College of Education Conceptual Framework

COE Conceptual Development and Knowledge Base
The conceptual framework contains four core concepts, which are themes through which we organize and deliver our programs; hence they are central to our vision of professional educators and scholars. These include:

- Interculturalism
- Interrelatedness
- Inquiry
- Pedagogical Leadership

College of Education (COE) Mission Statement

- To prepare highly skilled professionals to assume roles and positions in teaching, research, educational leadership, and human development.
- To provide undergraduate and graduate programs based on proven best practice, knowledge acquisition, reflective inquiry, critical thinking, and respect for the cultural and linguistically diverse learner.
- To continuously develop a dynamic local, state, national, and international, dimension that promotes innovations and contributes to scientific educational, economic, and social change.

College of Education (COE) Vision Statement
The vision of the College of Education is to be consistently recognized as fully-accredited and as a nationally and internationally respected college in the areas of science, mathematics, educational technology and intercultural dimension (language, literacy, culture and interdisciplinary studies in regard to preparing teachers, counselors, administrators, educational researchers, and professional at all levels, not only for the school system but for other economical and service areas which require training, human resources, development and life-long learning.
Teacher preparation programs of the College of Education will be central to the mission of the University and will have national prominence. It will be at the forefront in programs for English Language Learners and, through teacher preparation, P-16 and life-long education initiatives will be a model for helping to close the student achievement gap.

All of these will require the COE to be noted for the quality of its graduates, the scholarship of its faculty, and the leadership and service they provide to the local, regional, and national educational communities in the previously mentioned areas.

Note: Be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB/TSC. Please remember that your response to these surveys is critical to UTB/TSC excellence.
Department of Teaching, Learning & Innovation

EDLR 6386, Administration of Pupil Personnel Services

Spring 2012

Prerequisite:
EDLR 6338, 6385, 6394, and EDCI 6330 or 6331.LC3, Cr3

College of Education
Department of Educational Psychology and Leadership Studies

Instructor: James Tate, J.D., Ph.D.
EDBC 2.216
(956) 882-5850
james.tate@utb.edu

Office Hours: Mon & Thur
7:15 – 9:45 p.m.

Day and Time the Class meets: Monday, 4:45 p.m.

Location of Class: UDBC 2.106

Course Catalog Description: The course focuses on all areas of pupil personnel
with emphasis on student discipline management. Other areas such as health
services, food services, counseling, PEIMS, facilities management, etc., will be
explored.

Required Text:
The Educator’s Guide to Texas School Law
Author: Walsh, Kemerer and Maniotis
ISBN10: 0292706634
ISBN13: 9780292706637
Edition/Copyright: Current edition (7th) .
Publisher: University of Texas Press, Austin
Cover: Paperback

COURSE CONCEPTUAL FRAMEWORK AND KNOWLEDGE BASE

Course Description Expanded and Purpose of the Course:
The course will cover the major, non-instructional areas of pupil personnel
management and discipline. At the end of the course, students will gain in-depth
knowledge at the building principal level on topics including, but not limited to:
student discipline; counseling services, food services; transportation services;
health services, ELL services, 504 student services, community outreach services, etc.

**Course Objectives:** align course objectives/slos with the NCATE and SPA standards as well as the College of Education’s Conceptual Framework.

<table>
<thead>
<tr>
<th>Course Objective(s)</th>
<th>NCATE STANDARD</th>
<th>SPA Standard</th>
<th>Conceptual Framework</th>
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</table>
| Students learn the sources for authority of, and the policies and procedures for the management of the following pupil personnel services: health services, food services, counseling, PEIMS, facilities management, etc. | Domain I: School Community Leadership Competency 02 *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.* | ELCC 3.1 Manage the Organization  
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.  
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.  
c. Candidates |  
|                                                                                   | Domain I: School Community Leadership Competency 03 *The principal knows how to act with integrity, fairness, and in an ethical and legal manner.* |                                                                                | **•  Interculturalism**  
**•  Interrelatedness**  
**•  Inquiry**                                                                 |
Students learn to become effective leaders by organizing and presenting a community outreach program based on data-driven decision-making.

Domain I: School Community Leadership Competency 02
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.

Domain I: School Community Leadership Competency 03
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain III: Administrative Leadership Competency 09
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.

ELCC 3.2 Manage the Organization
a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

- Interculturalism
- Interrelatedness
- Inquiry
| Students learn to become effective leaders by organizing and presenting a community outreach program based on data-driven decision-making. | Domain I: School Community Leadership Competency 02
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.

Domain I: School Community Leadership Competency 03
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain III: Administrative Leadership Competency 09
The principal knows how to apply principles of leadership and management to the campus physical plant and support |

| c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. |

| **ELCC Standard 1.2 Articulate a Vision** |
| b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. |
| c. Candidates demonstrate the ability to communicate |

- Interculturalism
- Interrelatedness
- Inquiry
systems to ensure a safe and effective learning environment.

the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

<table>
<thead>
<tr>
<th>ELCC Standard 1.5 Promote Community Involvement in the Vision</th>
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<tbody>
<tr>
<td><strong>a</strong>: Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.</td>
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<tr>
<td><strong>b</strong>: Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.</td>
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<table>
<thead>
<tr>
<th>ELCC Standard 4.1 Collaborate with Families and Other Community Members</th>
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<tbody>
<tr>
<td><strong>a</strong>: Candidates demonstrate an</td>
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| ability to bring together the resources of family members and the community to positively affect student learning. **b:** Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. **e:** Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. **f:** Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. **g:** Candidates
demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

**ELCC Standard 4.2 Respond to Community Interests and Needs**

| a. | Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. |
| b. | Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. |
| d. | Candidates demonstrate the ability to capitalize on the
diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

**ELCC Standard 4.3 Mobilize Community Resources**

- a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
- b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
- c. Candidates demonstrate an understanding of ways to use public resources and funds
appropriately and effectively to encourage communities to provide new resources to address emerging student problems

<table>
<thead>
<tr>
<th>ELCC Standard 5.1 Acts with Integrity</th>
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a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

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<thead>
<tr>
<th>ELCC Standard 5.2 Acts Fairly</th>
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</table>
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

<table>
<thead>
<tr>
<th>ELCC Standard 5.3 Acts Ethically</th>
</tr>
</thead>
</table>
a. Candidates
TOPICS, LEARNING PROCESSES AND DESIRED RESULTS

ELCC Assessment #5: Leading Student Impact: Professional Skills Assessment—Family Support Session

Engaging families as partners in schools has been shown to help improve students’ academic achievement. This assessment seeks to measure the candidate’s ability to impact student learning through the engagement of families and community members in the school.

Description of the Assessment:
In this project, candidates will work to identify a school issue/area to strengthen families’ abilities to navigate school-related tasks and activities. Areas or issues on which to focus (increase communications and build partnerships) may include the following specific subject areas: reading, writing, math, science, etc., as well as college readiness, state-mandated testing requirements, bilingual education, special education, Section 504, etc. Topics may also include support areas that strengthen school performance such as attendance and home/family routines that support school (homework routines, study habits, nutrition and health, etc.) Of particular interest to this project is diversity including those families who are culturally and linguistically diverse and are often defined as ‘hard to reach’ families.

Directions to the Candidates:
Candidates will research, design, deliver and evaluate a family support session for the school community based on the topic identified through the campus needs assessment/family surveys.

Assessment Parts:
1. With approval from the campus principal, the candidate will develop and administer a school survey/needs assessment to families in an effort to identify a topic in which families are in need of additional information and guidance. This topic is intended to help families better support their children’s education. The candidate, in collaboration with the principal, will review the needs assessment and identify the topic area for the family support session.

2. Candidates will be responsible for researching, designing, delivering and evaluating the family support session. This includes designing the presentation and related materials; obtaining needed resources from the
community; and recruiting diverse families within the school community to attend.

3. Candidates will develop a plan to evaluate the family support session and its impact on the school community. The evaluation plan will include an evaluation of the overall session to be completed by families in attendance and an evaluation by the school personnel as to the perceived impact of the family session on student learning.

4. Candidates must furnish the following documentation to show completion of the project:
   - Copies of the needs assessment utilized
   - Analysis of needs assessment leading to topic selected for family support session
   - Written rationale for family support session backed by research including objectives to be accomplished (1 page)
   - Copies materials developed and utilized for the family support session
   - Evidence of mobilization of community resources
   - Evidence of advertisement and recruitment of families including those who are culturally and linguistically diverse.
   - Sign In Sheets from Family Support Session(s) Conducted
   - Written Evaluation Plan for family support session that may include formal or informal evaluations completed as appropriate to include family participants’ evaluation, school faculty and staff evaluations and principal on impact on student learning
   - Written plans to extend the topic based on the feedback from session

Unit One Calendar (Use as many units as necessary)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Processes &amp; Assignments</th>
<th>Related Course Objective</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Review of the literature for school community relations/family outreach support sessions</td>
<td>• Online lit review sources</td>
<td>Community Outreach data-based decision-making</td>
<td>• N/A</td>
</tr>
<tr>
<td>Week 2</td>
<td>• Constructing surveys for quantitative data collection and analysis for family</td>
<td>• Intro to quantitative data collection and analysis</td>
<td>Community Outreach data-based decision-making</td>
<td>• N/A</td>
</tr>
<tr>
<td>Week</td>
<td>Outreach Support Sessions</td>
<td>Skill</td>
<td>Outcome</td>
<td></td>
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<tr>
<td>3</td>
<td>• Constructing surveys for qualitative data collection and analysis for family outreach support sessions</td>
<td>Intro to qualitative data collection and analysis</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
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<tr>
<td>4</td>
<td>• Student presentations of lit review and family outreach survey drafts</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
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<tr>
<td>5</td>
<td>Field based experience: students conduct surveys and complete data analysis</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
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<tr>
<td>6</td>
<td>Students present survey and data analysis results</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
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<tr>
<td>7</td>
<td>Students design school/community family outreach program based on review of the literature and survey data analysis</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Field based experience: students present school/community family outreach program and conduct evaluation of the program.</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Student presentation results school/community family outreach program</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Student presentation results school/community family outreach program</td>
<td>Student presentations</td>
<td>Community Outreach data-based decision-making</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student Counseling Services</td>
<td>TX Health &amp; Safety Code §611.004(b)</td>
<td>Students learn the</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Disciplinary alternative education program (DAEP)</td>
<td>TEC §§ 25.085 and 25.086</td>
<td>Students learn the sources for authority of, and the policies and procedures for counseling services</td>
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<tr>
<td>Week 13</td>
<td>Disciplinary alternative education program (DAEP)</td>
<td>TEC §§ 25.085 and 25.086</td>
<td>Students learn the sources for authority of, and the policies and procedures for student discipline</td>
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<tr>
<td>Week 14</td>
<td>Administration of student health services</td>
<td>TX Health and Safety Code §81.102(a) and §81.03</td>
<td>Students learn the sources for authority of, and the policies and procedures for student health services</td>
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<tr>
<td>Week 15</td>
<td>Overview of student food services, transportation services and ELL services</td>
<td>Student presentations</td>
<td>Students learn the sources for authority of, and the policies and procedures for student food and transportation services</td>
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<tr>
<td>Week 16</td>
<td>Test over weeks 11 – 15 topics</td>
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<td>10 point scale on possible 100% test</td>
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</tbody>
</table>

**Performance Task**

Student presentations will be scored on accuracy, organization and presentation.
### Scoring Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>50%</td>
</tr>
<tr>
<td>Organization</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation (clarity, cogency, interest)</td>
<td>25%</td>
</tr>
</tbody>
</table>

### MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

Rationale for selecting requirements (below is only for illustration purposes)

1. Quality of student presentations
2. Score on exam

### EVALUATION WEIGHTS AND SUMMARY

Students will be provided with a final letter grade based on above criteria. The instructor reserves the right to penalize any additional facets of unprofessional and irresponsible work dispositions or conduct, if the need arises.

### GRADING SYSTEM

Partial evaluations will be made with numbers (exams, tests, papers, presentations and so on). Letter grades of “A” through “F” (course final grade) will be awarded based on the following scale:

Incomplete Grades: A grade of Incomplete (I) may be given at the discretion of the instructor to a student who has been unable to complete the course requirements due to a serious interruption not caused by the student’s own negligence.

### RESOURCES INCLUDING BOOKS FOR THE COURSE AND RESEARCH PAPERS


**Author:** Walsh, Kemerer and Maniotis

**ISBN10:** 0292706634  
**ISBN13:** 9780292706637

**Edition/Copyright:** Current edition (7th)  
**Publisher:** University of Texas Press, Austin  
**Cover:** Paperback
Texas Education Code

Course Policies
(Provide policies that you deem appropriate for your course) Such as:

1. Attendance is mandatory. Arriving late or leaving early is unprofessional and causes a distraction to others.
2. Absence from three class meetings will constitute a loss of a letter grade.
3. Complete all assignments by the due date.
4. Please type all assignments, unless otherwise specified.
5. The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

INSTITUTIONAL POLICIES

SATISFACTORY ACADEMIC PROGRESS
UTB/TSC monitors academic progress every fall and spring semesters to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (Sap) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate catalog. For more information, please visit http://blue.utb.edu/vpaa/sap

SCHOLASTIC DISHONESTY
Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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 be unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, Policies on scholastic dishonesty will be strictly enforce. (Board of Regents Rules and Regulations)

STUDENTS ACADEMIC RESPONSIBILITIES
Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the
approval of the Dean, students may, at anytime, be dropped from course. This may result in a “w” or “F” on the student’s permanent record.

EMERGENCY POLICY STATEMENT
In compliance with the Emergency UTB/TSC Academic continuity Program, academic course, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard http://myutbtscblackboard.com, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student’s responsibility to complete all requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the like titled “Validate your e-Mail Account” in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

AMERICANS WITH DISABILITIES ACT (ADA)
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374, or e-mail steve.wilder@utb.edu.