

**SAM HOUSTON STATE UNIVERSITY**  
**ASE 572**  
**Federal-State-Local School Law**  
**Fall 2007**

**Department:** Educational Leadership & Counseling  
**Course No.:** ASE 572  
**Course Title:** Federal-State-Local School Law  
**Instructor:** Dr. John Burke  
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**Required Text:** Alexander, K., & Alexander, D. (2005), *American Public School Law*, 6<sup>th</sup> Edition, Thompson-West, Belmont, CA.

**Recommended Texts:** Irby, B.J. and Brown, G. (2001), *The Principal's Portfolio*, Corwin Press, Thousand Oaks, CA.

Essex, N. (2006), *A Teacher's Pocket Guide to School Law*, Boston: Pearson Education, Inc.

Kemerer, F. and Walsh, J. (2004), *The Educator's Guide to Texas School Law*, Austin: University of Texas Press.

**COURSE DESCRIPTION:** This course is designed to develop and improve, through case study and clinical instructional methodology, the student's knowledge and understanding of the basic legal parameters that impact organization and control of the Texas as well as the nation's public schools. Prerequisites for this course are ASE 532, Administration and Organization of Public Schools and ASE 668, Instructional Leadership 1.

**COURSE FORMAT:** This course is a combination of cognitive/reading information processing with effective exploration of the relevant variables in public school law. A variety of instructional methods will be utilized during this course. Problem-based learning activities, case studies and presentations will be the primary means of instruction.

1. **Final Exam:** A final examination will be completed in class on the date of the last class meeting.
2. **Notebook:** Each student will complete a notebook containing legal briefs, case studies, and project reflections.
3. **Legal Briefs:** Each student will write five legal briefs following the sample attached. Each legal brief will be completed individually and will come from Alexander and Alexander or in supplemental materials. In either event the full text of the case will provide the basis for the brief. Briefs may not be more than two typewritten, single spaced pages. Students should bring sufficient copies of legal briefs so that each classmate can have a copy. Each brief is worth 10 points; all briefs should be kept neatly in the notebook.
4. **Case Studies:** Each student will complete five case studies. When completing a case study, students should prepare a response outlining the solution and the legal justification of this solution. The response should be a minimum of one double-spaced typewritten page. All case studies should be kept in the notebook.

5. **Project Reflections:** Students will complete three local projects. **Project 1** is required for all students. Review the faculty handbook regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds. Write a full reflection for *project 1* based on the Brown & Irby model. For **Projects 2 and 3**, choose two from the following: (a) Identify areas of legal actions the campus principal has faced in the last three years; (b) Describe how the principal ensures that the Code of Ethics and Standards Practices for Texas Educators is followed; (c) Describe and evaluate the role of the school secretary in office management. Observe office management procedures. Describe procedures that are followed in filing staff bulletins, correspondence and student schedules. (d) Describe changes to the discipline management process at the campus due to current law; (e) Describe the principal's responsibility for monitoring the safety and welfare of the school community. Reflections should be kept in the notebook.
6. **Chapter Assignments:** Students will organize into four presentation groups. Each group will be responsible for presenting the chapters from the Alexander & Alexander textbook.

## COURSE EVALUATION CRITERIA AND REQUIREMENTS

Final Exam	70 points
Notebook	20 points
Legal Briefs (5)	50 points
Case Studies (5)	50 points
Local Project Reflections (3)	30 points
Chapter Presentations	100 points
<b>Total Points</b>	<b>320 points</b>

294 - 320 = A  
 272 - 293 = B  
 240 - 271 = C  
 Below 240 = F



## Expectations:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
3. All cell phones, pagers and other electronic devices should be turned off or placed on vibrate or silence during class.
4. Participation is both expected and required in this class. Attendance is expected at all class sessions. Two absences may be taken without penalty. More than two absences will result in lowering of the overall grade by one letter grade for each absence after two. Since we meet for only 14 class periods, absences are considered very serious. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. Arriving to class on time is equally important. Entering the classroom after the class starts is disruptive to the learning environment. Make every effort to arrive to class on time.
5. All work is due on the date specified. Late work will **not** be accepted or awarded credit.

6. *Norms: (1) Respect the speaker – each class member is expected to give their full attention to the speaker (students or professor). (2) Begin on time and end on time – class will always begin at 6:00 p.m. sharp and last no longer than 8:50 p.m. (3) Breaks – 15 minutes at 7:30 p.m. unless the class agrees to alter the agreement. (4) Respect the opinions of others.*

## **DISABILITY STATEMENT:**

A student with a problem which handicaps his/her performance is expected to arrange for a conference with the instructor in order that appropriate strategies are considered to assure participation and achievement opportunities are not impaired. Students are advised of the existence of the Committee of Continuing Assistance for Disabled Students and may request their services by calling (936) 294-1720.

## **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **NOTE:** No accommodation can be made until you register with the Counseling Center.

## **RELIGIOUS HOLIDAYS**

An institution of higher learning shall excuse a student from attending class or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to a planned absence.



## **COURSE CALENDAR:**

August 23 – Class orientation and introductions.

August 30 – Chapter 1 (The Legal System) and Chapter 2 (Historical Perspectives of Public Schools) presentations.

September 6 – Chapter 3 (Role of the Federal Government ) and Chapter 4 (Governance of Public Schools) presentations. Legal brief and case study one due.

September 13 – Chapter 5 (Church and State) presentation.

September 20 – Chapter 6 (School Attendance) presentation. Local Project 1 Reflection due.

September 27 – Chapter 7 (The Instructional Program) presentation.

October 4 – Chapter 8 (Student Rights, Speech, Expression, and Privacy) presentation. Legal brief two and case study two due.

October 11 – Chapter 9 (Student Rights: Common Law, Constitutional Due Process, and Statutory Protections) and Chapter 10 (Rights of Students with Disabilities) presentations.

October 18 – Chapter 11 (Tort Liability) presentation. Legal brief three and case study three due.

October 25 – Chapter 12 (Defamation and Student Records) presentation. Local Project 2 Reflection due.

November 1 – Chapter 13 (School District Liability) presentation. Legal brief four and case study four due.

November 8 – Chapter 14 (Certification, Contracts, and Tenure) presentation. Legal brief five and case study five due.

November 15 – Chapter 15 (Teacher Rights and Freedoms) presentation.

November 22 – **Thanksgiving Holiday**

December 6 – Chapter 17 (Discrimination in Employment) and Chapter 18 (Collective Bargaining) presentations. Local Project 3 Reflection due.

December 13 – **FINAL EXAM**

## INTERNET LEGAL RESEARCH and WRITING LEGAL BRIEFS

These assignments involve using the Internet, Library resources, and/or your textbook. Your job is to find (on your own) the legal case assigned and write a brief about the case. Your briefs will be around two or three pages in length, although most actual briefs run up to the legal limit of fifty pages. Please see the sample brief attached to this handout. The librarians are available to assist you with this assignment. There are many different purposes to briefs, but they all have a similar form. Make sure your brief is consistent with the purpose as reflected in your instructor's instructions.

Briefs are simply written arguments submitted to a judge or justice that a lawyer or parties to a case use to present their side of a dispute. They have the same force as oral arguments presented before the court; perhaps more so, since written briefs are usually presented before the actual trial. On this page are the section headings (be sure to use them to structure your writing) and an explanation of what goes in those sections for two types of briefs - the basic Criminal Law scenario - and the Constitutional Law scenario (which includes amicus curiae briefs):

### CRIMINAL LAW

1. Facts of the case - a concise statement of the facts from a legal point of view
2. Issue of the case - what parties had standing, and what specific concepts and terms were involved
3. Decision of the court - including an analysis of any concurring or dissenting opinions in previous case precedent
4. Reasoning of the court - analysis of the thinking process and logic used by previous judges
5. Citations to support previous judgment - only the important precedent cases, not all of them
6. Rule of law - a concise summary of the main precedent established, separate from the dicta, or circumstances of the cases
7. Dissent - other rules of law implicit or inherent in dissenting opinions

### SAMPLE BRIEF

*Name of Case*

*Citation of Case*

#### Facts:

The defendant, ..., was charged with ..., which prohibited .... At the trial, he challenged .... In the affidavit for ..., the officer alleged that .... The evidence was admitted (or not admitted) at trial at ... and the conviction was ... This issue now comes before the Court via ...

#### Issue:

The issue is whether ... is corroborated to the extent indicated in the affidavit ..., sufficient to provide a basis for ..., justifying a finding of ....

#### Decision of the Court:

Previously, the Court has decided .... Reversed and remanded (if applicable).



**Reasoning of the Court:**

The previous Court(s) has/have determined that ... was insufficient to justify .... The Court said, however, that ..., and there can be no question that ... has a fundamental impact on .... The Court turned to the case of ... in which ... was found inadequate under the test developed in that case. The test that the Court turned to in this case was ... and the proper discharge of that test, as applied to ... does (or does not) constitute sufficient fulfillment of that test, however, .... In holding as the Court does, the explanation required for ... can (or cannot retreat) from the legal reasoning in ... that upheld (or did not uphold) the reasoning in ....., and that the explanation required is justified only on probability and not on prima facie showing of ....

**Citations to support judgment:**

.... v. .... 378 U.S. 108 S.Ct. 1509 (1964)  
 .... v. .... 386 U.S. 300, 87 S.Ct. 1056 (1967)

**Rule of Law:**

... can only be satisfied by .... An effort to ... by the government can (or cannot) enable (or constrain) ... to satisfy the requirements of ... to support a claim of .... This ruling will have significant impact on the following kinds of cases: .....

**Dissent:**

Justice ....., along with Justices .... and .... dissented. They felt that the .... in this case was .... and supported (or unsupported) a showing of .... Therefore, the ... should have been upheld (or denied), and subjected to a ... validation or test which would have been judged as .... This minority opinion could be used in these kinds of cases in the future: .....

**CONSTITUTIONAL LAW**

1. Questions for Review – a description of the question(s) presented for review
2. List of Parties – a list of parties to the proceeding
3. List of Authorities – a list of authorities and persons interested in the case
4. Citations and Opinions – previous judgments by the Court in similar cases
5. Jurisdiction – a brief statement of the Supreme Court's jurisdiction in this case
6. Constitutional Provisions – the constitution's sections most relevant to this case
7. Statement of the Case – the relevant facts, or dicta, in the case
8. Summary of Argument – the points of fact and law to be orally presented
9. Detailed Argument – the main points of fact and law to be concentrated on
10. Relief Sought – a conclusion stating the relief the party is seeking

Last updated: 01/06/04

[Syllabus for JUS 410](#)

[Syllabus for JUS 293](#)

[MegaLinks in Criminal Justice](#)



## Sample Legal Brief and Critique

CITATION: Peterson v. Minidoka County School District No. 331, 132 F.3d 1258 (9<sup>th</sup> Cir. 1997)

FACTS (include facts, legal claims, relief sought, and prior disposition): An elementary school principal with many years of favorable evaluations informed an assistant superintendent that he was considering home schooling eight of his 12 children who were of school age. Idaho law gave parents the right to “comparably” educate their children in settings other than public, private, or parochial schools and required local public school boards of trustees the authority to determine comparability. Pursuant to state law, the assistant superintendent requested that the principal provide information so that the district could determine comparability. This information was submitted. In the meantime, parents and teachers verbally expressed concerns regarding the principal’s consideration. When questioned by the superintendent as to his reasons for considering home schooling, the principal claimed that he wanted his children’s education infused with God as creator, and that he believed that this could not be attained in the public schools. In early May, the superintendent notified the principal that, because the principal intended to home school his children for the upcoming school year, he would be reassigned to an elementary teaching position. Later that month, the school board’s counsel sent the principal a letter requesting that the principal make his intentions regarding his children’s education known, so that the board could make a decision regarding the principal’s assignment for the upcoming year. When the principal declined to divulge this “personal and private information,” the board offered the principal the teaching position, which he refused. Subsequent to this refusal, the principal failed to secure employment even though he made 30 to 40 applications, and thus found a truck-driving job. Finally, the principal started an ultimately unsuccessful truck driving business.

The principal sued the district, as well as the board members, superintendent, and two assistant superintendents in their official and individual capacities through 42 U.S.C. § 1983 for violating the Free Exercise and Due Process Rights under the U.S. Constitution, and also asserted state law breach of contract and distress claims. He sought damages and attorney’s fees. A federal district court, acting on the recommendations of federal magistrate, granted summary judgment to the principal on his free exercise claim, his claim of breaches of contract and implied covenants of good faith. The court granted summary judgment to the school district on the principal’s claims of freedom of speech, right to home school his children, wrongful termination, and negligent and intentional infliction of emotional distress. At trial, the federal jury awarded the principal and his family \$200,000 in special damages, \$100,000 in general damages, but denied the motion for attorney’s fees. The district appealed the grant of summary judgment and the principal the denial of attorney’s fees.

QUESTION: Did the district’s actions in transferring the principal to a teaching position violate his rights asserted in the claim?

**HOLDING:** The federal appellate court affirmed the judgment of the district court on his legal claims, and reversed the district court's judgment on and remanded for consideration of attorney's fees.

**RATIONALE:** The court held that the school district's actions violated the principal's free exercise rights, noting that the principal articulated a reason rooted in his religious beliefs for home schooling his children. The court balanced the teacher's interest in freely exercising his religious beliefs against the district's avowed interest in having a principal whose time and energy were unencumbered by the responsibility of home schooling his children and whose constituents (teachers and parents) believed in his confidence in and commitment to public education. Because there was scant evidence that the principal considered home schooling his children for any other than religious reasons, the district could not demonstrate such an interest that would outweigh the principal's free exercise rights. The court also noted that the district failed to demonstrate that it would have reached the same reassignment decision absent the protected conduct.

In considering the principal's due process claim, the court held that school district policy which limited the reasons for nonrenewal to those related to "individual work merit and ability, job qualification and job performance"--- and explicitly proscribed such decisions based on, among other things, religious discrimination--- created a property interest in the principal's employment as a principal which could only be deprived with procedural due process was violated. Finally, the court rejected that the district's argument that the principal and his family were not entitled to damages for "mental anguish, humiliation, embarrassment, and emotional distress."

**ANALYSIS AND IMPLICATIONS:** Insert your critique here (it should be at least one-half page, single-spaced).



## To Find a Case Using Lexis-Nexis:

1. Go to [www.shsu.edu](http://www.shsu.edu)
2. Click on “**Library**” (on the right hand side)
3. Click on “**Databases & Indexes**” (on the right hand side)
4. From the “Quick Link to Databases” menu in the center of the page, go to “**Academic Universe**”

You should now be at the Lexis-Nexis webpage. From here, click on “**Legal Research**,” then “**Get a Case**,” and type in the name of the case for which you are searching.



*School Law Packet (Chapter Guides):*

**[http://www.shsu.edu/%7Eedu\\_sle01/ASE572.html](http://www.shsu.edu/%7Eedu_sle01/ASE572.html)**

*Looking up cases:*

**<http://web.lexis-nexis.com/universe>**

*Texas Education Code (TEC):*

**[www.capitol.state.tx.us/statutes/statutes.html](http://www.capitol.state.tx.us/statutes/statutes.html)**

*Texas Administrative Code (TAC):*

**[www.tea.state.tx.us/rules/home/index.html](http://www.tea.state.tx.us/rules/home/index.html)**



## EMBEDDED INTERNSHIP ACTIVITIES

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TEXES COMPETENCIES
	<b>ASE 532</b>	
3.1 Manage the Organization 3.3 Manage Resources	1. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).	6.4 Recruit, Select, Evaluate Personnel-Legal
2.4 Design Prof. Dev. Growth Plans	2. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.	6.1 Collaboratively Develop Prof. Dev. Plan
3.1 Manage the Organization 3.2 Manage Operations	3. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
4.1 Collaborate w/ Site-based Committee 4.3 Mobilize Community Resources	4. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community. (Optional: Attend and critique two school board meetings from different school districts. Compare and contrast communication in the two school boards).	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations
2.1 Promote Positive School Culture	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
4.1 Collaborate w/ Site-based Committee	6. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations
	<b>ASE 668</b>	
1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	7. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners. 8. Conduct a teacher observation using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data
	<b>ASE 578</b>	
2.4 Design Prof. Dev. Growth Plans	9. Analyze the professional development plan for the district.	6.1 Collaboratively Develop Prof. Dev. Plan
2.4 Design Prof. Dev. Growth Plans	10. Describe and critique the process used at the campus for determining the professional development needs.	6.1 Collaboratively Develop Prof. Dev. Plan

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TEXES COMPETENCIES
4.1 Collaborate w/ Site-based Committee	11. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.	2.1 Communicate w/Families 2.8 Communicate w/Diverse Groups
2.2 Instructional Programs	12. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum change.	4.2 Monitor/Revise Curriculum-Student Data
2.2 Instructional Programs	13. Participate in and critique a curriculum-planning meeting at the building or district level.	4.3 Implement/Monitor Curriculum
1.2 Articulate the Vision	14. Analyze the process for using information on various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions
<b>ASE 572</b>		
6.1 Understand Legal, Political, Social, Economic Context	15. Review the faculty handbook, policy manual or administrative handbook regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds.	9.2 Ensure Safety of Students & Personnel in Emergencies
6.1 Understand Legal, Political, Social, Economic Context	16. Identify areas of legal actions the campus principal has faced in the last three years.	3.5 Apply Laws, Policies, Procedures
5.1 Act with Integrity 5.2 Acts Fairly 5.3 Acts Ethically	17. Describe how the principal ensures that the Code of Ethics and Standards Practices for Texas Educators is followed.	3.2 Implement Compliance w/ Code of Ethics
3.1 Manage the Organization 3.2 Manage Operations 3.3 Manage Resources	18. Describe and evaluate the role of the school secretary in office management. Observe office management procedures. Describe procedures that are followed in filing staff bulletins, correspondence and student schedules.	8.5 Use Effective Planning, Time Management and Personnel to Attain Goals
3.1 Manage the Organization 6.3 Influence Legal, Political, Social, Economic Context	19. Describe changes to the discipline management process at the campus due to current law.	9.4 Apply Law to Support Services 3.5 Apply Laws Fairly 3.4 Apply Legal Guidelines
3.1 Manage the Organization	20. Describe the principal's responsibility for monitoring the safety and welfare of the school community.	9.2 Ensure Safety of Students & Personnel in Emergencies 9.3 Develop/Implement Procedures for Crisis Planning
<b>ASE 563</b>		
3.3 Manage Resources	21. Describe the process for the administration of textbooks (selection, projections, issuing, returning, and inventory).	8.3 Acquire Allocate/ Manage resources 8.6 Develop/Implement Technology Plans



ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TEXES COMPETENCIES
3.3 Manage Resources	22. Tour the building with the principal and note needed repairs to be completed within six months. Complete a work order on an immediate project noted in the tour and follow it through to completion.	9.1 Implement Operations of School Plant/ Systems
3.1 Manage the Organization	23. Describe the procedures for working with bus drivers and parent in handling bus discipline.	6.1 Collaboratively Develop Prof. Dev. Plan 9.4 Apply Laws to Support School Programs
3.3 Manage Resources	24. What plan is used for the collection of funds and/or fees for special/restricted accounts in your building? Describe the step-by-step procedures and include forms where appropriate.	8.1 Budget Planning and Management
3.3 Manage Resources	25. Participate in following a requisition and purchase order through channels, including receiving and accepting the order.	8.3 Allocate Resources According to Policies
<b>ASE 586</b>		
3.1 Manage Organization 3.3 Manage Resources	26. Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction.	6.4 Recruit, Select, Evaluate Personnel-Legal
3.3 Manage Resources	27. Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.	9-1 Implement Operations of School Plant/ Systems 9-4 Apply Laws to Support School Programs
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	28. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	29. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual lower socio-economic).	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.2 Provide Effective Instructional Programs	30. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.	3.9 Promote Awareness of Multicultural/Ethnic/ Learning Differences 5.4 Ensure Quality Programs for Students
6.3 Influence Legal, Political, Social, Economic Context	31. Participate in and critique an Admission, Review and Dismissal (ARD) meeting as to compliance with the Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services.	3.4 Legal/Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/ Learning Differences

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TEXES COMPETENCIES
	<b>ASE 671</b>	
3.1 Manage Organization 3.3 Manage Resources	32. Interview the principal as to how he/she uses student demographic information in personnel decisions for the school community.	6.4 Recruit, Select, Evaluate Personnel-Legal
3.2 Manage Operations	33. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program.	6.1 Collaboratively Develop Prof. Dev. Plan 6.5 Use Evaluations to Enhance Personnel 6.7 Engage in Professional Development
1.1 Develop the Vision 1.2 Articulate the Vision  1.3 Implement the Vision 1.4 Steward for the Vision	34. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how this plan correlates to district goals, and how the plan will be evaluated.	1.5 Use Variety of Data 1.6 Involve Stakeholders 1.7 Collaborate on Developing Plans 1.9 Assess/Modify Plans
7.4 Work in Multiple District Administrator Settings	35. Attend a district principal's meeting. Describe how the meeting was organized, actions taken and interactions between administrators.	2.4 Develop Internal/ External Communication 2.9 Respond to Political, Social, Economic Issues
3.1 Manage the Organization	36. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents.	9.1 Implement Operations of School Plant/ Systems 9.4 Apply Laws to Support School Programs
3.1 Manage the Organization	37. Discuss the procedures for preparing a master schedule of classes in the elementary and secondary schools.	9.1 Implement Operations of School Plant/ Systems 9.4 Laws-School Programs
3.1 Manage the Organization 3.3 Manage Resources	38. Describe the role a building principal plays in the budget development process, including how the principal involves grade level leaders, department chairpersons, classroom teachers and site-based committees in the budget development process and the school calendar.	8.1 Apply Effective Budget Planning and Management 8.2 Collaborate on Budget Development 8.3 Allocate/Manage Resources 8.4 Legal-Accounting/ Purchasing 8.6 Develop/Implement Technology Plans



ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TExES COMPETENCIES
1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization	<b>ASE 694</b>  39. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision and Communication and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets) 40. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students. 41. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans

## RESUME

**FOR: John Stephen Burke**

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### Educational Background:

University of Kansas at Lawrence: EdD (1982)

University of Missouri: MA (1968)

Inter American University: MBA (1966)

Southern Methodist University: BBA (1960)

### Professional Experience:

- Adjunct: Sam Houston State University (2000-Present)
- Principal: Oak Ridge High School, Conroe, TX (1993-2001)
- Principal: Washington High School, Kansas City, KS (1990-93)
- Principal: Center Senior High School, Kansas City, MO (1986-90)
- Associate Principal: Shawnee Mission East High School, Shawnee Mission, Kansas (1983-86)
- Assistant Principal: Nallwood Junior High School, Shawnee Mission, Kansas (1979-83)
- Social Studies Department Chair & Government Teacher: Shawnee Mission East High School, SM, KS, (1970-79)
- Government Teacher: Shawnee Mission South High School, Shawnee Mission, Kansas (1968-70)

### Related Experiences:

- Visiting Member: Graduate Faculty, Texas A&M University (1995-2001).
- Adjunct Faculty: Economics, Montgomery College (1994-2001)
- Adjunct Professor: Education, Kansas University, (1991-1993)
- Adjunct Faculty: Penn Valley Community College, Economics & Government, (1973-93)
- Adjunct Professor: Education, Avila College (1991-93)
- Missouri Assessment Center: Assessor (1987-90)
- Administrative Intern: Shawnee Mission East High School (1976-78)
- United States Air Force Reserve: Technical Instructor (1974-90)
- United States Air Force (Active Duty): Historian (1960-65)



**Certification:**

**Texas Mid-Management Administrator (PK-12) (2-28-94)**

**Texas Superintendent (PK-12) (4-5-96)**

**Professional Organizations:**

**National Association of Secondary School Principals**

**Texas Association of Secondary School Principals**

**Association for Supervision and Curriculum Development**

**Phi Delta Kappa**

**Air Force Association**

**Background:**

I was born in Kansas City, Kansas, and raised in northeast Johnson County, Kansas. Having attended Shawnee Mission district schools, I received a Bachelor of Business Administration from Southern Methodist University in Dallas, Texas. Outside the classroom, I played football and participated in track and field both in high school and college. After college, I served five years on active duty with the United States Air Force.

After active duty military service, I taught Geography at the secondary level and attended graduate school in Puerto Rico receiving a MBA. Returning to the Kansas City area, I studied at the University of Missouri at Kansas City on the G.I. Bill and substitute taught in the Kansas City, Missouri, Public Schools and the Shawnee Mission (Kansas) Public Schools. During the fall of 1968, I became a full-time teacher.

Since 1968, I taught American Government, Honors American Government, Remedial American Government, Business Law, American Studies, and Economics. Additionally, I served as a Social Studies Department Chair and later a junior high school assistant principal, a senior high associate principal, and senior high principal. I was a NASSP certified assessor of candidates for administrative certificates for the State of Missouri. I am a certified U.S. Department of Education school team trainer, and a certified facilitator for the Developing Capable People program.

Finally, I taught part-time at the community college level from 1973 through 2001, and I taught at the university level from 1990-2001. I hold a Professional Mid-Management Administrator's certificate and a Superintendent's certificate from Texas. With five years active-duty in the U.S. Air Force, I completed an additional 25 years in the U.S. Air Force Reserve.

My wife, Gayle, and I have two children. Kelly completed a BS degree from Stephen F. Austin in Nacogdoches, Texas and a master's degree in real estate from The University of Texas at Arlington. She is a wholesale lending executive for Countrywide Mortgage. Coy received a BBA from Sam Houston State University in Huntsville, Texas, and is currently a Regional Manager for Anadarko Petroleum.

Currently, Gayle and I are owners and operators of Burkeshire Plantation located in Conroe, Texas. We specialize in weddings, receptions, and special corporate events.