions @ 1 point each
- **Module Quizzes** 50 points: 10 quizzes @ 5 points each
- **Program Interview Reports** 100 points: 10 reports @ 10 points each
- **Pinterest Current Events Forum** 5 points: 5 articles @ 1 point each
- **Mid-Term Exam** 40 points: 20 questions @ 2 points each
- **Final Exam** 40 points: 20 questions @ 2 points each

Final Grade Calculations

- Total Points = 245
  - A = 90% - 100% of points available (220 points to 245 points)
  - B = 80% - 89% of points available (196 points to 219 points)
  - C = 70% - 79% of points available (171 points to 195 points)

Teaching Strategies

- Canvas is the primary online learning management system used to teach and manage course assignments for Administration of Special Programs EDLR 5333.
• **Twitter** is the online social networking tool for course announcements. You may follow me on Twitter at millergary. Please note Blackboard Learn will contain the identical postings in the Announcements folder.

• **Pinterest** is the online bookmarking tool for posting and commenting. Our public Pinterest board is **Administration of Special Programs EDLR 5333 Spring 2017**. You will need to create an account, refer to the instructions located in the **Pinterest Instructions** folder.

**Related Field Experiences**

Students will have the opportunity to interview campus and district personnel covering instructional and support programs while examining their implications at the local, state, and federal level and the role of the educational leader.

**Required Text & Related Readings**


**UNIVERSITY POLICIES**

**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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**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 dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are 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.

**Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. **If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.**

**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.

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, homework 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 UT-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.

COLLEGE OF EDUCATION & PSYCHOLOGY

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, to make significant contributions to local and global communities, and to work 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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Policies

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.
Appendix

Program Interview Report (PIR)

Your interviewee may not know all the laws that govern the program; however, you should be able to find this information in your readings or in the lecture. Upon completion, upload your report into the Program Interview Report found in each module. Your final report should be at least two pages, but not more than three pages in length.

Format

Your Name
Program
Name and title of program personnel interviewed
  • District Level or Campus Level

Questions to address in your paper:
1. What is the goal or mission of this program on your campus or in your district?
2. What laws or regulations guide this program?
3. How effective is the program? Give reasons for your answer such as data or examples.
4. What are the challenges or problems facing this program?
5. What is the role of the principal in working with this program?
6. Reflect on the insights you have gained through your interviews, discussions, and examination of this program.

Scoring Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. (Value: 4-5 points)</td>
<td>Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. (Value: 2-3 points)</td>
<td>Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. (Value: 0-1 points)</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. (Value: 4-5 points)</td>
<td>Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. (Value: 2-3 points)</td>
<td>Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. (Value: 0-1 points)</td>
</tr>
</tbody>
</table>

Eberly Center for Teaching Excellence, Carnegie Mellon University
Adapted from: Scoring Rubric for Short, Research-based Position Paper
Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University