

**Master of Education
in
Educational Administration**

Master of Education in Educational Administration

Course Sequence:

6300	Introduction to Research & Evaluation
6385**	Public School Law
6333**	Curriculum Development
6334**	Instructional Leadership
6335**	Leadership for Successful Schools
6339	Organizational Leadership
6388	Socio-Cultural Foundations of Education
6392	School and Community Relations
6338	The School Principalship

****Core Courses**

Master of Education in Educational Administration (Comprehensive Exam Study Guide)

Students are allowed to take the COMPREHENSIVE EXAM, during the last 6 semester hours of study.

Success on this exam is required for completion of the Masters Degree.

The Comprehensive Exam is scheduled during the projected graduation semester. Candidates must apply by completing a registration form which can be downloaded from the link below. The completed form can be faxed to (956) 665-2927, emailed to rmherrera@utpa.edu or hand delivered to the department secretary in room 1.510 of the Education Building. For any further information, please contact Ruby at (956) 665-3436.

Study Guide for Comprehensive Exam Questions

6300	6339
6385	6388
6333	6392
6334	6338
6335	

EDUL 6300: INTRODUCTION TO EDUCATIONAL RESEARCH

Be familiar with the following:

- How to access scholarly journal articles from library databases.
- Qualitative research methods and data sources.
- Quantitative research methods and data sources.
- The Publication Manual of the American Psychological Association (APA) 6th Edition.
- Writing a problem statement.
- The importance of PEIMS, AEIS, and other sources of student-level data.
- How to write a hypothesis.
- Compare and contrast qualitative and quantitative research.
- How to write a research proposal, according to APA.
- How to write a literature review.
- How to analyze data.

QUESTION(S)/SCENARIO(S):

Describe an educational problem that needs to be investigated and researched. Develop related research questions and/or hypothesis. This study can utilize a qualitative, quantitative, or mixed- methods design. Identify the variables you wish to investigate; describe significant components of the school setting; describe sampling procedures, data collection methods and sources, and discuss how the data will be analyzed.

EDUL 6385: TEXAS PUBLIC SCHOOL LAW

Be able to discuss fully the following legal concepts or laws:

- Requirements for students' Residence and Guardianship
- Child Find
- Due Process of law for students and employees
- At-will employment
- Nepotism law as it pertains to the School Board of Trustees and the Superintendent
- The First Amendment to U.S. Constitution
- The Fourth Amendment to U.S. Constitution
- The Fourteenth Amendment to U.S. Constitution
- *in loco parentis*
- Religion in schools (Stone, Engle, others)
- Texas Whistleblower Act
- Establishment Clause of the Fourteenth Amendment
- Free Exercise Clause of the Fourteenth Amendment
- Lemon Guidelines
- IDEA and other Special Education legal concerns (ARD's, IEP's, etc.)
- Texas Tort Claims Act
- Sexual harassment and/or misconduct

QUESTIONS:

1. The Fourteenth Amendment of the U.S. Constitution provides that "no state shall deprive a person of life, liberty or property without due process of law". Are teachers entitled to due process for nonrenewal of their term contract? Explain fully.
2. Define Academic Freedom and detail some guidelines that teachers must follow in exercising Academic Freedom.
3. What category of students may be subjected to random drug testing? Explain the judicial reasoning for this intrusion and site the pertinent case law.
4. Explain FERPA, who is regulated by it, and what are the consequences for violations of FERPA?
5. What was the holding of the Supreme Court in *Tinker v. Des Moines ISD* and how is *Tinker* relevant in schools today?

EDUL 6333: CURRICULUM DEVELOPMENT

Students should know and understand the following:

- How to develop curriculum based on student achievement data
- How to plan for curricular changes based on data collected
- Research based best practices in instructional strategies to improve student achievement in the core areas
- How collaborative curriculum decision making is conducted in school districts
- How to develop and use formative and summative assessments to improve goal setting and student achievement
- How to develop an evaluation process for curriculum development
- How to creatively design curriculum based on student needs
- How to develop action plans to reflect the needs of students based on data results

SCENARIO:

After studying the most recent campus TAKS data results, the principal and leadership team noted that over the last four years mathematics achievement was low for all students and had dropped significantly each year for English Language Learners (ELL). What should this principal and the leadership team do to improve mathematics for all students with emphasis on the ELL? What steps should be taken to:

- 1) Develop a goal for mathematics improvement campus wide
- 2) Develop and/or modify the existing curriculum plan to meet the needs of all students
- 3) Ensure that the instructional strategies recommended are implemented
- 4) Create strategies to include in the Campus Improvement Plan
- 5) Develop an evaluation component to the plan

Please support your plan with research from at least three different sources you have studied in EDUL 6333 (it is not necessary to provide a citation, just the researchers' names). Your answer should be organized in an APA format and every effort should be made to write error free.

EDUL 6334: Instructional Supervision

Students should know and understand the following.

How to develop a campus plan with: 1) goals and objectives; 2) strategies; 3) persons responsible for monitoring; 4) resources and funding needed; 5) timelines for implementation; and 6) evaluation methods for the strategies of the plan. The plan should include the required staff development needed to implement the plan. The instructional leader should be able to articulate how to:

- Determine and analyze data to improve campus instructional strategies and goals
- Determine which research-based instructional strategies, decisions, and programs to use
- Use and integrate technology, telecommunications, and information systems to enhance learning
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

How to supervise instruction in the classroom to facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning. This includes formal and informal observations to improve the delivery of instruction and teacher development.

QUESTION/SCENARIO

You are assigned a campus in an unfamiliar geographical area. Explain how you would develop a campus improvement plan based on the campus vision. Who would be included in the development of that plan? What data would you and your team analyze to determine the instructional goals for the campus. How would you determine which students to target and what strategies/best practices to include in your campus plan? Who would need to be trained in the new strategies? Who would be responsible for monitoring and why? Where would you obtain the needed funding and resources from? When would the strategies/activities be implemented? How would you determine if the strategies/practices were successful in improving student performance? How would you determine the staff development needs? What component of your campus plan must the SBDM committee approve before it is implemented at the beginning of the year?

How would you ensure the strategies were being implemented in the classroom successfully? How would you assist teachers in improving their delivery of instruction?

You must answer all these questions as you respond to this scenario.

EDUL 6335: LEADERSHIP FOR SUCCESSFUL SCHOOLS IN A CHANGING SOCIETY

Be familiar with the following:

- How to create a campus culture to address all stakeholders and the diverse needs of a community
- Identify strategies and tactics to involve parents and community in creating a campus culture
- Site-Based Decision Making law and procedures
- Procedures to assess and modify plans to achieve the campus vision
- Strategies to celebrate with all stakeholders when realizing the campus vision
- Communication strategies to use effectively with community members
- Systems to gather data from campus stakeholders
- Models of political and social community engagement
- At least 2 models of change and the literature that supports the models
- How to create a plan for restructuring a campus learning organization using the latest research and best practices in either the elementary, middle or high school level
- Systems to monitor and evaluate change of an organization

Review chapter summaries: Hall, G. E., & Hord, S.M. (2001). Implementing Change: Patterns, Principles and Potholes. Boston, MA: Allyn and Bacon.

Respond to the following prompt:

1. Name and discuss the 12 Principles of Change found in Hall and Hord's textbook. Then describe a change that you have experienced at the school site by pointing out where the Principles of Change addressed each step of the process that you experienced. Explain what strategies were successful and what is, or was, problematic? Use literature to support your change.

EDUL 6339: ORGANIZATIONAL LEADERSHIP

You must know and be able to:

1. The standards and competencies that are taught in the EDUL 6339
2. Define leadership with at least three citations of different researchers
3. Define contingency and situation leadership theories and the researchers that advocate it
4. Define power and its authority given to a leader with citations to support it
5. Define and use at least three leadership theories that support campus leadership with citations
6. Know at least four contemporary theories and their approaches to school leadership with citation support
7. Define organization and the theories that influence the practice of leadership in today's schools
8. Define the best communications process and its relationship to the rise or fall of school leadership
9. Define decision making and the approaches that are effective when making decisions (citations)
10. Know the barriers and traps that inhibit the effectiveness of decisions
11. Define conflict and the most common sources of conflict in schools and be prepared to define the best way to manage conflict in the school house
12. Define instructional leadership and its role in instructional change
13. Know at least three theories and practices that inform change and relate them to instruction
14. Define leadership as it is in today's school and support it with citations

EDUL 6388: SOCIO CULTURAL FOUNDATIONS OF EDUCATION

Be familiar with the following:

- Respond appropriately to diverse needs
- Promote awareness of learning differences
- Promote awareness of multicultural issues
- Promote awareness of gender sensitivity
- Promote awareness of ethnic appreciation
- Articulate the importance of culturally relevant and responsive curricula
- Communicate and work effectively with diverse groups
- Ensure that all students have an equal opportunity for educational success
- Articulate the importance of a free democratic society
- Respond to pertinent political, social, and economic issues in the internal and external environment
- Ensure responsiveness to diverse sociological, linguistic and cultural factors affecting students' development and learning

QUESTION(S)/SCENARIO(S):

As the instructional leader of a campus, you have the responsibility to understand the social, cultural, political, and economic forces that inform the relative readiness of your students as well as shape the readiness of your faculty and school. Explain how you would lead an effort whereby your faculty and staff gain a working knowledge of the socio cultural and historical dynamics of the school and community. What would you have them read, study, and reflect upon, and what professional development processes would you employ to ensure that everyone has a firm understanding of these processes?

EDUL 6392: SCHOOL COMMUNITY RELATIONS

Be familiar with the following:

- Why school and community relationships are important
- How to measure community opinions of the school
- How the school communicates before, during and after a crisis
- How the school communicates with students, faculty and staff
- Important strategies for communicating with the community
- How to communicate with the media
- How to utilize the internet and other on-line systems to foster school/ community relations
- How to organize, plan and conduct school/community meetings
- How to evaluate the effectiveness of the school/community program

QUESTION:

As a newly appointed principal, you discover there is no public relations program in place at your school. Describe the components you will include as you develop your school public relations plan and expand on the importance of each component.

EDUL 6338: The School Principalship

Read and respond to the following case study by using the rubric provided at the end of the scenario.

You are in your office preparing notes for an address you have been asked to give to the PTA and a neighborhood meeting. The address is to be about the testing program in the state. The testing program has been induced by the No Child Left Behind Act of the U.S. Congress. Schools are rated in the state based on how much improvement is shown in the way students perform on the annual test. The test for middle schools is scheduled for next week.

The local newspaper today is featuring a column by a popular political reporter who has just visited one of the other schools in your district. His remarks are damning with regard to the preparation teachers are making for students taking the tests. He reports about a review sheet one of the history teachers is using. (It has been left for a substitute teacher who is drilling students for the test.)

In part, the review sheet states in its first three statements: “If it is a question about the Revolutionary War, the answer is George Washington or Thomas Jefferson. If the question is about the women’s rights movement, the answer would be Susan B. Anthony. If the question is about a civil rights leader, the answer is likely Martin Luther King.” The review sheet goes on for three more pages with dates and definitions spelled out. The newspaper reporter ends the article by stating that the sheet “presents a reflecting pool of U.S. history a centimeter deep and 200 years wide, filled with murky water.” The reporter ends his column by asking about the nature of education in the local schools. “What are we doing to these kids?” he asks. The chairperson of your PTA has just stopped in to discuss the article. “Please address this issue in your remarks to the council and the guests this evening. Teachers surely are not doing this sort of thing, are they?” He then leaves your office and the school.

You ask your history teacher about the list. He remarks, “The truth is I hated the feeling that I had to make that list that reviews material the students had in the eighth grade. It’s not a reflection of my teaching but it is an aid to those students who need last-minute help. This test has serious implications to our school and to evaluations of my teaching effectiveness.” He goes on to lament the negative effect of the state’s reliance on such tests for the evaluation of school effectiveness. You ask him, “Is everybody doing this?” His reply: “Everybody I know.”

You return to your notes to get ready for your talk tonight. Your notes are as follows.....

Scoring Rubric

- Statement of the problem/ issue;
- Potential causes;
- Potential solutions
- Individual(s), if any, to be consulted in decision making process and provide reasons for consulting person(s) identified;
- For solution selected, state the advantages and disadvantages;
- Provide actions needed to minimize impact of disadvantages cited;
- State possible consequences and precedents to be set by decision made;
- Provide strategies for gaining support for decision; and
- Strategies for communicating decision made – what will be communicated to whom, where, when, and how.