

Teacher Education and Administration
EDAD 5630: Organizational Change
& School Improvement
Fall 2011



Syllabus

Class Location: Wooten Hall, Room 117

Time: Wednesday, 5:30 to 8:20 p.m.

Instructor: Dr. Miriam Ezzani
Office: Matthew Hall, 218U
Office Hours: Tuesday & Thursday, 1-4 p.m. and pre/post class session
(Other times by appointment)

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TEXTBOOKS

Required:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th ed.) Washington, DC: Author.

Hipp, K.K. & Huffman, J.B. (2010). *Demystifying Professional Learning Communities*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association of Supervision and Curriculum Development.

Recommended:

Reeves, D.B. (2009). *Leading Change in Your Schools: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association of Supervision and Curriculum Development.

Course Description:

The course will delve into change theory from four perspectives: creating conditions for change, planning change, implementing change, and sustaining change. We will explore current reform efforts at the state and federal levels and look at the role of research in school reform efforts, including leading theories and theorists. The course lays groundwork for understanding research and analysis via literature review and a term project.

Certification Exam Alignment:

Texas Examination of Educator Standards (TExES) competencies addressed in this course include: C1-C9 (Domains I, II, III).

Course Objectives:

Students will develop knowledge, skills, and dispositions needed to meet the following competencies for the Principal Certificate in the State of Texas:

1. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. Develop, implement, and evaluate change processes for organizational effectiveness.
3. Utilize effective planning to maximize attainment of district and campus goals.
4. Facilitate implementation of sound research-based school improvement strategies.

Students will develop knowledge, skills, and dispositions needed to:

1. Facilitate the development and implementation of a shared vision and strategic plan for the school that focuses on teaching and learning.
2. Initiate, manage, and evaluate the change process.
3. Identify and critique several theories of leadership and their application to various school environments.
4. Conduct needs assessments by collecting information about students, staff, school environments, family and community values, expectations, and priorities, and national and global conditions affecting schools.
5. Analyze and interpret educational data, issues, and trends.
6. Establish operational plans and processes to accomplish strategic goals, utilizing practical application of organizational theories.
7. Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
8. Understand three major conceptual frameworks, which guide the development of administrative theory and apply them to managing and improving schools.
9. Become familiar with research.

Note: The principal competencies are attached.

Assignments Overview

Connecting research and practice is vital to your success as a professional educator and/or administrator. It is not enough to read about and discuss best practices; we must consider how to implement such practices at our respective sites/districts in order to maximize the teaching and learning process. For the term project, you are asked to conduct a Case Narrative and Analysis. You will compile data on student achievement and practices of an elementary or secondary school (preferably your own) and then compare the practices to those identified as most promising in the class readings and literature review. As a whole, this assignment will provide tools for how an educational leader creates the conditions for change, plans change, implements change, and sustains change.

- 1) **Literature Review Presentations – Midterm Assignment (30 points)** – Choose peer-reviewed articles and/or book chapters to review and discuss each week. Readings should relate to organizational change and school improvement and/or the specific content area which will be addressed in your case narrative and analysis (reading comprehension for elementary or reading, math, science for secondary). Anything other than the above mentioned must be approved by the instructor.

- 2) **Reflections (15%):** For class readings (where indicated), each student will write a one-to-two page original double-spaced entry to be posted on Blackboard's discussion thread. The reflection entry will be structured so the first third is a summary of the key points and the remaining two-thirds is a response to one or more of the main points. The response to major points should reflect the development of your conceptual and analytical skills, and may include reflections on evidence which supports or contradicts the author's position from research, prior experiences, or readings from other courses or other sources. **Reflection entries must be posted on Blackboard Discussion by Saturday midnight.** Instructor will begin the thread for each discussion.
- 3) **Discussion Board Response (10%):** For each assigned class reflection, you are required to respond to at least TWO of the reflection entries by other students. These comments should employ your developing conceptual and analytical skills, and consist of whatever length is required to make your point but not more than one double spaced page. These responses should be attached to the thread of the student to whom you are responding, and should be posted prior to the class meeting for which the readings are assigned. Do your best to respond to different colleagues each week.
- 4) **Final Project & Presentation (30/5points):** Case Narrative & Analysis: You will choose: a school (preferably the one you work in . . . since you know it well); and, a framework (Hipp & Huffman's Five Dimensions of PLC or Marzano et al.'s Order of Change/21 responsibilities) by which you will report and/or recommend steps for: (1) creating conditions for change, (2) planning change, (3) implementing change, and (4) sustaining change. Prepare a 20 minute PPT presentation (**see rubric**).
- 5) **Expert/Facilitator (10 points).** Sign up with a partner to be the expert/facilitator of one class reading. Present the reading in a creative way. Facilitate an activity and/or class discussion.

Oral Presentations

Presenting to your colleagues provides you with good practice in how to present your ideas before faculty/staff, a board, or at a professional conference.

Expert/Facilitator Presentation:

- 60-70 minutes maximum
- Use PowerPoint and any other technology you deem appropriate
- Give a thorough overview of the chapter, be creative in your presentation, and find a way to engage your colleagues through activities or discussion

Evaluation and Feedback: You will be graded on the above guidelines, content delivery, and professionalism.

Final Project presentation must meet the following guidelines.

- 20 minutes MAXIMUM
- Use PowerPoint, present no more than 10 slides, and do not put too much information on any one slide.
- Provide brief introduction to topic, describe framework, process, and or strategies, and summarize findings.

Evaluation and Feedback: The oral presentation is worth 5 points. You will be graded on the extent to which your presentation fulfills the time and content guidelines given above, as well as your level of professionalism in delivering the presentation.

Grades

A = 90-100% of total points

B = 80-90% of total points

C = 70-80% of total points (only one C allowed in graduate program; must maintain 3.0 GPA)

Below 70% is unacceptable for a passing grade for the class.

Course Schedule

8/31/2011: Introductions and Review of Syllabus

- (1) Review syllabus and required assignments for the semester.
- (2) Introduction to Organizational Change & School Improvement

Preparation for Next Class

- Read about literature reviews: <http://www.d.umn.edu/~hrallis/guides/researching/litreview.html>
- Register for SmartBrief from ASCD, <http://www.smartbrief.com/signup/>
- Read US Department of Education, *The Reauthorization of the Elementary and Secondary Education Act*: <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>
- Make contact with Principal for Case Narrative and Analysis, explain requirements of assignment, and request their participation
- Gather data about your school to present at next class
- **Next class meeting (9/7/11) - Willis Library, Room 35 (lower level)**

9/7/2011: Introduction to Literature Reviews & Current Federal Reform Efforts, Location: UNT, Willis Library

- (1) Introduction to Library Resources – Jo Monahan, COE Librarian, Willis Library, Room 35 (lower level).
- (2) Writing a Literature Review
- (3) Share overview of your school in preparation for Case Narrative & Analysis
- (4) Lecture/Discussion: Current Federal Reform Efforts

Preparation for Next Class

- Read Texas Reform Efforts on the Texas Education Agency (TEA) web page <http://www.tea.state.tx.us/student.assessment/staar/> What actions has your district/school taken in preparation for STAAR?
- Get acquainted with Administrative Resources on TEA website, specifically: http://www.tea.state.tx.us/index3.aspx?id=3631&menu_id=793
- Select and read article or chapter for literature review and bring to class for discussion

9/14/2011: Current State Reform Efforts (COMPUTER ROOM?)

- (1) Lecture/Discussion: Texas Reform Efforts - State of Texas Assessment of Academic Readiness (STAAR)
- (2) Navigating the Blueprints & Total Instructional Alignment to “enhance teaching and learning”
- (3) AEIS and retrieving data

Preparation for Next Class

- Find school and student achievement data for your Case Narrative & Analysis, print data, and prepare to provide oral summary of the overall data, outlining strengths and challenges
<http://ritter.tea.state.tx.us/perfreport/src/2010/campus.srch.html>
- Read Chapters for 9/21
- Select and read article or chapter for literature review and bring to class for discussion.

9/21/2011:

- (1) Marzano, Waters & McNulty, Ch. 1
- (2) Hipp & Huffman, Ch. 1
- (3) Presentations/Discussions of Journal Article
- (4) Share overall school data, outlining strengths and challenges

Preparation for Next Class

- Read Chapters for 9/28
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

9/28/2011:

- (1) Marzano, Waters, & McNulty, Ch. 2
- (2) Hipp & Huffman, Ch. 2
- (3) Presentation/Discussion of journal articles

Preparation for Next Class

- Read Chapters for 10/5
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

10/5/2011:

- (1) Marzano et al., Ch. 3
- (2) Hipp & Huffman, Ch. 3
- (3) Presentation and Discussion of journal articles

Preparation for Next Class

- Read Chapters for 10/12
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

10/12/2011:

- (1) Marzano et al., Ch. 4
- (2) Hipp & Huffman, Ch. 4
- (3) Presentation and Discussion of journal articles

Preparation for Next Class

- Read for next class
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

10/19/2011:

- (1) Marzano, et al., Ch. 5
- (2) Hipp & Huffman, Ch. 5
- (3) Presentation and Discussion of journal articles

Preparation for Next Class

- For 10/26 class, prepare literature review and PP to submit and present, respectively.
- Submit Literature Review & PP presentation through Blackboard
- Select and read article or chapter for literature review and bring to class for discussion.

10/26/2011: Lit. Review Presentations/Scholarly Integration of Lit. Review w/Case Narrative

- (1) Present PowerPoint on Literature Review Topic
- (2) Integration of Literature Review and Principal Competencies with Case Narrative Analysis

Preparation for Next Class

- Read for next class
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

11/2/2011:

- (1) Marzano, et al., Ch. 6
- (2) Hipp & Huffman, Ch. 6
- (3) Presentation and Discussion of journal articles

Preparation for Next Class

- Read for next class
- Select and read article or chapter for literature review and bring to class for discussion.
- Continue to gather data for Case Narrative & Analysis assignment

11/9/2011:

- (1) Marzano, et al., Ch. 7
- (2) Hipp & Huffman, Ch. 7
- (3) Presentation and Discussion of journal articles

Preparation for Next Class

- Read for next class
- Select and read article or chapter for literature review and bring to class for discussion.

11/16/2011: WIMBA Live Classroom (Conference)

- (1) Hipp & Huffman, Ch. 8 & 9
- (2) Presentation and Discussion of journal articles

Preparation for Next Class

- Read for next class
- Select and read article or chapter for literature review and bring to class for discussion.

11/23/2011:

- (1) Hipp & Huffman, Ch. 10-12
- (2) Presentation and Discussion of journal articles

Preparation for Next Class

- Read articles on elementary and secondary school reform (handout)

11/30/2011: Best Practices in organizational change & school improvement

- (1) Elementary & Secondary Case Study Review & Discussion
- (2) Elementary & Secondary Scenario – Problem Solving & Decision Making
- (3) Peer-collaboration and feedback on Case Narrative & Analysis

12/7/2011: PP Presentations of Case Narrative & Analysis

- (1) Submit Case Narrative & Analysis
- (2) Case Narrative & Analysis PPT Presentations

12/14/2011: PP Presentations of Case Narrative & Analysis

The syllabus, although highly unlikely, may be modified to meet the emerging needs of the class.

Class Policies:

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: The university expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See www.unt.edu/csrr.

Cell Phones and Laptop: Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

RESOURCES:

APA Style Guide (6th edition): <http://www.apastyle.org/>

ASCD SmartBrief: <http://www.smartbrief.com/signup/>

Association for Supervision and Curriculum Development (ASCD): <http://ascd.org/>

Literature Review: <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

Texas Association of School Administrators (TASA): <http://www.tasanet.org/>

Texas Education Agency (TEA): <http://www.tea.state.tx.us/>

State of Texas Assessments of Academic Readiness (STAAR™) will replace the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-referenced assessment program that has been in place since 2003. STAAR™ includes the 12 end-of-course (EOC) assessments mandated by SB 1031 in 2007 and the new grade 3–8 assessments mandated by HB 3 in 2009. The new tests will be implemented in the 2011–2012 school year. Obtain more information from: <http://www.tea.state.tx.us/student.assessment/staar/>

District and School Report Cards: Academic Excellence Indicator System (AEIS) Report
<http://ritter.tea.state.tx.us/perfreport/src/2010/campus.srch.html>

NOTE: The instructor assumes papers will be free from errors of spelling, mechanics, and grammar. Such errors can interfere with a reader's comprehension of text.

If you know your writing isn't typically free from these errors, it is your responsibility to seek writing and/or editing help. The paper you submit should be formal, logical and easy to follow. Remember, however, that anyone submitting a purchased paper or plagiarizing any part of a paper will receive an F grade in the course.

Serious problems in spelling, mechanics, and/or grammar justify a lowered grade on the paper.

Case Narrative & Analysis Assignment Grading Rubric – EDAD 5630

Section/Points	Requirements	Questions to Ask Yourself
Format & Grammar (5 points)	Paper follows APA Style Manual (6 th ed.) All required sections are included. Paper will be free of spelling errors.	Are my references, both in the paper and at the end, formatted correctly? Is my paper written clearly and does it contain all of the required sections? Have I used pseudonyms for all organizations (in all instances)? Have I proofread the document for misspellings, syntax errors, typos, etc.
Content: <i>Organizational Change</i> - framework and strategies used (district/school). <i>School Improvement</i> - process used for teaching/learning to improve student achievement. Please address a specific content area in student achievement (reading comprehension, math, or science). (10 points)	Brief background of school and community; district context; school vision; school dynamics, include staff, student population (subgroups), and community context. Define the framework by which you intend to describe and analyze the schools organizational change and school improvement plan. Delineate areas of strength and weakness within the parameters of a framework. Provide current and longitudinal student achievement data analysis in a content area. Delineate areas of strength and weakness for school improvement within the context of a process, especially as it relates to students performing below grade level in the chosen content area of reading comprehension, math, or science). Describe process, i.e. PLC.	Have I adequately described the district and school's plan for continuous school improvement? Have I provided demographic data on the school and its community? Have I chosen a framework by which to describe and analyze my school's organizational change and school improvement plan? Have I defined the strengths and weaknesses with relation to the framework? Have I provided current and longitudinal data in the area of reading, math, or science, with specific attention to students performing below grade level? Strengths and weaknesses? Have I described the school's improvement plan and the process for implementation? Have I provided data charts in the paper or as appendices?
Accuracy of Analysis (10 points)	All claims and information presented about the case are clearly supported by evidence (For example: Description of district or school site leadership is connected to theories of leadership by citing evidence of the same.) Compare and contrast your school to context in the three domains in the principal competencies as well as "best practices" found in the texts and literature review.	When making claims and presenting information, have I given examples? Have I adequately compared and contrasted my school to course content, pointing out specific strengths and weaknesses, and possible solutions for best practice?
Literature review (5 points)	Provide research citations for key elements of evidence and facts which support issues. Articulate relevance to case narrative as opposed to simply summarizing results of literature.	Have I embedded the literature review into my paper? Have I referenced research appropriately throughout the paper? Have I cited research to give credence to my analysis and/or possible solutions for best practice?
PPT Presentation (5 points)	20 minutes in length and 10 slides. Bullet content on each slide. Content: introduction to topic, describe framework, process, and/or strategies, and summarize findings. Professional delivery.	Have I reviewed and rehearsed my presentation to make certain I meet the requirements?
TOTAL POINTS POSSIBLE = 35		

LITERATURE REVIEW PAPER – GUIDELINES
(Modified Excerpt: The Writing Center @ the University of Wisconsin-Madison)

What is a review of literature?

The format of a review of literature may vary from discipline to discipline and from assignment to assignment.

A review may be a self-contained unit -- an end in itself -- or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations.

Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

YOUR TASK: For the purpose of this assignment, review literature for your topic, the review is self-contained, an end in itself. Keep the end in mind, as you read each article/chapter. The review is for the purpose of comparing and contrasting articles/chapters to course reading, and to analyze the full body of research to discern 'best practices.' These best practices will assist you to ultimately analyze your Case Narrative.

Writing the Introduction

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
- Point out overall trends in all the publications; conflicts, similarities, differences, evidence, and conclusions.
- Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature, i.e. you may look at the articles through the lens of the 21 responsibilities of Marzano, Waters, & McNulty (2005).

Writing the Body

- Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.
- Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

Writing the Conclusion

- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
- Evaluate the current "state of the art" or best practices for the body of knowledge reviewed, pointing out major commonalities, inconsistencies, flaws, and gaps in findings.
- Conclude by providing some insight into the relationship between the central topic of the literature review and your topic of study.



TExES
Texas Examinations of Educator Standards

**Field 068: Principal
 Test Framework**

Domain I—School Community Leadership (approximately 33%)

Domain II—Instructional Leadership (approximately 44%)

Domain III—Administrative Leadership (approximately 22%)

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001

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

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

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

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Competency 002

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

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

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

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP**Competency 004**

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

The principal knows how to:

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

Competency 005

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

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006

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

The principal knows how to:

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

Competency 007

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

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP**Competency 008**

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

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

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

The principal knows how to:

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