

SYLLABUS

EDAD 6392.003 – *Educational Policy Implementation* SPRING 2018

Instructor: Bradley W. Davis, Ph.D.

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Class Meetings:

Tuesday evenings 5:30-8:20, Trimble Hall 110

Office Hours:

By appointment - My aim is to be as flexible as possible in meeting students' needs to establish virtual or face-to-face consultations about coursework and graduate studies. I ask that students please send an email with proposed meeting times and place (e.g. UTA, student's workplace, coffee shop, home, etc.) in advance of the dates they are available.

Course Description:

To broaden understandings of K-12 and higher education policy development and deployment, with a specific focus on policy implementation.

Goals and Desired Learning Outcomes:

- Explore the origins and intent of educational policies (policy making)
- Come to understand school reform, generally (K-12 and higher education)
- Recognize the effects of policy overlap and conflict (e.g. roles of local, state, and federal policy)
- Appreciate the influence of the political, economic, and social spheres on policy implementation
- Consider how the "effectiveness" of policy is defined and assessed
- Examine the roles of educators in the implementation process
- Discuss method and theory in the analysis of educational policy implementation
- Exhibit habits and skills necessary for success in doctoral studies

Course Materials:

Required and student provided

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th edition*. Washington, DC: American Psychological Association.

The Bluebook: A uniform system of citation (20th ed.).

Honig, M. I. (Ed.). (2006). *New directions in education policy implementation: Confronting complexity*. Albany: State University of New York Press. [Chapters 1, 3, 5, 6, 8, and 11]

Gornitzka, Å., Kogan, M., & Amaral, A. (Eds.). (2005). *Reform and change in higher education: Analyzing policy implementation* (Vol. 8). Dordrecht: Springer Netherlands. <https://doi.org/10.1007/1-4020-3411-3> [Chapters 1-3, e-book accessible through UTA library]

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency. [chapters 1-2, and 4-7]

Required and instructor provided

Burke, W. W. (2014). *Organization change: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
[Chapters 6 and 14]

Recommended foundational texts

Odden, A. R. (Ed.). (1991). *Education policy implementation*. Albany, N.Y: State University of New York Press.

Theodoulou, S. Z., & Cahn, M. A. (2012). *Public policy: The essential readings* (2nd edition). Boston: Pearson.

Additional suggested readings

Bon, S. C., & Snyder, N. D. (2015). Hope for homeless youth: The McKinney-Vento Act and the promise of educational access and opportunity. In A. H. Normore, P. A. L. Ehrensall, P. F. First, & M. S. Torres (Eds.), *Legal Frontiers in Education: Complex Law Issues for Leaders, Policymakers and Policy Implementers* (Vol. 24, pp. 181–200). Bingley, UK: Emerald Group Publishing Limited. [h](https://doi.org/10.1177/0895904814564216)

Carraway, J. H., & Young, T. (2015). Implementation of a districtwide policy to improve principals' instructional leadership: Principals' sensemaking of the skillful observation and coaching laboratory. *Educational Policy*, 29(1), 230–256. <https://doi.org/10.1177/0895904814564216>

Cohen-Vogel, L., Tichnor-Wagner, A., Allen, D., Harrison, C., Kainz, K., Socol, A. R., & Wang, Q. (2015). Implementing educational innovations at scale: Transforming researchers into continuous improvement scientists. *Educational Policy*, 29(1), 257–277. <https://doi.org/10.1177/0895904814560886>

Crosling, G., Edwards, R., & Schroder, B. (2008). Internationalizing the curriculum: the implementation experience in a Faculty of Business and Economics. *Journal of Higher Education Policy and Management*, 30(2), 107–121. <https://doi.org/10.1080/13600800801938721>

de Freitas, S., & Oliver, M. (2005). Does e-learning policy drive change in higher education?: A case study relating models of organisational change to e-learning implementation. *Journal of Higher Education Policy and Management*, 27(1), 81–96. <https://doi.org/10.1080/13600800500046255>

Hillman, N. W., Tandberg, D. A., & Fryar, A. H. (2015). Evaluating the impacts of “new” performance funding in higher education. *Educational Evaluation and Policy Analysis*, 37(4), 501–519. <https://doi.org/10.3102/0162373714560224>

Honig, M. I. (2009). No small thing: School district central office bureaucracies and the implementation of new small autonomous schools initiatives. *American Educational Research Journal*, 46(2), 387–422.

Ingle, W. K., Willis, C., & Fritz, J. (2015). Collective bargaining agreement provisions in the wake of Ohio teacher evaluation system legislation. *Educational Policy*, 29(1), 18–50. <https://doi.org/10.1177/0895904814559249>

Leithwood, K., Steinbach, R., & Jantzi, D. (2002). School leadership and teachers' motivation to implement accountability policies. *Educational Administration Quarterly*, 38(1), 94–119. <https://doi.org/10.1177/0013161X02381005>

Marsh, J. A., Strunk, K. O., Bush-Mecenas, S. C., & Huguette, A. (2015). Democratic engagement in district reform: The evolving role of parents in the Los Angeles public school choice initiative. *Educational Policy*, 29(1), 51–84. <https://doi.org/10.1177/0895904814563204>

Mukerjee, S. (2012). Student information systems – implementation challenges and the road ahead. *Journal of Higher Education Policy and Management*, 34(1), 51–60. <https://doi.org/10.1080/1360080X.2012.642332>

- O'Laughlin, L., & Lindle, J. C. (2015). Principals as political agents in the implementation of IDEA's least restrictive environment mandate. *Educational Policy*, 29(1), 140–161.
<https://doi.org/10.1177/0895904814563207>
- Pesonen, H., Itkonen, T., Jahnukainen, M., Kontu, E., Kokko, T., Ojala, T., & Pirttimaa, R. (2015). The implementation of new special education legislation in Finland. *Educational Policy*, 29(1), 162–178.
<https://doi.org/10.1177/0895904814556754>
- Porter, R. E., Fusarelli, L. D., & Fusarelli, B. C. (2015). Implementing the Common Core: How educators interpret curriculum reform. *Educational Policy*, 29(1), 111–139.
<https://doi.org/10.1177/0895904814559248>
- Printy, S. M., & Williams, S. M. (2015). Principals' decisions: Implementing response to intervention. *Educational Policy*, 29(1), 179–205. <https://doi.org/10.1177/0895904814556757>
- Werts, A. B., & Brewer, C. A. (2015). Reframing the study of policy implementation: Lived experience as politics. *Educational Policy*, 29(1), 206–229. <https://doi.org/10.1177/0895904814559247>
- Wohlstetter, P., Houston, D. M., & Buck, B. (2015). Networks in New York City: Implementing the common core. *Educational Policy*, 29(1), 85–110. <https://doi.org/10.1177/0895904814556753>
- Yorke, M., Barnett, G., Evanson, P., Haines, C., Jenkins, D., Knight, P., ... Woolf, H. (2005). Mining institutional datasets to support policy making and implementation. *Journal of Higher Education Policy and Management*, 27(2), 285–298. <https://doi.org/10.1080/13600800500120241>
- Young, T., & Lewis, W. D. (2015). Educational policy implementation revisited. *Educational Policy*, 29(1), 3–17. <https://doi.org/10.1177/0895904815568936>

Acknowledgement:

The instructor owes a tremendous debt of gratitude to many individuals whose teaching and syllabi have influenced the development of this course and syllabus, including but not limited to the following:

Gretchen G. Generett, Ph.D.
Mark A. Gooden, Ph.D.
Jennifer J. Holme, Ph.D.
Ann O'Doherty, Ed.D.
April L. Peters-Hawkins, Ph.D.
Daniel B. Saunders, Ed.D.

Expectations:

Engagement:

All participants in this course owe to one another and themselves, the highest level of engagement that they can possibly offer. This means that all students are expected to meaningfully contribute to discussion at each class "meeting", whether online or in person. High level engagement also means using technology (particularly computers, tablets, phones, etc.) in the classroom only to enhance learning, not to distract from it. Students are expected to provide their full attention and attend to personal communications outside of class instruction time.

Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion (likely many occasions) when the perspectives offered by the readings, the instructor, and classmates are in conflict. While experiencing these contrasts can at times be difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:

Attendance is required for every class session. In the event of an emergency, students should do their best to notify the instructor of their absence *ahead of time* (when possible). Excused absences will not be granted for work-related commitments.

Students may be excused from one class over the course of the semester. Students should notify the instructor of this absence ahead of time. Any additional, unexcused absences - which include late arrivals and early exits from class sessions - will affect semester averages.

Writing:

As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of *critical importance* in educational practice and research. It is my responsibility to help you improve in this area. Students come to this course from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) *will* affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard (although the latter would be delightful). I will discuss this last sentiment in greater detail during our first class.

All written work should be typed, formatted, and devoid of grammatical, spelling, and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. If you are from outside the College of Education and your program requires you to write in a different style, please consult with me at the start of the semester. Be sure to proofread your papers multiple times before submitting them. Assignments that are not well-edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me *before* assignments are due.

My pledge to you:

You will be treated with respect and as an individual. I will honor your background and experiences and learn from your expertise. I will manage the class in the manner I see most fit. I will prepare for every class. I will teach only in areas of my professional expertise. To that end, if I do not know something, I will feel comfortable saying so. I will return your assignments in a timely manner and with critical, yet constructive feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.

Assignments and Grading:

Unless otherwise noted, all assignments should be submitted in electronic format to Blackboard. Grades will be posted to Blackboard. All late assignments will receive a reduced grade.

Course Participation & Contribution (20% of Semester Grade):

Students are expected to arrive to class having read all assigned readings, fully prepared to discuss them. Students are expected to meaningfully engage in all discussions and class activities, face-to-face and online.

Implementation Presentation (20% of Semester Grade):

Students will provide their classmates with a brief (~15 minutes) presentation on the implementation of a particular education policy. Presentations should address:

- origins and goals of the policy
- key players and personnel involved in the implementation of the policy
- information on “how” the policy was implemented (timeline, tasks, benchmarks, etc.)
- indications of the effectiveness of the implementation, and lessons learned (or not).

This presentation will provide the foundation for the policy implementation to be analyzed in the final paper. Presentations will be accompanied by a brief, written narrative (~2 pages).

Theory Presentation (20% of Semester Grade):

Students will provide their classmates with a brief (~15 minutes) presentation on a particular theory/lens/framework or methodology for analyzing the implementation of education policy. Presentations should address the origins and tenets of the chosen theory or method, as well as guidance for utilizing said theory or method for analyzing the implementation of educational policy. Presentations will be accompanied by a brief, written narrative (~2 pages), which will inform the development of the final paper.

Implementation Assessment Proposal (Final) (40% of Semester Grade):

Students will design a study purposed toward examining the implementation of a particular educational policy (can be quant, qual, or mixed). Students will draw from their presentations, as they address the background, significance, and intent of their chosen policy. Students will then propose research questions aimed at analyzing the implementation of the policy. After briefly surveying relevant literature, papers should also include a description of the theory and/or framework that will guide the study. Most importantly, papers will detail the methodology of the proposed study (e.g. setting, participants, data, analytical technique, etc.). Final products are expected to be in the 15-25 page range. Alternatively, students may prepare an empirical paper with a completed analysis (as opposed to the proposal of one) – this option will be discussed in class.

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Resources Available to You:

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, **and specialized services for graduate students are also available**. Please see www.uta.edu/owl for detailed information on all our programs and services.

Semester Calendar:

Note: *Because the syllabus is subject to change, refer to the latest version, which will always be available on Blackboard.*

January 16 th	<u>Course Introduction</u>
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January 30 th	<u>Defining and researching educational policy implementation</u> Honig, M. I. (Ed.). (2006). <i>New directions in education policy implementation: Confronting complexity</i> . Albany: State University of New York Press. [Chapters 1 and 3] Gornitzka, Å., Kogan, M., & Amaral, A. (Eds.). (2005). <i>Reform and change in higher education: Analyzing policy implementation</i> (Vol. 8). Dordrecht: Springer Netherlands. [Chapters 1 and 2]
February 13 th	<u>Thinking change</u> Burke, W. W. (2014). <i>Organization change: Theory and practice</i> (4th ed.). Thousand Oaks, CA: Sage. [Chapters 6 and 14] Senge, P. M. (2006). <i>The fifth discipline: The art and practice of the learning organization</i> . New York: Doubleday/Currency. [chapters 1-2, and 4-7]
February 27 th	<u>Mapping out Remaining Assignments</u>
March 27 th	Implementation Presentations
April 10 th	Theory Presentations
April 24 th	<u>Final class meeting</u> Outline/Draft of Final due
May 8 th	Final due

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.*

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: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit – there is one at each end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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>

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.

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.

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

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

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

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Standard 4.0: A district-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 for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 5.0: A district-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 district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6.0: A district-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 within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

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

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