



**Syllabus**      **Course Title: EDAD 5330 Leadership in Instructional Settings**  
**Summer 2017, July 3 – August 6**

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**Textbook and required materials**

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2012). *The basic guide to supervision and instructional leadership, 3<sup>rd</sup> edition*. Boston, MA: Pearson. ISBN 978-0-13-261373-6.

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

**Tk20:** The College of Education requires all student to purchase Tk20. On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <https://www.uta.edu/coed/academics/tk20>.

**Course Description**

This course involves an examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate, and leadership styles as they impact school improvement.

**Student Learning Outcomes**

1. Define the meaning of SuperVision
2. Explain the four basic approaches to supervision
3. Demonstrate understanding and self-evaluation of technical skills for supervision
4. Provide examples of how to effectively accomplish technical tasks of supervision
5. Critically analyze the cultural tasks of SuperVision in light of one's own belief system
6. Demonstrate capabilities to supervise and become an effective instructional leader through professional development, etc.

For students seeking principal certification, the course is intended to meet the 2011 Standards set by the Educational Leadership Constituent Council for “building-level education leaders.”

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by 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.

### Assignment Point Values

Title	Points Possible
Module 1: Assessment of Reading	10
Module 1: Reflection	10
Module 1: Discussion Post and Replies	10
Module 2: Assessment of Reading	10
Module 2: Reflection	10
Module 2: Discussion Post and Replies	10
Module 3: Assessment of Reading	10
Module 3: Reflection	10
Module 3: Discussion Post and Replies	10
Module 4: Assessment of Reading	10
Module 4: Reflection	10
Module 4: Discussion Post and Replies	10
Module 5: Assessment of Reading	10
Module 5: <b>Case Study Assignment</b> <b>Must be submitted to Blackboard AND Tk20</b>	60
Module 5: Discussion Post and Replies	10
TOTAL	200

### Grading scale:

180 and above	A
160-179	B
140-159	C
139 and below	D-F

### Course Policies

#### Timeliness

You must complete all readings, assignments, and discussion postings/replies by the due dates. Failure to do so will result in a reduction for each day that it is late. All due dates for the readings, assignments and discussion postings/replies are listed in the course schedule.

#### Engagement

Students' primary form of course engagement will be online discussion. Substantive discussion contributions are of the utmost important. Greater details on discussion expectation are shared later on in the syllabus.

Technology

You are responsible for your technology/Internet working to ensure work is completed by deadlines. When encountering technology issues, be resourceful (go to a friend/family/neighbor/workplace to borrow/access a computer/Wi-Fi/etc.).

**Course Schedule (please note: Some module information continues through page breaks)**

Each module corresponds with a week in the class (module 1 for week 1, module 2 for week 2, etc.). With the exception of module 5, each module consists of assigned reading, an assessment (brief quiz) relating to the assigned reading, a written reflection, and discussion posts.

<b>Module 1 – Introduction and Knowledge</b>	
Read chapters 1-5	11:59 PM CT, Sunday, July 9
Assessment of reading	11:59 PM CT, Sunday, July 9
Reflection	11:59 PM CT, Sunday, July 9
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 9
<b>Module 2 – Interpersonal Skills</b>	
Read chapters 6-11	11:59 PM CT, Sunday, July 16
Assessment of reading	11:59 PM CT, Sunday, July 16
Reflection	11:59 PM CT, Sunday, July 16
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 16
<b>Module 3 – Technical Skills</b>	
Read chapters 12-14	11:59 PM CT, Sunday, July 23
Assessment of reading	11:59 PM CT, Sunday, July 23
Reflection	11:59 PM CT, Sunday, July 23
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 23
<b>Module 4 – Technical Tasks of SuperVision</b>	
Read chapters 15-19	11:59 PM CT, Sunday, July 30
Assessment of reading	11:59 PM CT, Sunday, July 30
Reflection	11:59 PM CT, Sunday, July 30
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 30
<b>Module 5 – Cultural Tasks of SuperVision</b>	

Read chapters 20-22	11:59 PM CT, Sunday, August 6
Assessment of reading	11:59 PM CT, Sunday, August 6
Case Study Assignment <b>Must be submitted to Blackboard <u>AND</u> Tk20</b>	11:59 PM CT, Sunday, August 6
Discussion Board Post and Replies	11:59 PM CT, Sunday, August 6

### Explanation of Assessments of Reading:

For all modules, there is assigned reading from the textbook. You will then take a test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with the concepts covered by the textbook. Having an understanding of these concepts will be essential to a) crafting quality reflections, and b) developing your personal theory of leadership.

### Explanation of Reflections:

Students will be responsible for writing a reflection in each of the first four modules. While the material we cover in class should be incorporated, *reflections do not serve as summaries of the required readings*. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of *praxis*

Some elements to consider including in your reflections:

- Discuss ways the course material is influencing your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Outline your general impressions of the readings
- Discuss ways in which the readings relate to your personal and professional experiences, both past and present
- Consider tying back to class discussions where appropriate

Students should use the reflection template provided on Blackboard. Reflections should be comprised of roughly two pages of original writing (this obviously does not include the title and reference pages). Reflections will be graded on a scale from 1 to 10 using the following rubric:

Criteria	Overall reflection score		
	Unacceptable, 0-3	Acceptable, 4-7	Exemplary, 8-10
<b>Elements</b>	<ul style="list-style-type: none"> <li>1 or 3+ pages in length</li> <li>Does not adhere to template</li> </ul>	<ul style="list-style-type: none"> <li>~2 pages in length</li> <li>Some adherence to template</li> </ul>	<ul style="list-style-type: none"> <li>~2 pages in length</li> <li>Closely adherence to template</li> </ul>
<b>Quality of Writing</b>	<ul style="list-style-type: none"> <li>Reflection is not engaging</li> <li>Inappropriate formatting and/or poor grammar (e.g. run-on sentences, no paragraphs, misspelled words, etc.)</li> <li>Thoughts and ideas are not coherent</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is somewhat engaging</li> <li>Some mistakes in formatting and grammar</li> <li>Some thoughts and ideas expressed are not entirely clear</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is engaging and thoughtfully crafted</li> <li>Appropriate formatting and proper grammar throughout</li> <li>All thoughts and ideas are expressed clearly and coherently</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Reflection does not tie back to core concepts of required readings</li> <li>Little to no evidence the readings were completed</li> </ul>	<ul style="list-style-type: none"> <li>Too much summarization of readings (greater than half of writing)</li> <li>Reflection ties back to some core concepts of readings</li> <li>Reflection loosely ties to thinking, experience, or research interests</li> <li>Some evidence readings were completed</li> </ul>	<ul style="list-style-type: none"> <li>Minimal summarization of readings (this is a good thing)</li> <li>Reflection ties back to core concepts of readings</li> <li>Reflection makes strong connections to thinking, experience, leadership, or research interests</li> <li>Clear evidence readings were completed</li> </ul>

Reflections will be graded based on the combined quality of their elements, content, and quality of writing. Reflections that earn a full score of 10 out of 10 will fully satisfy the criteria of the right-most column.

### Explanation of Discussion:

The discussion board is an integral part of the course. Unless otherwise noted, the expectation for discussion is that during each module, you will individually respond to the original prompt. In addition, you must also respond to the posts of two classmates. **At the end of each module, you will have posted at least 3 times.** Please ensure that your posts are substantive (a sentence or two is not enough). The instructor works closely with the Instructional Associates (IAs) in pursuit of uniformity in grading. The following general rubric will be used to score discussion.

	Overall reflection score		
	Unacceptable, 0-3	Acceptable, 4-7	Exemplary, 8-10
<b>Criteria/Elements</b>	<ul style="list-style-type: none"> <li>• Responses indicate candidate put little effort into the discussion.</li> <li>• Responses to prompts were very short with no elaboration.</li> <li>• Did not respond to at least two other students' replies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses indicate candidate put some thought and effort into discussion.</li> <li>• Responded to at least two other students' replies but only acknowledged statements without additional comments or thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses indicate candidate put considerable thought and effort into discussion.</li> <li>• Responses to at least two other prompts were insightful, thought provoking, engaging, inquisitive.</li> </ul>

**Case Study Assignment: (Due end of module/week 5)**

<b>Assessment 3: School Instructional Improvement Case Study</b>
ELCC Elements: 1.1, 1.2, 2.2, 2.3, 2.4, 4.2, and 5.3

In EDAD 5330, Leadership in the Instructional Setting, you are learning about becoming the instructional leader of your school through a set of guided modules. Your assignment is to conduct a case study of your school that demonstrates your understanding and ability to successfully lead a school effectively in the following areas: 1) Description of your school, 2) Foundational principles, 3) Curriculum, Instruction, and Assessment, 4) Supervision, 5) Professional Development, 6) Cultural Context, and 7) Organizational Management.

Effective building leaders have and can articulate foundational principles that undergird its actions. These principles can be mottos, themes, slogans, policies, or guiding actions that can vary from school to school but serves to focus the behavior of all individuals and guide their action to develop and sustain a positive culture. *You should discuss ways in which your school's vision of learning was developed and communicated.* ELCC 1.1

Effective building leaders must know their school and be able to articulate it to others. Name, history, location, demographics, past successes, major renovations, population trends, etc. can be used to describe the school so that anyone could quickly understand its context. This should include an indication that the leader has data and thus knows details about the school and its standing. *Describe a particular school and its context identifying factors that could affect student achievement and how this factors into school vision/goals.* ELCC 1.2

Effective building leaders know and can articulate the vision and purpose for the curriculum, the instruction, and the assessment for the school. They should be able to provide examples that indicate the curriculum is aligned and rigorous and that successful instruction is the key component to successful assessment. *Explain what is taught and*



tested in your school and what measures are taken to align the curriculum. ELCC 2.2

Effective building leaders know and can articulate the importance of how the supervision of instruction is the key for learning to be maximize. Effective building leaders have a plan for developing the instructional and leadership capacity of their teachers and staff utilizing different supervision styles when necessary. This includes strategies for documenting and providing effective feedback for those at all levels of job performance. *Explain how you have experienced supervision and your understanding of different styles of leadership.* ELCC 2.3

Effective building leaders monitor instructional practices and know and can articulate the importance of professional development as a strategic means of improving instructional performance and developing leadership capacity. A variety of professional development methods should be used so that the needs of all individual students are being addressed. *Explain your experiences with professional development and your understanding of different models for professional development and your ability to design and deliver effective professional development, such as how to use technology to improve student learning.* ELCC 2.4

Effective building leaders know and can articulate how to manage its resources so that the focus of resources is directed to instruction and learning. *Explain how building level leaders acquire and utilize resources to improve student learning.* ELCC 4.2

Effective building leaders know and can articulate how schools should function within a cultural context. The purpose of school should be more than passing a test or graduating. Effective building leaders know and can articulate the importance of school as a safeguard to the values of democracy, equity, and diversity. *Explain the purpose of schools in our society and what your school does specifically to promote democratic values, equity, and diversity issues and how this improves student learning.* ELCC 5.3

The final product can be a PowerPoint you would want to use in an interview or as a presentation you want to make in your school. **However, it must include a written narrative explanation.** The final product could also just be a written narrative, journal-type paper.

### Scoring Guide

Assessment 3: School Instructional Improvement Case Study			
ELCC Standard Elements: 1.1, 1.2, 2.2, 2.3, 2.4, 4.2 and 5.3			
Assessment Tasks	Target 7 points	Acceptable 3 points	Unacceptable 0 points
Evaluate how your school's vision of learning was developed, shared, communicated, and implemented	Response addressed the candidate's substantial ability to design and support a collaborative process for developing and implementing a school	Response adequately addressed the candidate's ability to design and support a collaborative process for developing and implementing a school	Response did not adequately address the candidate's ability to design and support a collaborative process for developing and implementing a school vision; develop a



and develop an action plan for improving the process.  ELCC 1.1	vision; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.	vision; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.	comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.
Describe a particular school and its context including physical, historical, demographic, socioeconomic, etc. information that could affect student achievement and how such information is used in determining school goals.  ELCC 1.2	Response addressed the candidate's substantial ability to develop and use evidence-centered research strategies and strategic planning processes and create school-based strategic and tactical goals.	Response adequately addressed the candidate's ability to develop and use evidence-centered research strategies and strategic planning processes and create school-based strategic and tactical goals.	Response did not adequately address the candidate's ability to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; and develop a school improvement plan that aligns to district improvement plans.
Explain what is taught and tested in your school and how the curriculum is developed, aligned, evaluated and results communicated to all stakeholders.  ELCC 2.2	Response addressed the candidate's substantial ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Response adequately addressed the candidate's ability to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Response did not adequately address the candidate's ability to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
Explain how you have experienced supervision and your understanding of	Response addressed the candidate's substantial ability to work collaboratively with school staff to	Response adequately addressed the candidate's ability to work collaboratively with school staff to	Response did not adequately address the candidate's ability to work collaboratively with school staff to work collaboratively

different styles of supervision and how supervision is used to improve student learning.  ELCC 2.3	improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.	work collaboratively with school staff to improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.	with school staff to improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.
Explain your experience with professional development and your understanding of different models for professional development and your ability to develop and deliver effective professional development.  ELCC 2.4	Response addressed the candidate's substantial ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.	Response adequately addressed the candidate's ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.	Response did not adequately address the candidate's ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.
Explain how to acquire and utilize resources to improve school programs that directly and indirectly improve student learning.  ELCC 4.2	Response addressed the candidate's substantial ability to identify and use diverse community resources to improve school programs.	Response adequately addressed the candidate's ability to identify and use diverse community resources to improve school programs.	Response did not adequately address the candidate's ability to identify and use diverse community resources to improve school programs.
Discuss the purpose of schools in our society and what your school does specifically to promote democratic values, equity, and diversity issues and how this improves student learning.  ELCC 5.3	Response addressed the candidate's substantial ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response adequately addressed the candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response did not adequately address the candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.
	<b>Target 11 pts</b>	<b>Acceptable 5 pts</b>	<b>Unacceptable 0 pts</b>
Narrative	Candidate provides a	Candidate provides a	Candidate fails to provide a

	narrative that elaborates on each of the seven sections of the case study. The narrative demonstrates great understanding of the importance and challenges of instructional leadership. Narrative includes value of assignment or why assignment had no value.	narrative that elaborates on each of the seven sections of the case study. The narrative demonstrates some understanding of the importance and challenges of instructional leadership. Narrative does not specify any reason assignment has or does not have value.	narrative that elaborates on each of the seven sections of the case study or the narrative demonstrates no understanding of the importance and challenges of instructional leadership.
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### Important University Information

**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://web.uta.edu/aao/faol/>).

**Disability Accommodations:** UT 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)*, *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/ecg](http://uta.edu/ecg).*

**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](mailto: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.  
(cont.)*

*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>

**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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** 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 <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center** (2<sup>nd</sup> 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 Library's 2<sup>nd</sup> 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>

### **Professional Dispositions Statement**

Each student/candidate in the College of Education 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 students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. The dispositions can be viewed here:

[https://www.uta.edu/coed/downloads/COEd PROFESSIONAL DISPOSITIONS 2016.pdf](https://www.uta.edu/coed/downloads/COEd%20PROFESSIONAL%20DISPOSITIONS%202016.pdf)

### **Code of Ethics and Standard Practices for Texas Educators**

#### Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.



Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

### **Educational Leadership Constituent Council (ELCC) Building-Level Program Standards**

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student 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 2.0: A building-level education leader applies knowledge that promotes the success of every student 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 3.0: A building-level education leader applies knowledge that promotes the success of every student 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 4.0: A building-level education leader applies knowledge that promotes the success of every student 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 5.0: A building-level education leader applies knowledge that promotes the success of every student 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 6.0: A building-level education leader applies knowledge that promotes the success of every student by 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.

### **Educational Leadership Constituent Council (ELCC) District-Level Program Standards**

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

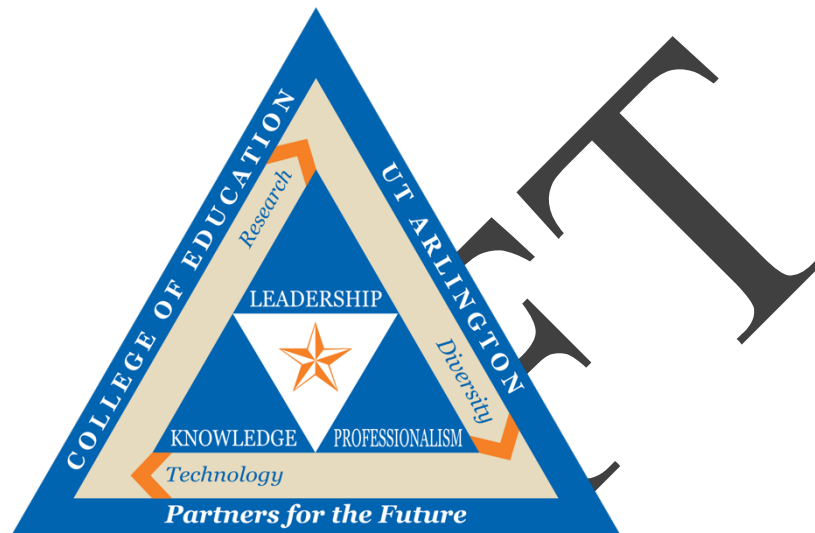
Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social,

economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

**University of Texas at Arlington  
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, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise 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 Framework 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 contention 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 excel in job performance.

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 context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional 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 content delivery and 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.

**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). You may also dial 911. Non-emergency number 817-272-3381.