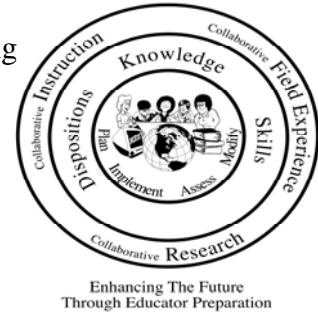


ASE 563 SCHOOL SUPPORT SERVICES

ASE 563 IS A REQUIRED COURSE FOR THE EDUCATIONAL LEADERSHIP PROGRAM AND THE PRINCIPAL CERTIFICATION

College of Education

Department of Educational Leadership and Counseling



Instructor: Dr. Jamie Bryson
 14910 Aldine Westfield Rd.
 Houston, TX 77032
 Office (281) 985-6469
 Cell (832) 265-1977
jbryson@aldine.k12.tx.us

Course Description:

This course is designed to develop and improve, through case study and clinical instructional methodology, knowledge and understanding of various auxiliary school services, which support the total educational program of Texas public schools.

Objectives/ Learning Outcomes	Activities (* Field Based Activities)	Performance Assessment	Proficiencies and Standards Texas Principal = TP NCATE Standard = N
Acquire, allocate, and manage human, material, and financial resources, according to district policies and campus priorities (Standard V – Obj. 5.07)	*Analyze the Automated Budget Coordination - ABC process. Compare & contrast the ABC process with the budget planning process in place at your school/dept. (*Internship Activity 25 - Resource Allocation) Participate in following a requisition and purchase order through channels, including receiving and accepting the order.	Discussion, participation, field-based component	TP- 5.07 N—4.6, 8.1, 8.2, 8.3 TEXES-III.8c, III.8d
Collaboratively plan and effectively manage the campus budget (Standard V- Obj. 5.08)	* Develop a campus budget using the ABC process. (Files will be provided on Blackboard.). (*Internship Activity 24 - Budget Planning) What plan is used for the collection of funds and/or fees for special/restricted accounts (e.g., fund raiser money, picture money, etc.) in your building? Describe the step-by-step procedures and include forms where appropriate.	Discussion, participation, field-based component	TP-5.08 N—8.1, 8.2, 8.3 TEXES-III.8a, III.8 b

Objectives/ Learning Outcomes	Activities (* Field Based Activities)	Performance Assessment	Proficiencies and Standards Texas Principal = TP NCATE Standard = N
Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment (Standard V-Obj.5.05)	(*Internship Activity 23 - Transportation) Describe the procedures for working with bus drivers and parents in handling bus discipline.	Discussion, participation, field-based component	TP-5.05, 5.06, 5.07, 7.06 N—4.6, 5.3, 5.1, 8.1, 8.2, 8.3, 11.1, 11.2, TExES-II.5g, III.8c, III.8d, III.9a, III.9b, III.9c, III.9d
Become familiar with current laws, court decisions, guidelines, and regulations of governmental agencies for school support services	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation. (Internship Activity 21-Textbooks) Describe the process for the administration of textbooks (selection, projections, issuing, returning, and inventory).	Discussion, participation, Certification Standard Exercise, field-based component	TP- 5.05, 5.06, 5.07 N—11.1, 11.2 TExES: III.8c, III.8d, III.9a, III.9b, III.9c, III.9d
Demonstrate increased knowledge in procedures for acquiring support for local, state, and federal sources for school support services	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation. (Internship Activity 22 - Maintenance/Custodial Services) 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.	Discussion, participation, Certification Standard Exercise, field-based component	TP- 5.05, 5.06, 5.07, 7.07 <u>N—11.1, 11.2, 5.5</u> TExES: II.5h, III.8c, III.8d, III.9a, III.9b, III.9c, III.9d

Objectives/ Learning Outcomes	Activities	Performance Assessment	Proficiencies and Standards Texas Principal = TP NCATE Standard = N
Demonstrate increased knowledge in management functions of planning, organizing, staffing, implementing, and evaluating school support services	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation.	Discussion, participation, Certification Standard Exercise	TP- 5.01, 5.02, 5.03, 5.04 N—1.3, 1.4, 2.1, 2.2, 2.4, 6.3 TExES- II.7a, II.7b, II.7c, II.7d, II.7e, II.7f
Recognize the importance of positive relationships among those responsible for administering school services and all stakeholder groups	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation.	Discussion, participation, Certification Standard Exercise, Individual presentation	TP- 3.01, 4.01, 4.05, 4.07 N—1.1, 4.1, 4.3, 4.4, 6.1, 6.2, 9.3, 7.1, 7.2, 7.3, 10.1, 10.2, 10.4, 10.5, 10.6 TExES- I.2a, 1.2e, I.2g, 1.2h, II.6a
Become familiar with research related to various school support services	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation.	Discussion, participation, Certification Standard Exercise, Individual presentation	TP-3.02, 4.08, 5.02, 6.01, 6.02, 7.01 N- 1.2, 4.2, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 5.4 TExES- I.2i, II.4b, II.5a, II.6.b, II.7b
Become familiar with cultural factors that should be considered in the management of school support services	Individual presentation over one of the following school support services: PEIMS, health services, food services, textbooks, maintenance/custodial, safety & security, human resources, instructional technology transportation.	Discussion, participation, Certification Standard Exercise, Individual presentation	TP- 7.07 N—5.5, TExES- II.5h

You can earn up to 100 points for this course.

- There are **2 exams** (Mid-Term & Final) worth 20 points each, totaling **40 points**.
- There is a **budgeting/resource allocation assignment (Automated Budget Coordination - ABC)** worth **10 points**.
- Each student will **prepare and present information** about an assigned school service. The presentation will include: a PowerPoint presentation, an activity, TExES formatted questions, and the five most important/beneficial website resources and/or citations for current research articles to inform students' thinking about that service area. The presentation is worth **20 points**.
- There are **5 internship activities** worth 4 points each, totaling **10 points**.
- The remaining **10 points** must be earned by **active discussion** throughout the semester. To be clear about this, active participation is NOT, "Hey Dave, I agree with you." or "Nice job Jill." . . . Active participation is when you **share something meaningful** with the class that will help them be better prepared as a school leader. You can share something that you've experienced that relates to the special programs topic, or you can do some research on a topic and then share (e.g., When I was conducting research on the human resources topic I was surprised to learn that tutors do not have to meet the NCLB highly qualified standards. You can learn more about this topic by visiting <http://www.tea.state.tx.us/nclb/hq.guidance.070705.web.pdf>).

EACH ASSIGNMENT IS DETAILED BELOW.

EXAMS

Mid-Term – 20 points

The mid-term (October 22) will address school support areas addressed between August 20 and October 15.

Final Exam – 20 points

The final exam (December 10) will address school support areas addressed following the mid-term through December 3.

BUDGET PLANNING/RESOURCE ALLOCATION (Automated Budget Coord. - ABC)

PHASE I: Review the following information & forms (developed for and used by Aldine ISD).

Description of Duty Form (Submit if adding/changing staff) [Description of Duty Form](#)

Program Evaluation

If continuing a program(s) funded in a prior year, you need to evaluate the effectiveness of the program(s), and submit individual form(s) for each program evaluated.

[PROGRAM EVALUATION.doc](#) [PROGRAM EVALUATION-EXAMPLE.doc](#)

Report of Needs (Optional forms to use with your stakeholders to gather input.)

[IDENTIFIED NEEDS REPORT.doc](#) [IDENTIFIED NEEDS REPORT-EXAMPLE.doc](#)

Review how Title I, Title III, Title IV, and State Comp Ed funds can be used.

<http://www.tea.state.tx.us/nclb/presentations/acet2007/AllowableUseOfFundAA08.htm>

and

9. Compensatory Education Guidelines, Financial Accounting Treatments, and an Auditing and Reporting System

Before you begin budgeting, do you know what "Supplement, Not Supplant" means? In general, the term "Supplement, Not Supplant" means that federal funds must be used to enhance or increase the level of funding which is normally available from state or local sources; federal funds must not replace state and local funds.

1. Federal funds must be used only to supplement the amount of funds that would, in the absence of federal funds, be made available from state and local sources; federal funds may not supplant (take the place of) non-federal funds.
2. Any program activity required by state law or State Board of Education rule may not be funded with federal funds, regardless of whether any funding was provided in conjunction with the state mandate.
3. Federal funds may not be used to fund positions, programs, or activities which were previously funded from state funds. For example, a position which was previously funded under one federal program may be funded under another federal program. However, a position may not be funded under a federal program when that position was previously funded from non-federal (state or local) funds. The only exception to this rule is if the position was previously funded from state or local funds to carry out state-funded activities and the position is no longer needed to carry out such activities. Then the position could be funded from federal funds to carry out activities associated with the respective federal program.
4. Documentation must be maintained which clearly demonstrates the supplementary nature of federal funds.
 - o Fiscal and program records must show that activities conducted with federal funds were not previously funded from state or local sources.
 - o In order to demonstrate the supplementary nature of federally funded activities, grant recipients should maintain a written plan which clearly outlines what activities are state or locally funded versus which activities are federally funded, and provide a description of how these activities are supplementary.

PHASE II – 20 points

Develop a budget plan using the following Automated Budget Coordination (ABC) tool. [ABC 07-08 INITIAL.xls](#)

- When you open the file, input campus **117** as your campus number. Base your needs assessment data on your current campus. Funds must be used in a supplemental way and be directly related to improving student performance in core subject areas
- You are to budget all of your money (until all numbers in the "available funds" row are \$0. If you end up with a negative number in this row, you have gone over budget and you need to adjust your budget plan.
- E-mail your completed ABC file, to me on or before **Sept. 10** [To clarify -- Do not send copies of any of the pages to Lona Alexander or Perla Davila (as mentioned on the ABC file document) . . . instead, e-mail the file to me at jbryson@aldine.k12.tx.us.]
- If you have ANY questions throughout this process, please let me know. You can e-mail me questions at jbryson@aldine.k12.tx.us , or phone me at (281) 985-6469.

Presentation of assigned school service – 20 points

Each student will select or be assigned to present one school support service area to the class. The presentation will include: a PowerPoint presentation that addresses each of the questions posed below, an activity, two TExES formatted questions/answers with links to the sources, and the five most important/beneficial website resources and/or citations for current research articles to inform students' thinking about that service area. The presentation should meet the course objectives outlined above and address the following questions:

- What are the personnel issues related to the service area?
- What are the managerial issues related to the service area?
- What are the legal issues related to the service area?
- What are several key issues a principal or assistant principal must know about the service area, to be an effective leader?
- How does the service area impact classroom instruction and students?
- What are the problematic areas related to the support service?
- What instrument or measure is used to evaluate the effectiveness of this support area?
- Provide two examples of how the TExES examination might formulate/text for competence regarding the specific school support service (Provide: question, answer, link to source)

Presentations should last approximately 60 minutes in duration and should make use of the PowerPoint format. **PowerPoint presentations, explaining the details of the support program, should be provided for the class during your presentation.** The PowerPoint handout should directly address the requirements/questions listed above and include five most important/beneficial website resources and/or citations for current research articles to inform students' thinking about that service area. Presentations will be evaluated based on the attached presentation rubric. Resources for the presentation may include, but are not limited to information from the school board policy manual, Texas Education Agency website, or Occupational Safety and Health Administration (OSHA). **The presenters are required to involve the class in the presentation by providing activities.**

TEXES FORMATTED QUESTIONS

You are responsible for including at least **two TExES formatted questions in your topic presentations** (along with the **sources** and the **answers**). The result will be a comprehensive list of TExES formatted questions to serve as a study guide **for each of the following topics:** budgeting/resource management, textbooks, counseling, PEIMS, food services, maintenance/custodial services, instructional technology, human resources, transportation, and safety/security.

The following two links are provided to show you the format that should be used when developing your own TExES questions.

This link will take you to the TExES Preparation Manual for the Principal exam. http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_55017_web.pdf

This link will give you access to all TExES Preparation Manuals. <http://www.texas.ets.org/texas/prepMaterials/>

INTERNSHIP/FIELD BASED ACTIVITIES – 10 points (4 points each)

As you know, Internship Activities must be completed for the Master's program. I will provide you with opportunities to complete the internship activities related to this course during this semester. There are five activities related to school support services. I am giving you the activity descriptions now, so you can begin gathering the data you need to complete the activities. Each activity must be fully developed and placed in your Internship Portfolio, along with your reflection (following the reflection cycle) of the activity. The content of your findings will be reported on the Blackboard Discussion Board (without your reflection).

1. (Internship Activity 21-Textbooks) Describe the process for the administration of textbooks (selection, projections, issuing, returning, and inventory).
2. (Internship Activity 22 - Maintenance/Custodial Services) 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.
3. (Internship Activity 23 - Transportation) Describe the procedures for working with bus drivers and parents in handling bus discipline.
4. (Internship Activity 24 - Budget Planning) 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.
5. (Internship Activity 25 - Resource Allocation) Participate in following a requisition and purchase order through channels, including receiving and accepting the order.

Participation/Active Discussion – 10 points

You are expected to participate in active discussion in class throughout the semester. The discussion should offer a clearer understanding of the course content and/or share personal experiences related to the subject matter to increase the richness and value of the discussion. Up to one participation point can be earned on each the following dates: 8/20, 8/27, 9/10, 9/17, 10/1, 10/15, 10/29, 11/12, 11/26, and 12/3. Active participation is required to earn points.

Grade Distribution Chart

Final grades will be determined by the total points earned by each student.

- A = 100 – 90 points
- B = 89 – 80 points
- C = 79 – 70 points
- F = 69 – 0 points

POINTS EARNED

Internship #21 (4)	_____	Mid-Term (20)	_____
Internship #22 (4)	_____	Final Exam (20)	_____
Internship #23 (4)	_____	Presentation (20)	_____
Internship #24 (4)	_____	Participation (10)	_____
Internship #25 (4)	_____	_____	_____
ABC Project (10)	_____	TOTAL	_____

Expectations:

- a) 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. Please note that the rubric for presentations requires attribution of sources for all information.
- b) 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.
- c) Active participation is both expected and required in this class.
- d) All work is due on the date specified. Late work will not be accepted or awarded credit.

Disability Statement: Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

SCHOOL SUPPORT SERVICES PRESENTATION RUBRIC

Category	10	7	4	1	Total
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Uneven delivery that holds audience attention intermittently.	Delivery not smooth and audience attention often lost.	
Supporting Resources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.	
Content Knowledge	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic.	Includes essential information about the topic but there are 1-2 factual errors or unrelated information is included.	Content is minimal OR there are several factual errors.	
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	Content is minimal OR there are several factual errors.	
Workload	The workload is divided and shared equally by all.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.	
Audience Participation	Class members are actively and consistently engaged in meaningful activity.	Class members have difficulty remaining engaged.	Class members are engaged but activity is only peripherally related to the topic.	Class participation is minimal.	
Handout	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not met.	

COMMENTS:

ASE 563 COURSE CALENDAR

CLASSES WILL BE FROM 6:00 – 8:50 PM AT NEW CANEY HIGH SCHOOL (LIBRARY)

August 20 (6:00 – 8:50) Class orientation, review syllabus, discuss information sheets, review Oral Presentation Scoring Guide, review TExES format, discuss Blackboard, course overview, class discussion

TOPIC –Resource management

- Begin the budget planning/resource allocation assignment (Phase #1 (due on or before Sept. 10)

August 27 (6:00 – 8:50) Discuss the budget planning/resource allocation activity Phase 1 and Phase 2 (ABC – due on or before Sept. 10)

TOPIC –Resource management

- Begin internship/field based activity #25 – Resource Allocation (due on or before Sept. 10)

Sept. 3 (6:00 – 8:50) Labor Day (No official class meeting/check Blackboard)

TOPIC – Effective budget planning

- Begin internship/field based activity #24 – Budget Planning (due on or before Sept. 10)

Sept. 10 (6:00 – 8:50) Share internship/field based activity #24 and #25 & the ABC files.

TOPIC – Resource management & effective budget planning

Sept. 17 (6:00 – 8:50) **TOPIC – PEIMS & Counseling**

- Presentation/Activity/Discussion – PEIMS
- Presentation/Activity/Discussion – Counseling

Sept. 24 (6:00 – 8:50) **TOPIC – Textbooks** (No official class meeting/check Blackboard)

- Work on internship/field based activity #21 (Due Oct. 1)

Oct. 1 (6:00 – 8:50) **TOPIC – Textbooks**

- Presentation/Activity/Discussion – Textbooks
- Share internship/field based activity #21

Oct. 8 (6:00 – 8:50) **TOPIC – Transportation** (No official class meeting/check Blackboard)

- Work on internship/field based activity #23 (Due Oct. 15)

Oct. 15 (6:00 – 8:50) **TOPIC – Transportation**

- Presentation/Activity/Discussion – Transportation
- Share internship/field based activity #23

Oct. 22 (6:00 – 8:50) **MID – TERM (posted on Blackboard – due on or before Oct. 26)**
(No official class meeting)

- Oct. 29 (6:00 – 8:50) TOPIC – Instructional Technology Services & Human Resources**
- Presentation/Activity/Discussion – Instructional Technology Services
 - Presentation/Activity/Discussion – Human Resources
 - Review Mid-Term
- Nov. 5 (6:00 – 8:50) TOPIC – Maintenance & Custodial Services**
(No official class meeting/check Blackboard)
- Work on internship/field based activity #22 (Due Nov. 12)
- Nov. 12 (6:00 – 8:50) TOPIC – Maintenance & Custodial Services**
- Presentation/Activity/Discussion – Maintenance & Custodial Services
 - Share internship/field based activity #22
- Nov. 19 (6:00 – 8:50) THANKSGIVING HOLIDAY**
- Nov. 26 (6:00 – 8:50) TOPIC – Food Services & Safety/Security**
- Presentation/Activity/Discussion – Food Services
 - Presentation/Activity/Discussion – Safety/Security
- Dec. 3 (6:00 – 8:50) Review for Final Exam**
- Exam (posted on Blackboard to be posted by Dec. 5)
- Dec. 10 (6:00 – 8:50) FINAL EXAM (due on or before Dec. 10 @ 11 pm)**
(No official class meeting)