

# Syllabus

## EDAD 5399-001: Capstone Practicum in Educational Leadership and Policy Studies Spring 2015

### Instructor Information

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### Course Description

Successful completion of the Capstone Practicum will fulfill the comprehensive examination requirements for the graduate degree and/or certification. Requirements of EDAD 5399 will include, but not be limited to, those collaboratively established by university faculty and school administrative personnel.

The course is designed to pull together your learning from experiences in your personal and professional environment that will help and have helped prepare you for a position as a school leader. You will benefit most if you do not enter this capstone practicum to earn a grade. You should try to maximize your learning experiences in preparation for advancing your career. While the course must be passed to graduate, your goal should be to continue your learning and develop products that reflect what a great school leader you will be.

### Required Texts and Materials

Tk20 Software: <https://tk20web.uta.edu/campustoolshighered/start.do>

### Student Learning Outcomes/Activities

1. Through reflection on their program and practicum, students will confirm what they have learned, why it is important, and what they still need to develop into influential school leaders.
2. Students will confirm their administrative platform.
3. Through PowerPoint or poster formats, students will learn how to report and visually present their action research projects.
4. Students will create a professional resume that reflects their education, work history, and professional accomplishments.
5. Students will generate a set of ten resources to keep in their office when they become a building level educational leader/principal.
6. Students will report on their practicum experiences.

### Program Focus

Our program has been designed to meet the following 2011 standards set forth by the Educational Leadership Constituent Council:

A building-level education leader applies knowledge that promotes the success of every student:

STANDARD 1: by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

STANDARD 2: by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

STANDARD 3: by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

STANDARD 4: by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

STANDARD 5: by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

STANDARD 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

STANDARD 7: 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.

([http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf))

## Assignments

| Section      | Assignments  |
|--------------|--|
| Introduction | Discussion Post and Replies  |
| Section 1    | Revise Administrative Platform (Assignment 1)<br>Discussion Post and Replies   |
| Section 2    | Revise Professional Resume/Vita (Assignment 2)<br>Generate Office Resources (Assignment 3)<br>Discussion Post and Replies  |
| Section 3    | Draft Action Research Presentation (Assignment 4)<br>Discussion Post and Replies   |
| Section 4    | Revise Action Research Presentation<br>Discussion Post and Replies   |
| Section 5    | Submit Practicum Report Summary into course and Tk20 (Assignment 5)<br>Finalize and submit Action Research Project into course and Tk20<br>Evaluate Program (Assignment 6) |

## Grading

This class is graded Pass/Fail. To pass, **all assignments** must be completed at an acceptable level. You will have ample opportunities to revise and resubmit work prior to the end of the course. You are required to purchase Tk20 and submit designated documents into Tk20. You must do so to pass the course.

## Course Policies

You must complete all assignments and discussion postings/replies by the due dates. All due dates can be found in the course schedule below. You are responsible for your technology/Internet working to ensure work is completed by deadlines. Think about submitting your work early to help prevent this from being a problem.

## 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 all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for

an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364. 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](http://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 in this course 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](http://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. I encourage each of you to use the Writing Center.

### **Student Support Services Available**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

### **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.

### **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/>).

## Course Schedule

| Introduction   |   |
|--|---|
| <p>Explore the course links in Blackboard.<br/>View the syllabus.<br/>View the Introduction PowerPoint Presentation.<br/>Introduce yourself in the Blackboard discussion board titled "Introduction."<br/>Discussion:</p> <ol style="list-style-type: none"> <li>1. Share what your current position is.</li> <li>2. Share career goals for the next five and 10 years.</li> <li>3. Respond to at least two other postings.</li> </ol>   | <p>Initial discussion board response is due 11:59 p.m., Thursday, January 22; responses to others are due 11:59 p.m., Saturday, January 24.</p>               |
| <b>Face-to-Face Class Session on Campus</b>  |   |
| <b>5:30 p.m., Monday, February 2</b>   |   |
| Section 1–Administrative Platform Revision   |   |
| <p>View the Section 1 PowerPoint Presentation.<br/>Discussion:</p> <ol style="list-style-type: none"> <li>1. What changed in your platform? What did not? Why do you think that is?</li> <li>2. Upon reflection, what program components were influential in your platform changes? Why?</li> <li>3. Respond substantively to at least two other postings, using complete sentences and examples.</li> </ol>   | <p>Initial discussion board response due 11:59 p.m., Tuesday, February 3; responses to others due 11:59 p.m., Saturday, February 7</p>                        |
| <p>Assignment 1: Administrative Platform Revision</p>  | <p>Due 11:59 p.m., Saturday, February 7</p>   |
| Section 2–Professional Resume and Office Resources   |   |
| <p>View the Section 2 PowerPoint Presentation.<br/>Discussion:</p> <ol style="list-style-type: none"> <li>1. Describe what is most important in presenting you, your education, and experiences. <ul style="list-style-type: none"> <li>• How do you know this?</li> <li>• Why is each piece important?</li> </ul> </li> <li>2. Generally, why did you select these shelf resources? <ul style="list-style-type: none"> <li>• What do you think these resources say about you as a school leader?</li> <li>• Why are these resources so important?</li> </ul> </li> <li>3. Respond substantively to at least two other postings, using complete sentences and examples.</li> </ol> | <p>Upload your initial discussion board post by 11:59 p.m., Tuesday, February 24. Reply to at least two other posts by 11:59 p.m., Saturday, February 28.</p> |
| <p>Assignments 2 and 3: Professional Resume/Vita and Office Resources</p>  | <p>Due 11:59 p.m., Saturday, February 28, and bring a hard copy of your professional resume/vita to the next face-to-face class session</p>                   |
| <b>Face-to-Face Class Session on Campus</b>  |   |
| <b>5:30 p.m., Monday, March 2</b>  |   |
| Section 3–Design Action Research Report  |   |
| <p>View the Section 3 PowerPoint Presentation.<br/>Discussion:</p> <ol style="list-style-type: none"> <li>1. Pair with another student in the class. Share your research report draft. Give meaningful and helpful ideas for improving his/her presentation. Ask</li> </ol>  | <p>Upload your initial discussion board post by 11:59 p.m., Tuesday, March 17. Reply to at least two other posts by 11:59 p.m., Saturday, March 21.</p>       |

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| <p>questions if you need to.</p> <p>2. Then post how this review will help you revise your own presentation.</p>   |  |
| Assignment 4: Action Research Report Draft   | Due 11:59 p.m., Saturday, March 21   |
| <b>Section 4–Revise and Finalize Action Research Report</b>  |  |
| <p>Watch the Section 4 PowerPoint Presentation.</p> <p>Discussion:</p> <p>1. What three items will you remember to do better the next time you engage in action research? Why?</p> <p>2. Pair up with a different student in the class. Share your revised research report draft. Give meaningful and helpful ideas for improving his/her presentation. Ask questions if you need to do so.</p> <ul style="list-style-type: none"> <li>• How is what they provided helpful to you as you aspire to be a school leader?</li> </ul> <p>3. Respond substantively to at least two other postings, using complete sentences and examples.</p>   | <p>Upload your initial discussion board post by 11:59 p.m., Tuesday, March 31. Reply to at least two other posts by 11:59 p.m., Saturday, April 4.</p> |
| Assignment 4: Final Action Research Report (also submitted into Tk20)  | Due 11:59 p.m., Saturday, April 4  |
| <b>Face-to-Face Class Session on Campus</b>  | <b>5:30 p.m., Monday, April 13</b>   |
| <b>Section 5–Bringing it all Together</b>  |  |
| Assignment 5: Practicum Report Summary (also submitted into Tk20)  | Due 11:59 p.m., Saturday, April 18   |
| <p>Watch the Section 5 PowerPoint Presentation.</p> <p>Discussion:</p> <p>1. What are your three top <i>take-aways</i> from the program?</p> <ul style="list-style-type: none"> <li>• What did you expect to learn?</li> <li>• What did you learn that you didn't expect?</li> <li>• What do you wish you learned?</li> <li>• What are the top three things we need to do differently in the program? Why?</li> </ul> <p>2. What are the top three things we need to do differently in the internship courses? Why?</p> <ul style="list-style-type: none"> <li>• How did your mentor relationship work? Why?</li> <li>• What do we need to add? Why?</li> </ul> <p>3. Respond substantively to at least two other postings, using complete sentences and examples.</p> | <p>Upload your initial discussion board post by 11:59 p.m., Tuesday, April 28. Reply to at least two other posts by 11:59 p.m., Saturday, May 2.</p>   |
| Assignment 6: Program Evaluation   | Due 11:59 p.m., Saturday, May 2  |
| <b>Face-to-Face Class Session on Campus</b>  | <b>5:30 p.m., Monday, May 4</b>  |

### Assignments

Assignment 1: Administrative Platform Revision

Assignment 2: Professional Resume/Vita

Assignment 3: Office Resources

Assignment 4: Action Research Project (also submitted into Tk20)

Assignment 5: Practicum Report Summary (also submitted into Tk20)  
Assignment 6: Program Evaluation  
Assignment 7: Discussions

Assignment 3 is the only time you need to use APA format. In all your written assignments, single space your pages and use Times New Roman, 12-point type. Rubrics are provided below.

**Assignment 1: Administrative Platform Revision.** Your assignment for Section 5 in EDAD 5389, The Administrative Platform, was to write a pre-internship administrative platform. Now that you have completed all coursework for the program, it is time to revise that platform. Conventional wisdom would dictate that there are major revisions that you need to make now that you have had multiple experiences designed to expand your views and understandings. Your future employers will want to know your perspectives and understandings. To know where you are, you should know where you have been in terms of your thinking about educational leadership and policy.

**I'd like you to post your original as well.** For the revision, the format will change. It should be an essay containing the first three components. The last section should include what, if anything, within the scope of the program changed your views. There is no need to have a cover page but you will need page numbers. For ease of reading, single space the document. As a refresher, below are the first three components as presented in EDAD 5389:

1. Describe your context. What is your current position? How long have you had this position? What other positions/work/life experiences have you had that you feel contribute 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. For the last section, you need to reflect on your academic program. Did the content courses and your internship experiences cause you to refine your administrative platform? If so, why? If not, why not? What questions remain? What are you most concerned about? What are you most excited about? What do you still need to learn? How will you seek professional development to accomplish this?

### Grading Rubric

| Task                                | Pass   | Must be revised   |
|-------------------------------------|--|---|
| Revision of Administrative Platform | <ul style="list-style-type: none"> <li>• Substantive revision of initial platform—first 3 parts</li> <li>• Detailed program review connected to course activities</li> <li>• Included what knowledge and experiences still needed</li> </ul> | <ul style="list-style-type: none"> <li>• Little revision of initial platform—first 3 parts</li> <li>• Brief program review with missing connections to course activities</li> <li>• What knowledge and experiences still needed is missing</li> </ul> |

**Assignment 2: Professional Resume/Vita.** All of you should have a professional resume/vita already. Now that you are completing our Masters in Education program, you will need to revise your resume/vita to reflect this accomplishment. Most that I have seen include (in this order) your contact information (both work and home), education in reverse order, certifications, and work experiences in reverse order (most recent experiences listed first). Some list community or service activities as well. Remember that this document may be one of the first opportunities you have to make a good impression. Consider the following as you review and revise your resume/vita:

- Contact information-reflect on your personal email address. What you consider fun locators (e.g., “sweetsally” or “mattandsally”) can give your future employer the wrong impression. Do not use your school email address.
- Education-typically presented in reverse order as well and does not include high school.
- Certifications-include all that you have.
- Work experiences-list in reverse order, newest first. Bullet your responsibilities and highlights from that assignment. Present in terse and succinct items what makes you an asset. If you worked on academic committees or were a grade-level leader, note that.
- Community/service activities-include items that make you *value added* as a member of the school community. Those who have chaired charity organizations or events may be seen as a plus particularly if they involve working with students, parents, and community members.

Include at least the previous items in your resume. It is possible to add an “objective” line at the top of your resume, typically included under contact information. This notes the kind of position you want. I think that is obvious; you are applying for a position that will move your career forward. It is your choice to include this or not. Do not include a picture or family information. What you look like or who your family is is not information that should lead to you being hired.

### Grading Rubric

| Task                            | Pass  | Must be revised   |
|---------------------------------|---|---|
| Revision of Professional Resume | <ul style="list-style-type: none"> <li>• Include contact information, education, certifications, work experience, and service/ community activities if you want in appropriate order (reversed when needed).</li> <li>• Personal email address is professional.</li> <li>• No picture, no family information</li> </ul> | <ul style="list-style-type: none"> <li>• Contact information, education, certifications, and work experience missing or not in reverse order when needed</li> <li>• Unprofessional email address</li> <li>• Picture or family information included</li> </ul> |

**Assignment 3: Office Resources.** Look back over all courses and experiences. Then, provide a list of 10 items, with complete APA citations if they are books and web links or location information for other items. In addition, provide a rationale for your selection. Some of your resources might be inanimate objects like a picture or desk ornament, etc.

### Grading Rubric

| Task             | Pass   | Must be revised   |
|------------------|--|---|
| Office Resources | <ul style="list-style-type: none"> <li>• 10 items provided</li> <li>• Complete APA citations and additional location information</li> <li>• Rationale for inclusion of each noted</li> </ul> | <ul style="list-style-type: none"> <li>• Fewer than 10 items provided</li> <li>• Incomplete APA citations or location information provided</li> <li>• Rationale for any item missing</li> </ul> |

**Assignment 4: Action Research Project (a program assessment that you will also submit into Tk20).** Hopefully you were involved in many action research projects during your time in the program. Initially, you just may not have known what to call action research. If you deliberately set about to improve something, you were conducting action research. The results of your efforts may or may not have improved what you were hoping to improve, but you were involved in action research. It's one thing to conduct action research and another to formally report the action research you have conducted. Here is your opportunity to do just that. This, like your revised Administrative Platform and Professional Resume, is an important part of your Portfolio.

The Action Research PowerPoint Report consists of 12-15 slides. In these slides, you will identify the topic/problem/issue you chose to address. Describe the context where the issue resides, noting the size and other data about the site. Include in your literature review what is known about the issue from others who have studied the same issue. Describe how you went about implementing the treatment (what you did differently). State what you consider success (goals/objectives). Describe how you collected and analyzed the data. State the findings. Discuss as well implications of the findings to future action research possibilities. Do all of this in 12-15 PowerPoint slides.

One of the courses in the sequence of content classes was Educational Research and Evaluation. Other courses addressed issues that helped with the action research project. Your responsibility was to select a project and work through the action research steps. Now you get to pull everything together in the presentation. The Action Research Project was a learning experience and now you get to present what you learned before, during and after the experience.

The PowerPoint should include the following:

- Title page-title of your study, your name, work location/affiliation and date
- Problem-topic/problem/issue you chose to address
- Context-where the issue resides, noting the size and other data about the site
- Literature review-what literature and research is known about the issue from others who have studied the same issue/problem/topic
- Purpose/goals/objectives-what did you hope to accomplish, what you consider success, or the desired outcome
- Methods-describe how you went about exploring the problem or implementing the treatment (what you did differently)
  - Data-provide information about how did you collected it, from what sources or individuals (subjects)
  - Analysis-how did you make sense of the data you collected
- Findings-what happened when you completed your study-intended and unintended outcomes
- Conclusions-given your work, what do you now know
- Implications/future action research possibilities-what is next in exploring your topic/problem/issue
- References-list research that helped you in your work

Those of you who want the experience of making a research poster may make the poster in lieu of the PowerPoint. To do this, you use a PowerPoint slide and text, with the same kinds of sections as noted in the PowerPoint assignment. Tips for designing the PowerPoint and examples of both the PowerPoint presentation and poster can be found in the resources section of Section 3.

### Grading Rubric

| Task                                | Pass   | Must be revised   |
|-------------------------------------|--|---|
| <b>Action Research Presentation</b> | <ul style="list-style-type: none"> <li>• Provide sufficient detail in each of the PowerPoint/poster areas:               <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Problem</li> <li>○ Context</li> <li>○ Literature review</li> <li>○ Purpose/goal/objective</li> <li>○ Methods</li> <li>○ Findings</li> <li>○ Conclusions</li> <li>○ Implications/future research</li> <li>○ References</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Insufficient detail in each of the PowerPoint/poster areas:               <ul style="list-style-type: none"> <li>○ Title page</li> <li>○ Problem</li> <li>○ Context</li> <li>○ Literature review</li> <li>○ Purpose/goal/objective</li> <li>○ Methods</li> <li>○ Findings</li> <li>○ Conclusions</li> <li>○ Implications/future research</li> <li>○ References, not APA</li> </ul> </li> <li>• Difficult to read/understand</li> </ul> |

|  |                           |
|--|---------------------------|
|  | • Easy to read/understand |
|--|---------------------------|

### Grading Rubric for Tk20

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|--|
| <b>Assessment: Action Research Project</b>   |
| ELCC 2011 Elements: 1.2, 1.3, 1.4, 2.1, 3.5, 4.1, 5.3, 6.1, 6.2, and 6.3 (see last page of syllabus for listing of elements) |

| Assessment Area  | Target (2 points)  | Acceptable (1 point)   | Unacceptable (0 points)  |
|--|--|--|--|
| Overall presentation of PowerPoint/poster<br>ELCC 2011 elements: 4.1, 5.2, 6.2                     | Met length requirement and made a compelling presentation of understanding problem, identifying purpose for study, and included all required elements. | Met length requirement and made a general presentation of understanding problem, identifying purpose for study, and included all or most of the required elements. | Did not meet length requirements or did not make coherent presentation or did not include most of the required elements.                 |
| Connection to improved school instruction and/or culture<br>ELCC 2011 elements: 1.2, 1.3, 2.1, 6.1 | Presentation specifically connected findings to improving school instructional culture.  | Presentation connected findings to general improvement of school.  | Presentation did not connect findings to school improvement.   |
| Evidence of integrity, fairness, and ethics<br>ELCC 2011 elements: 1.4, 3.5, 5.1, 5.4              | Presentation specifically illustrated objective data collection methods and procedures.  | Presentation included data collection but no specific method to illustrate objectivity.  | Presentation lacked any data collection procedures beyond statements that data would be collected or showed subjective bias in findings. |
| Literature Review and references<br>ELCC 2011 element: 6.3   | Presentation included 3-4 sources  | Presentation included 1-2 sources  | Presentation did not include mention of sources  |

**Assignment 5: Practicum Report Summary (a program assessment that you will also submit into Tk20).** All throughout the program you have been engage in your Practicum. We had you fill out Practicum Reports at the end of each semester and submit them into the Blackboard Internship Forum. As a part of our accreditation effort, we need you to fill out the Practicum Report Summary and submit it as an assignment and also into Tk20). The summary will be a Word file within the course you open, save, and submit both into the course and into Tk20.

**Practicum Report Summary**  
 ELCC 2011 Standards: 7.1, 7.2, 7.3 (see last page of syllabus for listing of elements)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 UTA ID #: \_\_\_\_\_

School Information:  
 School Name(s): \_\_\_\_\_  
 School District: \_\_\_\_\_  
 City, State, Zip Code: \_\_\_\_\_

Mentor/s Information:  
 Name/s: \_\_\_\_\_  
 Title/s: \_\_\_\_\_  
 Email/s & Telephone number/s: \_\_\_\_\_

Time period of your Practicum: Beginning month/year \_\_\_\_\_/\_\_\_\_\_  
 Ending month/year \_\_\_\_\_/\_\_\_\_\_  
 Total number of months of your Practicum: \_\_\_\_\_  
 Approximate total time (hours) involved in practicum activities: \_\_\_\_\_  
 How significant would you describe the field-based experiences you received during the practicum/internship?  
 \_\_\_ limited \_\_\_ moderately \_\_\_ highly  
 What percent of your time was spent in the following ways during your practicum?  
 \_\_\_\_\_ observation \_\_\_\_\_ participation \_\_\_\_\_ assuming admin responsibilities

To what degree were you involved in each of the following areas during your internship/practicum **at the building level**?

|  | Very limited | Moderate | Substantial |
|--|--------------|----------|-------------|
| Establishing goals and regularly evaluating them                           |              |          |             |
| Providing high-quality instruction, supervision and technology utilization |              |          |             |
| Focusing time and resources on safety and learning                         |              |          |             |
| Embracing diversity and community  |              |          |             |
| Practicing and promoting highest ethical and social values                 |              |          |             |
| Advocating for students & school and adapting to changing                  |              |          |             |

|   |  |  |  |
|---|--|--|--|
| environments  |  |  |  |
| Describe the 2-3 most memorable administrative activities/events and what you learned (knowledge/ attitude &/or skills) from your practicum experiences:  |  |  |  |
| Summarize the supervision you received during this reporting period. From whom did you receive feedback on how you were progressing in your transition to becoming a building level administrator?  |  |  |  |
| Was your mentor a certified principal or administrator? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To what level do you think your mentor was qualified to serve as your mentor as an aspiring building-level administrator? <input type="checkbox"/> limited <input type="checkbox"/> moderate <input type="checkbox"/> substantial<br>Should your mentor have been better trained by the supervising institution before or during your practicum? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, how? |  |  |  |
| What additional comments would you like to make about your practicum experiences and/or this preparation program?   |  |  |  |

### Grading Rubric for Course

| Task             | Pass  | Must be revised   |
|------------------|---|---|
| <b>Portfolio</b> | <ul style="list-style-type: none"> <li>Successful submission</li> <li>All information included and all areas addressed</li> </ul> | <ul style="list-style-type: none"> <li>Unsuccessful submission</li> <li>Missing one or more of the areas within the report summary</li> </ul> |

### Grading Rubric for Tk20

|   |
|---|
| Assessment: <b>Practicum Report Summary</b>   |
| ELCC 2011 Elements: 7.1, 7.2, 7.3 (see last page of syllabus for listing of elements) |

| Assessment Area  | Target   | Acceptable  | Unacceptable  |
|--|--|---|---|
| Length and time spent in Internship/Practicum (ELCC 2011 7.2)                          | Longer than six months, over 500 hours or more than 9-12 hours per week  | Six months and 400-500 hours or 9-12 hours per week   | Less than six months and less than 400 hours or less than 9 hours per week  |
| Candidate gained significant field-experiences in Internship/Practicum (ELCC 2011 7.1) | Candidate rated experiences as highly significant, spent 20% of time assuming administrative responsibilities, and/or were at least moderately involved in at least 4 of the 5 standards | Candidate rated experiences as moderately significant, spent 10% of time assuming administrative responsibilities, and/or were at least moderately involved in at least 3 standards | Candidate rated experiences as having limited significance, spent less than 10% of time assuming administrative responsibilities, and/or were at least moderately involved in less than 3 standards |
| Candidate received supervision from  | Candidate's mentor was certified, was  | Candidate's mentor was certified, was moderately  | Candidate's mentor was not certified, had   |

|   |  |  |  |
|---|--|--|--|
| qualified on-site mentor trained by supervising institution (ELCC 2011 7.3) | substantially qualified to be a mentor, and did not need to be better trained. | qualified to be a mentor, and perhaps would have benefited from more training. | limited qualifications to be a mentor, and/or definitely needed more training. |
|---|--|--|--|

**Assignment 6: Program Evaluation.** Look back over all courses and experiences. Reflect about what you thought was helpful, what was not and what you wanted to experience and did not. Answers to the following questions should be addressed:

1. What are your three top *take-aways* from the program?
  - What did you expect to learn?
  - What did you learn that you didn't expect?
  - What do you wish you learned?
  - What are the top three things we need to do differently in the program? Why?
2. What are the top three things we need to do differently in the program (including the practicum)?
  - Why?
  - How did your mentor relationship work? Why?
  - What do we need to add? Why?

When posting your answers, do not format APA. For ease of reading and copying/pasting to the discussion, single space.

### Grading Rubric

| Task                      | Pass   | Must be revised  |
|---------------------------|--|--|
| <b>Program Evaluation</b> | <ul style="list-style-type: none"> <li>• All questions answered.</li> <li>• Rationale provided.</li> </ul> | <ul style="list-style-type: none"> <li>• Not all questions answered.</li> <li>• Rationale for any item missing.</li> </ul> |

**Assignment 7: Online Discussions.** A big part of this class is learning from interactions with your colleagues. The on-line discussions provide you with this opportunity. One of the major critiques about administrators is that they do not write well. The discussions will provide you with an opportunity to write about what you have learned succinctly, convincingly, and professionally. Provide examples, both positive and negative, to support your discussion points.

### Grading Rubric

| Tasks                      | Pass  | Revisions still needed  |
|----------------------------|---|---|
| <b>On-Line Discussions</b> | Complete paragraphs.<br>Complete answers to all questions<br>Examples where appropriate | Incomplete sentences<br>Few questions answered completely<br>Examples missing |
| <b>Response</b>            | Complete paragraphs.  | Incomplete sentences.   |

|          |                                     |                                       |
|----------|-------------------------------------|---------------------------------------|
| Postings | Respond to two (2) or more postings | Respond to less than two (2) postings |
|----------|-------------------------------------|---------------------------------------|

**Below is a paraphrased list of the 2011 ELCC Standards and Elements for Building-Level Leaders**

|     |   |
|-----|---|
| 1.0 | establish goals collaboratively and evaluate them regularly                           |
| 1.1 | ensure shared vision of learning is everyone's goal                                   |
| 1.2 | collect and utilize data to strategize for success                                    |
| 1.3 | promote continual improvement   |
| 1.4 | evaluate and revise school plans with support   |
| 2.0 | provide high quality instruction, supervision and technology utilization              |
| 2.1 | sustain culture and instruction personalized with high expectations                   |
| 2.2 | ensure curriculum is aligned and rigorous   |
| 2.3 | develop instructional and leadership capacity of staff                                |
| 2.4 | ensure technology supports teaching and learning                                      |
| 3.0 | focus time and resources on safety and learning                                       |
| 3.1 | maintain effective management and operational systems                                 |
| 3.2 | uses human, fiscal, and technology resources  |
| 3.3 | ensure policies and procedures protect welfare and safety of students and staff       |
| 3.4 | distribute leadership opportunities   |
| 3.5 | maximize resources and time to instruction and learning                               |
| 4.0 | embrace diversity and community   |
| 4.1 | involve faculty and community in developing improvement plans                         |
| 4.2 | appreciate and use all available resources in community                               |
| 4.3 | maintains positive school relationship with family and caregivers                     |
| 4.4 | maintains positive school relationship with community partners                        |
| 5.0 | practice and promote highest ethical and social values                                |
| 5.1 | act with integrity and fairness to ensure every students' academic and social success |
| 5.2 | exhibit self-awareness, transparency, reflective and ethical practice                 |
| 5.3 | safeguard values of democracy, equity, and diversity                                  |
| 5.4 | evaluate moral and legal consequences of all decisions                                |
| 5.5 | ensure all individual student needs are being considered                              |
| 6.0 | advocate for students/school and adapt to changing environments                       |
| 6.1 | be an advocate for student and school needs   |
| 6.2 | be informed and involved in local, district, state, and national educational issues   |
| 6.3 | adapt to changing environments  |
| 7.0 | gain substantial field-based experiences with qualified mentor                        |
| 7.1 | program provides significant field-experiences  |
| 7.2 | six-month, concentrated (9-12 hours per week) school based field experience           |
| 7.3 | qualified on-site mentor trained by supervising institution                           |