

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**Course Name:** EDAD 5389 Administrative Practicum

**Instructor(s):** Beth Ray, EdD

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**Faculty Profile:** [https://www.uta.edu/profiles/beth -ray](https://www.uta.edu/profiles/beth%20-ray)

**Office Hours:** Tuesdays and Thursdays, 10:45-5:15, one additional day per week depending on scheduled meetings.

**Texts and Materials:**

**Required:**

Cunningham, W.G. (2006). *A handbook for educational leadership interns: A rite of passage.* Boston, MA: Allyn & Bacon. ISBN: 0-205-46423-8

Payne, R (2005). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc. ISBN 978-1-929229-48-2.

All students are required to purchase Tk20 at <https://tk20web.uta.edu/campustoolshighered/start.do>. On the bottom left hand side of the screen, click on “Click here to purchase or register your student account.” More about Tk20 is provided later in the syllabus.

Note: The textbooks can be ordered online from your favorite distributor (e.g., Amazon.com or Barnes & Noble) or from the UTA Bookstore at [www.uta.bkst.com](http://www.uta.bkst.com) and telephone 1-817-272-5727

**Course Description:** This course is designed to provide prospective educational administrators job-related experiences under supervision in an appropriate educational setting. An approved professional study is designed in relationship to the intern's interest and past experiences.

**Student Learning Outcomes / Course Activities:**

* Become familiar with national educational administration standards.
* Learn their specific state’s requirements for becoming certified as a principal/administrator.
* Understand the structure and instructional philosophy of the UTA ELPS Masters program.
* Locate a mentor who will supervise your practicum.
* Find a certified administrator to serve as your field supervisor.
* Become familiar with the reports that will document your practicum experiences
* Network with others via technology.
* Identify and begin practicing skills necessary for effective educational administration.

The course is intended to meet the following standards set by the Educational Leadership Constituent Council 2011 standards for “building-level education leader” internships:

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

**Assignments and Grade Calculation:**

|  |  |
| --- | --- |
| **Title** | **Points Possible** |
| Module 1: Reading Progress Monitor | 10 |
| Module 1: Assignment on Resources | 10 |
| Module 1: FERPA and Code of Ethics | 1 + 1 Requirement for passing course |
| Module 1: Discussion Post and Replies | 10 |
| Module 1: Purchase Tk20 | Requirement for passing course |
| Module 2: Reading Progress Monitor | 10 |
| Module 2: Assignment-Certification and Standards | 10 |
| Module 2: Discussion Post and Replies | 10 |
| Module 3: Reading Progress Monitor | 10 |
| Module 3: Assignment - Traits | 10 |
| Module 3: Discussion Post and Replies | 10 |
| Module 4: Reading Progress Monitor | 10 |
| Module 4: Assignment - Skills | 10 |
| Module 4: Application for Practicum/Mentor Contract | 10 Requirement for passing course |
| Module 4: Field Supervisor Agreement Form | 10 Required for passing course |
| Module 4: Discussion Post and Replies | 10 |
| Module 5: Reading Progress Monitor | 10 |
| Module 5: Assignment-PrePlatform | 10 |
| Module 5: Practicum Report | 10 Required for passing course |
| Module 5: Discussion Post and Replies | 10 |
| **TOTAL** | 182 |

**Grading Scale:** The course is graded on a pass/fail basis. To pass, all module activities must be completed at an “acceptable” level and 109 points must be earned. Late work and work that has to be revised in order to meet the “acceptable standard” will receive a maximum of 5 points per assignment. All assignments required for passing course must be completed.

This course is designed to facilitate your learning from experiences in your personal and professional environment that will help prepare you for educational administration. Candidates should not enter a course or practicum to earn a grade or just to complete an assignment. You should try to maximize your learning experiences in preparation for advancing their career. While the course must be passed in order to earn the credits to earn the degree to earn the credentials to be qualified for the position to which you desire, the goal is not to see how quickly you can earn the points so you can stop learning.

**Course Policies:** You must complete all readings, progress monitors, assignments, and discussion postings/replies by the due dates. All due dates for the readings, progress monitors, assignments and discussion postings/replies are listed in the course schedule. Late work and work that must be revised to meet the acceptable criteria will receive a maximum of five points per assignment. You are responsible for your technology/internet working to ensure work is completed by deadlines.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**The Writing Center:** The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center’s hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling (817) 272-2601, or by visiting the Writing Center. If you arrive at the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems.

**Tutoring Service Alert:** It has come to our attention that students are receiving information about a tutoring service which does not conform to the policies of the University of Texas Arlington (UTA).  We caution you with a “buyer beware” alert.  Please be mindful of any person or tutoring service that states they will ‘complete’ your assignment or test.  Allowing them to do so is against all University policies and is considered Academic Dishonesty which could result in being dismissed from the program.  You should never contact any outside sources like this, but rather contact UTA directly if you are needing help with tutoring.

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

**Drop Policy:** If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. The instructor cannot and will not drop anyone for any reason from this course. However, if you are significantly behind on completing the required assignments, you should strongly consider dropping the course as a grade of F significantly hurts your gpa.

**More About Tk20:** The College of Education has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The data management system is called TK20 HigherEd.

The following is a partial listing of what the Tk20 system will enable you to do:

* Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual’s current and potential performance.
* Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
* Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
* Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials for the Tk20 system are available at http://www.uta.edu/coehp/tk20.

**Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Module 1 – Program and Internship Overview** | | |
| Read from text: Preface (vii-viii), Intro (1-2), Ch 1 (3-8), Ch 2 (9-11), Ch 3 (34-37), Ch 9 (124-129), Ch 15 (176-186)  Read: Instructor-authored reading | | 11:59 p.m., Sunday, week one |
| Assessment: Reading Progress Monitor | | 11:59 p.m., Sunday, week one |
| Assignment: Self-assess preparedness to begin internship. | | 11:59 p.m., Sunday, week one |
| Assignment: Submit FERPA and Code of Ethics forms | | 11:59 p.m., Sunday, week one |
| Assignment: Purchase Tk20 | | 11:59 p.m., Sunday, week one |
| Discussion: Go to the Discussion Board and prepare responses to the discussion prompts. Create a thread to the forum and post your responses. Then read others’ posts and reply appropriately to at least two other students’ posts. | | 11:59 p.m., Sunday, week one |
| **Module 2 - Standards and State Certification** | | |
| Read from text: Ch 4 (42-50), Ch 5 (58-59), Ch 14 (159-175)  Read: Instructor-authored reading | | 11:59 p.m., Sunday, week two |
| Assessment: Reading Progress Monitor | | 11:59 p.m., Sunday, week two |
| Assignments: Summarize state and local certification requirements and state standards or competencies. Rank six standards. | | 11:59 p.m., Sunday, week two |
| Discussion: Go to the Discussion Board and prepare responses to the discussion prompts. Create a thread to the forum and post your responses. Then read others’ posts and reply appropriately to at least two other students’ posts. | | 11:59 p.m., Sunday, week two |
| **Module 3 - Finding a Mentor** | | |
| Read from Cunningham text: Ch 3 (34-41), Ch 5 (51-61), Ch 6 (62-70), Ch 7 (71-89), Ch 13 (148-156)  Read: Instructor-authored reading | | 11:59 p.m., Sunday, week three |
| Assessment: Reading Progress Monitor | | 11:59 p.m., Sunday, week three |
| Assignment: Analyze similarities and differences between teacher traits and principal traits. | | 11:59 p.m., Sunday, week three |
| Assignment: Submit Application for Practicum / Mentor Contract | | 11:59 p.m., Sunday, week three |
| Discussion: Go to the Discussion Board and prepare responses to the discussion prompts. Create a thread to the forum and post your responses. Then read others’ posts and reply appropriately to at least two other students’ posts. | | 11:59 p.m., Sunday, week three |
| **Module 4 – Planning the Internship** | | |
| Read from Cunningham text: Ch 2 (11-15), Ch 8 (90-123), Ch 10 (133-135), Ch 11 (136-141)  Read: Instructor-authored reading | 11:59 p.m., Sunday, week four | |
| Assessment: Reading Progress Monitor | 11:59 p.m., Sunday, week four | |
| Assignment: Describe how input skills are utilized by administrator. | 11:59 p.m., Sunday, week four | |
| Assignment: Submit Field Supervisor Request Form | 11:59 p.m., Sunday, week four | |
| Discussion: Go to the Discussion Board and prepare responses to the discussion prompts. Create a thread to the forum and post your responses. Then read others’ posts and reply appropriately to at least two other students’ posts. | 11:59 p.m., Sunday, week four | |
| **Module 5 – Internship Reporting and Program/Project Requirements** | | |
| Read from Cunningham text: Ch 2 (15-33), Ch 7 (82-89), Ch 9 (126-129), Ch 12 (142-147  Read: Instructor-authored reading | 11:59 p.m., Sunday, week five | |
| Assessment: Reading Progress Monitor | 11:59 p.m., Sunday, week five | |
| Assignment: Draft your administrative platform. | 11:59 p.m., Sunday, week five | |
| Assignment: Submit your Practicum Report | 11:59 p.m., Sunday, week five | |
| Discussion: Go to the Discussion Board and prepare responses to the discussion prompts. Create a thread to the forum and post your responses. Then read others’ posts and reply appropriately to at least two other students’ posts. | 11:59 p.m., Sunday, week five | |

**Detailed Guidelines for Assignments:**

1. Assignment 1: Self-assess Resources for Program
2. Assignment 2: Standards and State Certification Requirements
3. Assignment 3: Teacher and Principal Traits
4. Assignment 4: Input Skills as Fundamental Skills of Administration
5. Assignment 5: Administrative Platform

**1. Assignment 1: Self-Assess Resources for Program (Within the module there will be additional discussion of the assignment)**

Take the eight resources and do a self-assessment based on both Ruby Payne’s definitions and/or your own common sense understandings of the resources. You may omit any resource with which you are uncomfortable. Remember the context. You are entering into a Master’s degree program with the intent of advancing your career by obtaining an administrative position of some type. To what degree are you without resources?

After the self-assessment, reflect on the value of the assignment. The first five resources are more internal and the last three are more external. As you look toward your internship and the role your mentor plays, what resources can they provide?

Did you learn anything from the assignment or was it busywork with no value? Are there applications from the assignment that you can use now and in the future as an administrator? What do you know about Ruby Payne and her work?

If you wish to be critical of Payne’s theory, you may do so in your reflection without penalty.

**Format of Assignment:**

|  |  |
| --- | --- |
| Resource: | Self-assessment of your current resource/discussion |
| Financial |  |
| Emotional |  |
| Physical |  |
| Intellectual |  |
| Spiritual |  |
| Support System |  |
| Role Models |  |
| Knowledge of Hidden Rules |  |
| Reflection on value of assignment: | |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **10 Target**  **Points Earned** | **7 Acceptable**  **Points Earned** | **0 Unacceptable**  **Points Earned** |
| **Summarized discussion of resource self-assessment** | Responses showed candidate understood purpose of assignment and made a connection with what they learned. They justified their value claim or supported their criticism of the assignment. | Responses showed candidate understood purpose of assignment but did not make a connection and had no explanation to justify their value or busywork position. | Responses were very short with no elaboration. |

**2. Assignment 2: Standards and State Certification Requirements (Within the module there will be additional discussion of the assignment)**

Your assignment is threefold:

1) Explore your state’s educational department web sites for the requirements for the certification you will be seeking.

2) Ascertain what type of assessment examination you will be required to pass, if any.

3) Rank the six ISLLC standards according to some sense of personal importance or priority.

As with the assignment in Module 1, there are no right or wrong answers. Hopefully though, there will be value in the assignment rather than just busywork.

It may be easiest to rank the six ISLLC standards in terms of 1a, 1b, 1c, 1d, 1e, and 1f. They are all important, but there still is an order of some kind to their importance.

**Format of Assignment:**

|  |  |
| --- | --- |
| State: |  |
| Source of information: |  |
| Certification to which you are seeking: |  |
| Certification Requirements: |  |
| Type of Assessment:  Source for study guide/preparation for assessment: |  |
| Personal evaluation of your status regarding certification requirements |  |
|  |  |
| Rank of six ISLLC standards: |  |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| Rationale for the ranking: |  |
| Value to the assignment or rationale for thinking the assignment was just busywork: |  |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **10 Expert**  **Points Earned** | **7 Acceptable**  **Points Earned** | **0 Unacceptable**  **Points Earned** |
| **Summarized discussion of standards and state certification requirements** | Responses show candidate understood purpose of assignment, had some justification for his/her value or busywork position, and was able to make a connection with what s/he learned, or supported criticism. | Responses show candidate understood the purpose of assignment, but had no explanation to justify his/her value or busywork position. | Responses were very short with no elaboration or were incomplete. |

**3. Assignment 3 Teacher and Principal Traits (Within the module there will be additional discussion of the assignment)**

This assignment has four parts:

1. Put the principal themes into intra, inter, and extra-personal categories. There are no right or wrong answers, so don’t worry about your responses being graded according to which theme fits into which category. As you think about the principal themes, what are the similarities and the differences between the teacher and the principal themes?

|  |  |
| --- | --- |
| Teacher Themes by Category | Principal Themes by Category |
| Intra-personal: | Intra-personal: |
| Mission |  |
| Investment |  |
| Focus |  |
| Inter-personal: | Inter-personal: |
| Empathy |  |
| Rapport drive |  |
| Listening |  |
| Objectivity |  |
| Extra-personality: | Extra-personality: |
| Individualized Perception |  |
| Input Drive |  |
| Activation |  |
| Innovation |  |
| Gestalt |  |

2) Conduct a self-assessment of your teacher themes and how you see yourself as an administrator. Can you be the same as a teacher and as an administrator? How will your strengths carry over to administration? Will you have to act differently as an administrator? If so, how will this occur as you transition through an internship? Are the principal themes present in your classroom? Will the same style of classroom administration work in building administration?

3) Conduct an assessment of your mentors. How would you assess the themes of the administrators in your building? Are there similarities between there themes and your themes? Are there differences? How will you handle this as you work with them in your internship?

4) What do you think about these themes? Would you like to use the themes in selecting teachers? Would you like your district to use them in selecting principals? How might this system be an advantage and a disadvantage to you as you seek an administration position? What do you want to know more about concerning themes and selecting teachers/principals using themes, etc.?

**Format of Assignment:**

|  |
| --- |
| Similarities and differences between teacher and principal themes: |
| Self-assessment of teacher and principal themes: |
| Assessment of my mentor’s/mentors’ principal themes: |
| Discussion of using themes for teacher and principal selection (include value of the assignment): |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **10 Expert**  **Points Earned** | **7 Acceptable**  **Points Earned** | **0 Unacceptable**  **Points Earned** |
| **Summarized discussion of teacher and principal traits** | Responses show candidate understood purpose of assignment, had some justification for his/her value or busywork position, and was able to make a connection with what s/he learned, or supported criticism. | Responses show candidate understood the purpose of assignment, but had no explanation to justify his/her value or busywork position. | Responses were very short with no elaboration or were incomplete. |

**4. Assignment 4: Input Skills as Fundamental Skills (Within the module there will be additional discussion of the assignment)**

Your assignment has four parts based on the following chart:

|  |  |
| --- | --- |
| Input Strategy | Illustration |
| Use planning behaviors |  |
| Focus perception on specific stimulus |  |
| Control impulsivity |  |
| Explore data systematically |  |
| Use appropriate and accurate labels |  |
| Organize space with stable systems of reference |  |
| Orient data in time |  |
| Identify constancies across variations |  |
| Gather precise and accurate data |  |
| Consider two sources of information at once |  |
| Organize data (parts of a whole) |  |
| Visually transport data |  |

1. Use a personal example to illustrate several of the input strategies. For example, take cooking. What happens if you don’t have some of these input skills, or if you make some mistakes utilizing these skills? Or take some other personal activity in which you are involved, and see if these input strategies make sense. You can also think back to your childhood. What games did you play as a child? How did playing these games help you in the development of your skills? What about games for adults? Do they utilize these same skills? What about video games / computer games? What games do your students/children play?

Can you distinguish differences between all twelve of the skills? Is there a 13th skill? Could you organize these skills into one, two or three categories? Could you become better at your activity if you improved in your input skills?

2) Take your current work position and describe how some of these skills can be practiced/developed. It could be how you utilize these skills in teaching, or it could be how to help your students with their input skills, or both. Have you had a student teacher assigned to you? Did s/he ask you questions such as, “How did you know that?” or “How did you know to do that?” How did you? Did you have to really stop and think about how you knew that? It’s easy to assume the input skills are present in everyone or should be present in everyone. To some degree, they are present in everyone and individuals just have to figure it out on their own. But, what if they can’t? To what degree should you help them with their fundamental input skills?

3) Take your desire to learn how to become an administrator and describe how some of these skills will be utilized. For example, take controlling impulsivity. How is this skill utilized in cooking? How is this skill utilized in teaching or learning math? How is this skill utilized in administration? How can it be practiced? How can it be evaluated?

4) Evaluate the assignment. Did the assignment make sense? Did it have value or was it just busywork? Can you see implications for your own use? Can you see implications for future use as an administrator? Will you someday (or do you now have) a training camp for the “school season?” What would that look like? What do you think about Payne’s theory of input skills as fundamental skills? What do you want to know more about?

**Format of Assignment Response:**

|  |
| --- |
| Summarize your discussion to the four aspects of the assignment below. You do not need to include your decision on what is an illustration of each specific input strategy. Focus on what you learned from each of the activities and on the value of the activities rather than on the specifics. You may certainly give an example or two to support or illustrate your thinking/learning but it is not necessary to include an answer to each and every question asked. |
| Input skills as they relate to a personal skill and/or learning these skills through playing games: |
| Input skills as they relate to your present position: : |
| Input skills as they relate to your learning to become an administrator: : |
| Discussion of input skills as a theory to learning (include value of the assignment): : |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **10 Target**  **Points Earned** | **7 Acceptable**  **Points Earned** | **0 Unacceptable**  **Points Earned** |
| **Summarized discussion of input skills as fundamental skills of administration** | Responses show candidate understood purpose of assignment, had some justification for his/her value or busywork position, and was able to make a connection with what s/he learned, or supported criticism. | Responses show candidate understood the purpose of assignment, but had no explanation to justify his/her value or busywork position. | Responses were very short with no elaboration or were incomplete. |

**5. Assignment 5: Administrative Platform (be sure to keep a copy of this as you will submit it again during your EDAD 5399 Capstone course. Keep a hard copy or a “cloud” version in case your computer crashes sometime during the program)**

Your assignment for Module 5 is to write a pre-internship administrative platform. The platform is divided into four sections.

1. Describe your context. What is your current position? How long have you had this position? What others positions/work/life experiences have you had that you feel contributes to your development and preparation for administrative positions?

2. In the areas of leadership and policy, what has made you successful? How do you define success? You can refer back to Cunningham’s textbook page 19 for an explanation of an administrative platform. One activity I sometimes use to help students think about this is to imagine you are getting ready to hold their first formal faculty meeting as principal (or similar setting). Write down the first three sentences you are going to say. What are the first three sentences you say to your classes at the start of each school year or even each school day? Is this the platform upon which you operate? Why do you do the things you do? What do you value most?

Have you written down your first three sentences? If so, analyze them according to what degree they contain elements of the following four dimensions: 1) Function – I am going to be your principal and I am going to...…… 2) Programs – We are here to provide opportunities for students to learn, etc.….. 3) Interpersonal - We are going to work together……. and 4) Context – We are going to reach out to parents, we are going to achieve awards, we have to cut back, etc. Do your first three sentences contain one, two, three, or four of these themes? Should your first three sentences contain all of these themes? If your first three sentences are the first impressions your faculty get, what impressions would they get from your first three sentences?

Leadership is about behavior. Policy is about rule making. What is your platform on rules? Do you like rules as absolutes or as guidelines? How have you dealt with policies you do not necessarily like? How do you deal with people who do not necessarily like your policies?

3. Another aspect of your platform is your belief about school and society. What is your belief on purpose of education for our nation? What is your view of citizenship? What should schools do regarding politics and political parties? Should schools be neutral? Is citizenship like church where you just don’t talk about it? Has the purpose of school in society changed? If it has changed, has it been for the better or for the worse? Where should students receive their instruction about citizenship? Should students learn about citizenship from school, from parents, from peers, or from the media? What is the “correct” view of citizenship?

What role do you want to play as a future administrator in public school regarding the issue of school and society? What about “social justice.” Is there a difference between “protecting” individual rights and “promoting” individual rights?

4. Reflect on your administrative platform. What questions remain? What are you certain about? Can the content courses and your internship experiences help you in continuing to develop your administrative platform? What are you most concerned about? What are you most excited about?

Was the assignment of value? Remember, this is your pre-administrative platform. You will revisit this platform in about 15 months.

**Formal of Assignment:**

|  |
| --- |
| Summarize your discussion to the four aspects of the assignment below. |
| Describe the context: : |
| Leadership and policy: |
| Citizenship: : |
| Reflection: : |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **10 Target**  **Points Earned** | **7 Acceptable**  **Points Earned** | **0 Unacceptable**  **Points Earned** |
| **Summarized discussion of administrative platform** | Responses show candidate understood purpose of assignment, had some justification for his/her value or busywork position, and was able to make a connection with what s/he learned, or supported criticism. | Responses show candidate understood the purpose of assignment, but had no explanation to justify his/her value or busywork position. | Responses were very short with no elaboration or were incomplete. |

**Action Research:** You will submit a PowerPoint Action Research Project as part of your 5399 class. You will receive additional information when you take the research class. I have provided the basic information for you.

What is Action Research?

Action Research is basic research done at the campus level to address a concern. You determine a problem that needs to be addressed, collect data, and use data to make a decision.

First step—Select a question you want to address.

Second step--Determine how to collect data

Third step—collect data

Fourth step--Analysis data

Fifth step—Determine if the data is sufficient to make a decision

Example: You determine the Hispanic male students perform below the level of other identifiable groups of male students in reading. Your question could be—What factors are influencing the Hispanic male to perform at a lower level of other male students in the area of reading?

**Research is never done to prove something**. You will address a concern, gather information and make a decision. **Never conduct a survey without principal approval.**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\ingrams\Downloads\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**College of Education Conceptual Framework**

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

· The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

· The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

· The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the eontext of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

· **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

· **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

· **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible ***Partners for the Future*** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Professional Dispositions**:  
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Education Subject Guide:**

Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, http://libguides.uta.edu/edad. For further help, contact the Education Librarian Andy Herzog ([amherzog@uta.edu)](mailto:amherzog@uta.edu)).

**Emergency Phone Numbers:**

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non- campus phone), 2-3003 (campus phone). Students may also dial 911. The non-emergency number is 817- 272-3381.

**Technology**

This course is online, and students are responsible for ensuring their technology/internet works properly. Internet issues (slow or not working internet) *is not* an excuse for missing or delayed discussion posts or course assignments. Be aware that Sunday afternoon/evening may have a higher internet/Blackboard usage.

**Guidelines for Submitting Assignments**

Written work is due via Blackboard by midnight (CST) on the due date, and all file names must include the student’s last name. The final assignment executive summary should have correct APA formatting, including but not limited to cover pages, citations, reference lists, headings, and subheadings. If students foresee missing a deadline, it is their responsibility to contact me prior to the assignment’s due date.

**Late work**

I will not accept late discussion posts (i.e., after midnight (CST) on Sunday each week). The purpose of the discussion board is to facilitate active dialogue between classmates, and since late posts cannot contribute to the overall conversation, they will not be considered for grading. All other late assignments will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).

**Blackboard Discussion Board Participation**

Class participation is instrumental to learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the readings, and engage in online Blackboard discussions. I encourage everyone to post early, in order to immediately begin discussion, and then return later in the week to enrich the discussion and reflect on other’s responses. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive online learning community, students are expected to approach the course content, instructor, and one another with civility and respect.