



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Educator and Leadership Preparation

COURSE NUMBER AND TITLE: EDAD 5381, Educational Equity: Advocacy for All Students

PREREQUISITES BEFORE YOU CAN TAKE THIS COURSE: Acceptance into Superintendency Program

COURSE DESCRIPTION: This course is designed to develop the skills and competencies needed to provide leadership and direction to address problems in administering and managing special programs in public schools such as vocational, CATE, special education, and other programs in special areas.

COURSE CREDIT: Three hours graduate credit

TERM OFFERED: Fall 2024

COURSE REQUIREMENTS: This hybrid course will engage students in the study of the Superintendency by establishing best practice and compliance connections to the administration of special programs during 1.) discussions / lecture, 2.) connected weekly assignments requiring reading analysis of school documents, and 3.) research of case studies and their educational impact and 4.) analysis of scenarios typical of school district settings and 5.) the research for class presentations and 6.) featured presentations by experts. Major projects will consist of reviewing and analysis of special program scenarios and student presentations.

Student group presentations, lectures, and discussion questions will provide opportunities for the students to experience key district operations. Researching topics to write board agenda items that will authorize them to adopt a budget, set the tax-rate, schedule public hearings, engage in demographic studies to establish student population and facility needs, and to explore bond issues to build facilities will enrich their leadership experience.

Response to on-line assignments will convey the degree to which the student sees the connection and impact that finance and facilities has on the physical, intellectual, and emotional disposition of a learning

community. As a future Superintendent, administrator and instructional leader, clarity of thought, originality, and quality of written responses will be important. All written work should be typed and submitted with correct spelling, grammar, style, syntax, and uploaded into blackboard. Bibliographic entries should be utilized when appropriate. The American Psychological Association's Publication Manual is recommended as an approved guide.

WEBSITE LOCATION: Texas A&M University San Antonio Home Page at <http://www.tamusa.tamus.edu> and click on the Blackboard link <http://tamusa.blackboard.com/>

INSTRUCTOR'S NAME: Dr. Jeanette Ball
210-887-8266

REQUIRED TEXTBOOKS: Abrego, H. Michael, Abrego, Jesus, Jr., Pankake, Anita (2022). *The Administration & Supervision of Special Programs in Education*. Kendall/Hunt Publishing Company.
ISBN: 978-1-7924-7846-5

You are strongly advised to purchase the test preparation software for the 195 Superintendent's exam:
http://www.certifyteacher.com/produtos/lista_de_examenes.php?fldEstado=46&button=Submit
The cost for this software is \$130.

USEFUL WEBSITE LOCATIONS FOR STUDY AND/OR RESEARCH MATERIALS;

http://www.texas.ets.org/assets/pdf/testprep_manuals/195_superintendent_55069_web.pdf

http://www.texas.ets.org/assets/pdf/testprep_manuals/195_superintendent2.pdf

COURSE GOALS AND OBJECTIVES: This hybrid course will engage students in the study of the Superintendency by establishing best practice and compliance connections in the administration of special programs. The study will allow students to connect theory, compliance indicators, and research driven practices, to the methods and processes that schools use to adhere to policies, procedures, regulations, distribution of funding related to the Special Programs implemented in the schools. Students will be prepared to manage special program funding to lead effective instruction so that the academic achievement of special program student populations improves.

STUDENT OUTCOMES:

Students will develop and extend knowledge of:

1. The challenges of differentiating instruction and equitably distributing funding to student populations in need of linguistic, cognitive, and affective support.
2. A grasp of ethical issues and dilemmas that come in serving as a proactive problem-solver and leader.
3. The administrative mechanisms and varied resources needed to provide support for student learning.
4. Effective communication challenges within the schools and with the broader community.
5. Application of leadership theories and best practices in teaching to interpret experiences and formulate possible approaches for school district improvement.
6. The strategies which might be used in facilitating and fostering a sense of community and collaboration within the school district for all personnel, parents, and students.
7. The need for understanding, sensitivity, and acceptance in dealing effectively with diverse populations and their particular issues.

COURSE STANDARDS:

Superintendent Standard I

Learner-Centered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent 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.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent 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.

Superintendent Standard VI

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

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent 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.

Page 3

Superintendent Standard VIII

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

This course meets the following TExES Domains and Competencies:

Domain I Leadership of the Educational Community

Domain II Instructional Leadership

Domain III Administrative Leadership

Competency 001- The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 002- The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003- The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 004- The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Competency 005- The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 006- The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007- The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

Competency 008- The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009- The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010- The superintendent knows how to apply organizational, decision-making, and problem solving skills to facilitate positive change in varied contexts.

INSTRUCTIONAL PROCESS OR DELIVERY:

Students will successfully complete, with the review and guidance of the instructor, a series of assignments that will require them to research topics, reflect on the content, chart the content, support with theory/research how special programs are of benefit to targeted populations, prepare presentations, write summaries of TEC statutes, Board Policies, and TEA regulations. Instructional strategies will empower the student to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Performance activities linked to the TExES standards provide the students the opportunity to experience the realities of educational administration by applying classroom knowledge and theory to actual administrative situations.

Main Course Assignments. Educational Equity for all students is a course that is designed to help understand the complexity of K-12 programs. Students will examine the history, policies and practices that have shaped schooling in the United States. Equity, the achievement gap, and other marginalizing practices will be discussed to better understand the culture of schooling and classrooms, and the complex role of school leadership.

All assignments will be submitted through blackboard where they will be graded and where the instructors will provide feedback. (For each assignment the high standard of presentation before the board of trustees or school colleagues will be expected.

Supt. Standard I, II,V Competency 005, 006,008
--

Due Date: October 17

[Assignment #1](#) Special Education Exercise: Interview a special education director and complete the chart below. **10 points**

[Assignment #2](#) Title 1 and the Every Student Succeeds Act: Using information on what Title 1 funds can be used for provide a list of five items or scenarios that Title 1 funds can be used for and five items/scenarios that title 1 funds can not be used for. **5 points**

Supt. Standard I, II,IV Competency 003, 005, 008
--

Due Date: October 24

[Student Presentation Team 1:](#) College and Career Readiness Education: Address the major components of College and Career Readiness. How will you ensure that a campus/district offers robust programs to make sure that every student is prepared for the world beyond high school. Develop a plan that will help provide checks and balances to ensure campuses/districts get CCMR points/credits. Develop an FAQ and brochure that could be given to parents about College and Career Readiness and the importance. **20 points (Presentation is on October 19th)**

[Assignment #3](#) College and Career Readiness Education: Using the TEA website <https://tea.texas.gov/> and <https://texasccrsm.org/> list at least 6 of the CCMR indicators and what a district can do to make sure each student meets at least one indicator. **5 points**

[Assignment #4](#) College and Career Readiness Education: Provide a Summary with the difference between the two models in the document. Early College High Schools and Pathways in Technology Early College High Schools (P-TECH) **5 Points**

Supt. Standard I,V, VI Competency 005, 008

Due Date: October 31

Student Presentation Team 2: Bilingual and English as a Second Language Programs for Emergent Bilingual Students: Address the major components of Bilingual Education. Include information on different bilingual programs a district could offer, explain the bilingual funding, and guidelines and requirements for bilingual programs. **20 points (Presentation is on October 26th)**

Assignment # 5 Bilingual Education: Discuss the Civil Rights Act, Title VI in 1964, Title VI prohibited discrimination on the basis of race, color, or nations origin in the operation of federally funded programs. List 10 implications this had on Bilingual Programs. **5 points**

Assignment # 6 Bilingual Education: Interview a bilingual director and explain three different types of bilingual programs. (Dual Language, One Way Model, Immersion, Maintenance bilingual, Illiteracy, Early Exit, ESL, English immersion etc.) You can select which three you want to discuss and complete the venn diagram. **5 points**

Supt. Standard I, II, Competency 005, 008
--

Due Date: November 7

Student Presentation Team 3: Section 504 of the Rehabilitation Act of 1973. Address the major components of 504. Provide recommendations for integration of a 504 plan into Texas Schools. The plan should include the process of identification, procedural safeguards, evaluation, accommodation plan, and implementation. **20 points (Presentation on November 2)**

Assignment #7 Section 504: After comparing special education (IDEA) and 504 what are the distinctions between IDEA and Sections 504 Why is it important to understand these distinctions. **5 points**

Assignment #8 Section 504: After comparing special education (IDEA) and 504, develop a frequently asked questions (FAQ) document for the two programs. (Special Education and 504) **5 points**

Supt. Standard I,II,VI Competency 005,006, 008

Due Date: November 14

Student Presentation Team 4 School Counseling Programs: Effective school counseling programs are a collaborative effort between the counselors, school leaders, parents and other educators to create a positive learning environment in which a student can emotionally and academically thrive. Describe the contemporary scope of school counseling services and appropriate responsibilities of the professional school counselors. Explain counseling program services and framework for current models. Present legal and ethical considerations school administrators should be aware of in relation to school counseling programs. **20 points (Presentation on November 9)**

Assignment #9 School Counseling Programs: Using a SWOT analysis template discuss counseling services and or programs after the pandemic. **5 points**

Assignment #10 School Counseling Programs: Provide a summary of Texas Education Code Section 33.006 regarding the school counselors general duties. Provide a list of what a school counselor shall do and give an example of how it can be done at a school/district. **5 Points**

Supt. Standard I, V, VI
Competency 005, 008

Due Date: **November 21**

Assignment # 11 (In Class Activity) Implementing Mindfulness into School Culture: K-12 educational systems are tasked with the development and progression of cognitive and intellectual capacities of the children and adolescents they serve. In addition, they are responsible for creating a healthy environment and climate for sustaining students/ mental health and wellness. Explain how you as a school leader will implement mindfulness for teachers. In class you are to demonstrate/show/ explain and or discuss an activity that can be done to encourage, promote and implement mindfulness. **20 points (November 23)**

Assignment #12 Implementing Mindfulness into School Culture: As a superintendent you will have to model expectations for staff. Provide a list of ten ways that you as the superintendent will model, implement and support mindfulness in the district. **5 points**

November 28 Enjoy Thanksgiving

Supt. Standard I,V, VI
Competency 005,006, 007

Final Worth 20 points

Using the Texas, Academic Performance Report groups will analyze, organize, and develop a plan to improve instruction. Information will be provided to groups by October 26, 2024.

EVALUATION POLICY:

Documentation of performance activities should convey an understanding of the experience, the contribution and involvement required in the performance of the activity by student, linkage to the TExES Competencies and reflections and responsive comments of insight or knowledge which might have been gained through participation in the activity. Clarity of thought, originality, and quality of written responses will be important. Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided in the Internship Portfolio, and evaluations of the candidate's performance. The final grade and determination of successful completion of the independent study will be assessed by grading using a rubric on activities and percentage scales, and will be made by the university professor.

Make adjustments to this table accordingly.

Course Grade	Course Average
A	90-100
B	80-89
C	75-79
D	70-74
F	69 or below
I*	Incomplete

*The spirit of an "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better.
2. The circumstance for which the "I" is requested is supported with documentation.
3. Student has been attending class on a regular basis.

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester.

* In order to be eligible for consideration for an "I" (incomplete), you must have completed 75% of the coursework and have a "C" or better in the course. Generally, reasons for requesting an incomplete include but are not necessarily limited to, medical emergency, unforeseen crisis, death in the family and so forth. Circumstances for the request must be extenuating and available documentation should be supplied to your professor. If an "I" is granted, a contract outlining the timeline and conditions for completion will be constructed by the professor.

Dropping this Course: If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty are not responsible for dropping students from a course. If you do not drop the course, you run the risk of receiving a letter grade at the end of the semester. Absences and late work will have an impact on your final grade.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disability. If you believe you have a disability that may require accommodation, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Madla Building. The phone number for DSS is (210) 784-1335.

Academic Dishonesty

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, **multiple** submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio Student Handbook.

