



UNIVERSITY OF  
ST. THOMAS  
School of Education  
and Human Services

## CURRICULUM MATRIX EDUCATIONAL LEADERSHIP PROGRAM

*Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.*

**CAEP Standard A. 1.2** *Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Special Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies.*

Course	PSEL Standards (Professional Standards for Educational Leaders 2015)	State Std./Competency	CAEP Standard	Assessments
Educational Research and Scholarly Writing (6326) Educational Research and Data Analysis (6327)			<b>Standard A. 1 Advanced Preparation Content and Pedagogical Knowledge</b> Use of research and understanding of qualitative, quantitative and/or mixed methods research.	EDUC 6326/EDUC 6327 Research Plan/Annotated Bibliography
Instructional Supervision (EDUC 5310)	#4-develop and support intellectually rigorous and coherent systems of curriculum, instruction,	003-collaboratively develop and implement high-quality instruction	<i>Standard. A. 1</i> <ul style="list-style-type: none"> <li><i>Applications of data literacy</i></li> </ul>	Supervision cycle-research paper (EDUC 5310) Short papers:

	<p>and assessment to promote each student's academic success and well-being.</p> <p>#6-develop the professional capacity and practice of school personnel to promote each student's academic success and well-being</p> <p>#7-foster a professional community of teachers and other professional staff to promote each student's academic success and well-being</p>	<p>004-monitor and assess classroom instruction to promote teacher effectiveness and student achievement</p> <p>005-provide feedback, coaching, and professional development to staff through evaluation and supervision, how to reflect on his/her own practice, and strives to grow professionally.</p> <p>006-promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p>	<ul style="list-style-type: none"> <li>• <i>Use of research and understanding of qualitative, quantitative and/or mixed methods research method.</i></li> <li>• <i>Employment of data analysis and evidence to develop supportive school environments</i></li> <li>• <i>Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents</i></li> <li>• <i>Support appropriate applications of technology for specialization</i></li> <li>• <i>Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to specialization (Principal Stds.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• Support of struggling teachers</li> <li>• Gantt Chart for professional development for discipline</li> <li>• Culturally responsive supervisors</li> <li>• Democratic community</li> </ul> <p>Online short assignments (reflection on supervision scenarios)</p>
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<p>Educational Leadership (EDUC 5390)</p>	<p>#1-develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.          #9-manage school operations and resources to promote each student's academic success and well-being.          #10-act as agents of continuous improvement to promote each student's academic success and well-being.</p>	<p>001-establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)           007-develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences          008-focus on improving student outcomes through organizational collaboration, resiliency, and change management          010-provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</p>	<p><i>Standard A. 1</i></p>	<p>EDUC 5390          Short papers based on decision-making scenarios, e.g. special education ethical dilemmas          EDUC 5390 short paper          "Who develops the vision for the campus?"</p>
<p>School Law (EDUC 5391)</p>	<p>#2-act ethically and according to professional</p>	<p>011-provide ethical leadership by</p>	<p><i>Standard A. 1</i></p>	<p>EDUC 5391          Research paper</p>

	norms to promote each students academic success and well-being.	advocating for children and ensuring student access to effective educators, programs, and services		Legal Case Studies
Principalship (EDUC 5392)	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	001-011	<i>Standard A. 1</i>	EDUC 5392* Response to scenarios regarding social justice tenets Campus Diagnosis Paper Technology Leadership Paper Interview (Principal or Assistant Principal)
Leadership for Curriculum Planning and Development (EDUC 5352)	#3-strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being #4-cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	003- collaboratively develop and implement high-quality instruction 004-monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	<i>Standard A. 1</i>	EDUC 5352* *Data/SBDC Meeting/agenda/goals/video *Short Papers (3) based on: Curriculum Planning Process, a Multicultural journal article, curriculum and technology *19 TAC 228.30 c instruction in digital literacy. <i>Personal Definition of Curriculum</i> <i>Curriculum Styles Inventory and Reflection</i> *19 TAC 228.30 c Dyslexia Instruction (discussion board following the TEA video)
Introduction to School Finance (EDUC 6306)	#9-manage school operations and resources to promote each student's	008-focus on improving student outcomes through organizational	<i>Standard A. 1</i>	EDUC 6306 Analysis of a campus budget paper/presentation

	academic success and well-being.	collaboration, resiliency, and change management 010-provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.		
Administrative Practicum I (EDUC 6335)	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10 Focus on #3-strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being	001-011	<i>Standard A. 1</i>	EDUC 6335 Equity Audit (covers teacher information by program, years of experience, degrees held, program enrollment by ethnicity, student performance disaggregated) Students identify two priorities for improvement based on the data collected. <i>*19 TAC 228.30 c Learning Modules re: classroom management skills, Mental Health, substance abuse, and youth suicide, Principal Evaluation Framework</i>
Administrative Practicum II (EDUC 6336)	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	001-011	<i>Standard A. 1</i>	EDUC 6336 Action research project, e-portfolio, mentor evaluation, self-evaluation, reflection on competencies

PSEL Standards Targeted: #1, #2, #3, #4, #6, #7, #8, #9, #10 (#5 only targeted in courses where all standards are addressed – 5392, 6335, 6336)

State Competencies Targeted: (Ten standards are addressed, #1-1, #2-1, #3-3, #4-3, #5-2, #6-2, #7-2, #8-2, #10-2, #11-1) #9 targeted only in the courses where all competencies are addressed, 5392, 6335, 6336)