UNIVERSITY OF TEXAS ✬A ARLINGTON

Educational Leadership and Policy Studies

SYLLABUS
EDAD 5384.011 – *Resource Management*
Begins 8/21/207

Instructor: Bradley W. Davis, Ph.D.
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Class Meetings: Online

Office Hours: By appointment

Graduate Catalog Description:
This course helps graduate students examine, discuss, analyze, and evaluate school finance techniques, patterns, trends, and policies used to finance K-12 public education. Topics include an overview of school finance, the evolution of school finance court cases, an examination of adequacy and equity, financing educational facilities, allocating and using educational dollars, school district budgeting, school finance structures, improving state financial systems, and redesigning teacher salary structures

Course Materials:
Student Provided & Required:
Tk20 (https://tk20web.uta.edu/campustoolshighered/start.do)

Student Provided & Recommended:
American Psychological Association. (2012). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Assoc.
Odden, A., & Picus. L. *School finance: A policy perspective (4th edition or later is fine). Boston: McGraw-Hill*

Instructor Provided:
See Blackboard

Student Objectives:
- To understand the history and current state of school finance in the United States
- To make informed projections about the need for school finance reform.
- To understand the actions districts might take regarding equity, adequacy, and productivity.
- To examine and understand the evidence based approach to school finance.
- To understand policy issues at the school, district, and state levels.
- To examine, understand, and create school district budgets.
- To determine how to improve school finance systems.
- To understand teacher salary structures

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NOTE: All assignments will require a title page. Any assignments including citations will require a reference page. A pre-formatted assignment template has been placed on Blackboard that will help you with formatting of these pages. Notice the template has 1" margins and double-spaced, 12 pt., Times New Roman font. Do not change these aspects of the template. Title and reference pages do not count toward the page total for your assignment submissions..

Assignments and Grade Calculation:

Title	Points Possible
Week 1: Discussion	5
Week 1: Reflection	10
Week 2: Discussion	5
Week 2: State Education Standards assignment	10
Week 3: Discussion	5
Week 3: Funding State Facilities assignment	10
Week 4: Discussion	5
Week 4: Local School District Case Study assignment	10
Week 5: Discussion	5
Week 5: Budget Assessment	10
Week 6: Discussion	5
Week 6: Teacher Salary assignment	10
Week 7: Discussion	5
Week 7: Campus Budget Field Project	35
Total	130

Grading Scale:

117-130	A
104-116	B
91-103	C
78-91	D
77 and below	F

Course Policies:
Timeliness

You must complete all readings, assignments, and discussion postings/replies by the due dates. Failure to do so will result in a reduction for each day that it is late. All due dates for the readings, assignments and discussion postings/replies are listed in the course schedule.

Discussion
Unless otherwise noted, the expectation for discussion is that during each week, you will individually respond to the original prompt. In addition, you must also respond to the posts of two classmates. **At the end of each week, you will have posted at least 3 times.** Please make sure that your posts are substantive (a couple of sentences is not enough).

Technology
You are responsible for your technology/Internet working to ensure assignments are completed by their respective deadlines. When encountering technology issues, be resourceful (go to a friend/family/neighbor/workplace to borrow/access a computer/Wi-Fi/etc.).

Course Schedule (Please note, some information carries across page breaks)**:**

Week 1: August 21st to August 27th	
Discussion: See Blackboard Assignment: Reflection	Discussion posts and assignment are due by 11:59 PM CT, Sunday, August 27th
Week 2: August 28th to September 3rd	
Discussion: See Blackboard Assignment: State Education Standards assignment	Discussion posts and assignment are due by 11:59 PM CT, Sunday, September 3rd
Week 3: September 4th to September 10th	
Discussion: See Blackboard Assignment: Funding State Facilities assignment	Discussion posts and assignment are due by 11:59 PM CT, Sunday, September 10th
Week 4: September 11th to September 17th	
Discussion: See Blackboard Assignment: Local School District Case Study	Discussion posts and assignment are due by 11:59 PM CT, Sunday, September 17th
Week 5: September 18th to September 24th	
Discussion: See Blackboard Assignment: Budget Assessment	Discussion posts and assignment are due by 11:59 PM CT, Sunday, September 24th
Week 6: September 25th to October 1st	
Discussion: See Blackboard Assignment: Teacher Salary assignment	Discussion posts and assignment are due by 11:59 PM CT, Sunday, October 1st
Week 7: October 2nd to October 8th	
Discussion: See Blackboard Assignment: Campus Budget Field Project	Discussion posts and assignment are due by 11:59 PM CT, Sunday, October 8th

The following pages contain detailed guidelines for each assignment. They appear in the following order:

- Reflection (due in Week 1)
- State Education Standards assignment (due in Week 2)
- Funding State Facilities assignment (due in Week 3)
- Local School District Case Study (due in Week 4)
- Budget Assessment (due in Week 5)
- Teacher Salary assignment (due in Week 6)
- Campus Budget Field Project (due in Week 7)

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Reflection

Read chapter 1 from Odden & Picus (2014). The chapter can be accessed on Blackboard under the assignments tab, then click on reflection.

Write a 1.5-page paper in which you reflect on the material covered in the chapter. This should not be a summary of the chapter. Instead, it should contain your thoughts on the material covered in the chapter. Some questions to consider as you reflect on the chapter:
- Were you aware of the proportion of school revenue that comes from local, state, and federal sources? Were any of these figures surprising? Why?
- What might explain the rather large state-to-state differences in per pupil expenditures?
- To what should the designers of education finance systems aspire: equity or adequacy? Why?
- What is the difference between school finance and school budgeting?

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Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable (5 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (3 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (1 point)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

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State Education Standards assignment

Use the information below to guide your research of your state's education agency. Once you have conducted your research, write a two to three-page synthesis on what you learned through your research. Use the questions posed below and the grading criteria in the rubric to help guide your work on this paper.

- Visit your state education agency's website.
  a) Can you find your state's curriculum standards? What subjects are covered? What grade span is incorporated into the standards?
  b) Next, search for your state's testing system. Is the test norm-referenced or criterion-referenced? Does it cover all of the subjects and grade levels that the curriculum standards lay out?
  c) Locate the most recent test scores for your local school district (again, can be the district you work or live in). Can you view scores disaggregated by students with differing economic backgrounds, race/ethnicities, and ability levels? How do they compare to the state averages in each category?
  d) Finally, look for your state's accountability system. What actions, if any, are taken if student achievement scores at a school consistently fail to make progress?

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Mechanics	Follows all assignment directions and has no grammatical errors. **(5 points)**	Missing minor assignment details and/or has few grammatical errors. **(3 points)**	Missing major assignment details or contains major grammatical errors. **(1 point)**

Funding State Facilities assignment

Use the study prompts and questions below to guide your research of how school facilities are funded in your state. Once you have conducted your research, write a two to three-page synthesis paper on what you learned through your research.

1. What are the roles of the school board and district-level administration when developing a bond package?
2. What activities are required by your state before a bond election may take place? Does it need approval from the state education agency? Are there federal guidelines districts must meet? May districts call a special election or must the bond elections take place on standard voting dates?
3. Discuss the voting requirements in your state: Must bonds must have only a simple majority vote to pass? If not, what is the passing threshold in your state?
4. Does the state education agency guarantee local school districts' bonds?

A great deal of Texas-specific information relevant to this assignment can be found in the Texas Education Code and the Texas Election code. More specifically, I suggest reading sections 45.001, 45.003, and 45.005 of the Texas Education Code. They can be accessed here: http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.45.htm
Information about election dates and special elections are found in sections 41.001 and 3.005, respectively, of the Texas Election Code. Links are as follows:
41.001 - http://www.statutes.legis.state.tx.us/Docs/EL/htm/EL.41.htm
3.005 - http://www.statutes.legis.state.tx.us/Docs/EL/htm/EL.3.htm#3.005

Similar information on other states can be viewed here:
https://ballotpedia.org/School_Bond_and_Tax_Elections

A bit more on Texas:
http://www.mytexaspublicschool.org/The-School-System/Funding/Bonds-101-Questions-and-Answers.aspx

Finally, if you are having trouble identifying resources describing the roles of school boards and district-level administrators in the bond development process, you may instead share your thoughts about what those roles *should* be. In other words, students can present their thoughts on how school boards and district leaders should work to craft bond packages.

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Funding State Facilities assignment RUBRIC

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Mechanics	Follows all assignment directions and has no grammatical errors. **(5 points)**	Missing minor assignment details and/or has few grammatical errors. **(3 points)**	Missing major assignment details or contains major grammatical errors. **(1 point)**

Local School District Case Study

Create a two to three-page case study of a local school district. Using the school district whose borders you either live or work in, identify the following characteristics:

    a. Locale: rural/suburban/urban
    b. Number of elementary, middle, and high schools
    c. Total number of students enrolled
    d. Percentages of students considered
        i. economically disadvantaged
        ii. receiving free and reduced-price lunch
        iii. receiving special education services
        iv. considered English language learners
        v. belonging to each race/ethnicity category that is recorded
    e. Total district revenue
    f. Percentages of revenue from local, state, and federal funding sources
    g. Average expenditures per student
    h. School property tax rate

Students located in Texas can find a great deal of campus and district-specific information by visiting the following links (most states have very similar resources):

- Texas Academic Performance Reports (TAPR) - https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html
- Public Education Information Management System (PEIMS) financial reports: http://tea.texas.gov/financialstandardreports/

2. Identify and describe the history of your chosen district. When was it established? Has it grown or diminished in size/enrollment over time? Are there any new campuses or facilities planned or under construction?

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Budget Assessment

Use the following questions to exam your school's budget (Ideally, this school will be the campus in which you work. Students whom are not employed on a campus may pick any school within the district they work or live). Make sure your paper addresses all the criteria outlined. Your paper should be two to three pages in length. Students located in Texas can find a great deal of campus and district-specific information by visiting the following links (most states have very similar resources):

- Texas Academic Performance Reports (TAPR) - https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html
- Public Education Information Management System (PEIMS) financial reports: http://tea.texas.gov/financialstandardreports/

1. Based on your **school** or a school of your choosing, collect data on the number of students:
   a) that qualify for free and reduced-price lunch (often categorized as economically disadvantaged).
   b) that are English language learners
   c) that receive special education services
   d) that are in each grade
2. Based on your school **district** or one of your choosing, obtain information on the following:
   a. Obtain data on the average salaries of personnel in the school district where this school is located. What is the range of salaries for teachers? What about principals? Do principal salaries depend upon school level (e.g. elementary, middle, high)?
   b. What percentage of the district budget is for personnel (salaries)? What percentage of the district budget is utilized for central administration? What percentage of the budget is used for instruction?
   c. Look carefully over that document to see if it reflects the six features of good budgets
      i. Unity
      ii. Clarity
      iii. Regularity
      iv. Balance
      v. Publicity
      vi. Operational adequacy

Discuss any additional information you think should be available through the school district's budget.

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Teacher Salary assignment

Use the following questions as the basis to complete this assignment on a comparison of teacher salaries between your district and two or more nearby and/or similar districts. Make sure your assignment addresses all of the criteria outlined in question.

1. Compile a list of districts, or states, with which your district or state competes for teachers. Most districts have a published salary schedule that determines teachers' pay based upon their education and years of experience. Collect and report upon as much of the following data as possible to compare your salary levels to your competitors:

a) Average teacher salary
b) Beginning salary with a bachelor's degree
c) Beginning salary with a master's degree
d) Salaries at 5 year for bachelors and masters
e) Salaries at 10 years for bachelors and masters
f) Salary at 15 years for bachelors and masters
g) Whether or not a doctoral degree impacts salary

2. Does your district have an incentive pay program? Do they tie teacher salaries to standardized test scores? Discuss the pros and cons of having teacher salaries include an incentive bonus program based on improvement in student scores.

Format and length of your final product will vary depending upon how you wish to present your information and which district you select. In other words, there is no length requirement: Just be sure to include as much of the above information as possible.

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Campus Budget Field Project

For this assignment, you will report on the budget and practices of a campus of your choosing. For reasons of convenience, most students will elect to perform a study of the campus in which they are employed: that is totally fine. Some of the information you must report will require you to interview an administrator on your campus. Your report may be a narrative or a combination of narrative with charts and graphs. Students located in Texas can find a great deal of campus and district-specific information by visiting the following links (most states have very similar resources):

- Texas Academic Performance Reports (TAPR) - https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html
- Public Education Information Management System (PEIMS) financial reports: http://tea.texas.gov/financialstandardreports/

Assignment length will vary depending upon interviewee and context, but final submissions should be at least five pages, not including the title and reference pages.

This assignment must be submitted to both Blackboard and Tk20.

Report on the following:

INFORMATION FROM INTERVIEW

INTERVIEWEE
1. Name of person interviewed
2. That person's position
3. Length of service with current district and elsewhere
4. Length of service in present position
5. Other positions previously held
6. Method by which he/she learned about campus budget preparation

BUDGET AUTONOMY
Usually a campus budget is developed by the central office and by the campus administrator. The central office controls the salaries and maintenance costs but materials and supplies budgeted by the principal.
1. Discuss the level of autonomy the principal has with the materials and supplies part of the budget.
2. Discuss any controls that are in place to ensure that money is spent according to budget.

BUDGET DEVELOPMENT
1. Discuss how the development of the budget is related to the goals of the school.
2. Discuss the role the campus accountability report plays in the development of the budget.
3. Discuss the process of preparing the budget and transferring to central office.

BUDGET EXPENDITURES
1. Discuss the process for transfer of money between budget categories.
2. Discuss the process for obtaining more money than budgeted.
3. Discuss the fate of funds left over at end of fiscal year.

4. Describe efforts to use the budget process to advocate for unique student and/or community needs.

RESOURCE ALLOCATION
1. Discuss how the budget is linked to the campus improvement plan.
2. Explain how it is determined whether or not the budget has been ethically allocated.
3. Explain how the budget is assessed and evaluated to ensure equity.

INFORMATION FROM INDEPENDENT RESEARCH

CAMPUS DEMOGRAPHICS
1. Total (including personnel salaries) dollar amount of the most recent annual campus operating budget
2. Percentage and dollar amount allocated to salaries
3. Number of teachers on this campus and overall pupil/teacher ratio
4. Number of administrators on this campus and overall pupil/administrator ratio
5. Other faculty/staff members on this campus (e.g. counselor(s))
6. Grade span served at this campus (e.g. PK-4, K-5, 9-12, etc.)
7. Number of students enrolled
8. Demographic makeup of student population
9. List any special programs housed on campus (e.g. GT magnet, behavior unit, PPCD, etc.)

FUTURE LEARNING
1. What kind of leader do you want to be when it comes to leading a campus through the budgeting process? For instance, what brand of philosophy and what sort of practices will you employ?
2. What steps do you, the student, plan to continue learning about the budget process?

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Important University Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit* uta.edu/eos.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. (cont.)*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: This class meets online, however, should you come to campus for any reason, please make note of emergency exit locations within each building that you enter.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

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Program Assessment Rubric

Program Assessment Title: **Campus Budget Field Project**			
ELCC 2011 Elements: 1.3, 3.1, 3.2, 4.1, 5.2, 5.5, 6.1			
Assessment Area	**Target**	**Acceptable**	**Unacceptable**
Candidate demonstrates knowledge and skills to promote continuous and sustainable school improvement ELCC 2011 element: 1.3	Project provides specific evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies	Project provides general evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies	Project provides little evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies
Candidate demonstrates knowledge and skills to monitors and evaluates school management and operational systems ELCC 2011 element: 3.1	Project provides specific evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.	Project provides general evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.	Project provides little evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.
Candidate demonstrates knowledge and skills to manage school operations using human, fiscal, and technological resources ELCC 2011 element: 3.2	Project provides specific evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.	Project provides general evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.	Project provides little evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.
Candidate	Project provides specific	Project provides general	Project provides little

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demonstrates knowledge and skills to collaborate with faculty and community members regarding improvements of school's educational environment ELCC 2011 element: 4.1	evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.	evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.	evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.
Candidate demonstrates knowledge and skills as to how the budget process should model principles of self-awareness, reflective practices, transparency and ethical behavior ELCC 2011 element: 5.2	Project provides specific evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.	Project provides general evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.	Project provides little evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.
Candidate demonstrates knowledge and skills on how the school budget helps to promote social justice within a school ELCC 2011 element: 5.5	Project provides specific evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.	Project provides general evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.	Project provides little evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.
Candidate demonstrates knowledge and skills to be an advocate for school students,	Project provides specific evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal	Project provides general evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal	Project provides little evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal

| families, and caregivers | authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school | authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school | authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school |
| ELCC 2011 element: 6.1 | | | |

Conceptual Framework
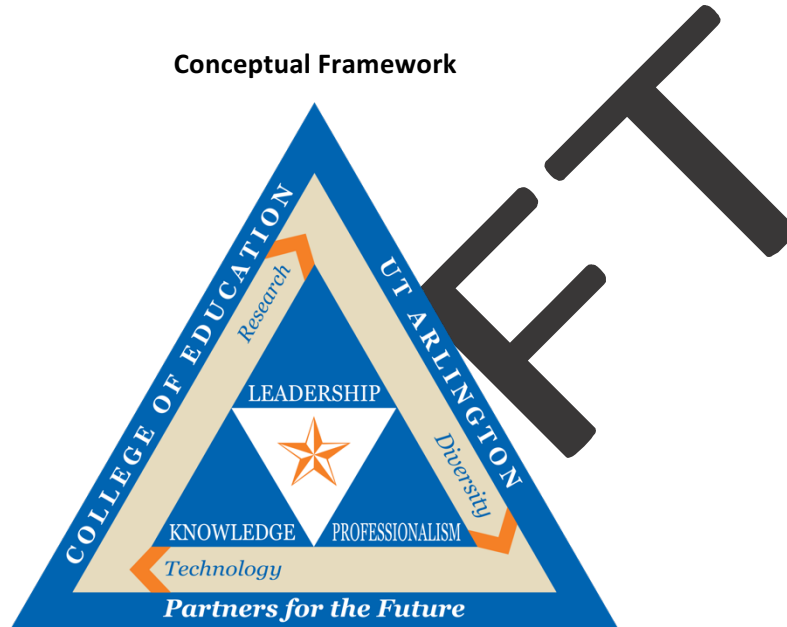
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content

mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. The dispositions can be viewed here: https://www.uta.edu/coed/_downloads/COEd_PROFESSIONAL_DISPOSITIONS_2016.pdf

Code of Ethics and Standard Practices for Texas Educators

Professional Ethical Conduct, Practices and Performance.
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.
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.
Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
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.

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

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

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

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

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

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.

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.

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

Ethical Conduct Toward Professional Colleagues.

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.

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

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.

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

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.

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

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.

Ethical Conduct Toward Students.

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

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.

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

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.

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

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

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.

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

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.

Texas Principal Certificate Standards

Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared

Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

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Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Educational Leadership Constituent Council (ELCC) Building-Level Program Standards

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

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

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

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

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

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

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

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381