EDAD 6279: Superintendency Practicum
Fall 2017

Instructor Information
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Note. Instructor information will change after course begins.

Course Time and Location
Online

Course Dates
EDAD 6279-151 Dates: 8/14/17-12/10/17
EDAD 6279-101 Dates: 8/24/17-12/6/17

Description of Course Content
This course provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel.

Required Textbooks and Materials
Superintendent Internship Handbook (provided)
All students are required to purchase Tk20 at
https://tk20web.uta.edu/campustoolshighered/start.do.

**Student Learning Outcomes**
Students will become familiar with national and state standards for superintendent certification. Students will participate in field-based learning experiences based on the national and state standards. The following are the ELCC and state standards.

*ELCC Standards.* The key assessments for this course will center on the following ELCC standards elements of the *Educational Leadership Program Standards: 2011 ELCC District Level.*

<table>
<thead>
<tr>
<th>ELCC 1.1</th>
<th>Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</th>
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<tbody>
<tr>
<td>ELCC 1.3</td>
<td>Candidates understand and can promote continual and sustainable district improvement.</td>
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<tr>
<td>ELCC 2.1</td>
<td>Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
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<tr>
<td>ELCC 2.2</td>
<td>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</td>
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<tr>
<td>ELCC 2.3</td>
<td>Candidates understand and can develop and supervise the instructional and leadership capacity across the district.</td>
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<tr>
<td>ELCC 3.1</td>
<td>Candidates understand and can monitor and evaluate district management and operational systems.</td>
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<tr>
<td>ELCC 3.2</td>
<td>Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</td>
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<tr>
<td>ELCC 3.3</td>
<td>Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</td>
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<td>ELCC 3.4</td>
<td>Candidates understand and can develop district capacity for distributed leadership.</td>
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<td>ELCC 4.1</td>
<td>Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.</td>
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<tr>
<td>ELCC 4.2</td>
<td>Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.</td>
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<tr>
<td>ELCC 4.3</td>
<td>Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</td>
</tr>
<tr>
<td>ELCC 4.4</td>
<td>Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</td>
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<tr>
<td>ELCC 5.1</td>
<td>Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.</td>
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<tr>
<td>ELCC 5.3</td>
<td>Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.</td>
</tr>
<tr>
<td>ELCC 6.1</td>
<td>Candidates understand and can advocate for district students, families, and caregivers.</td>
</tr>
<tr>
<td>ELCC 6.2</td>
<td>Candidates understand and can advocate for district students, families, and caregivers.</td>
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</tbody>
</table>

Further, this course addresses the following standard/standard elements:

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

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

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

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

State standards. During your practicum you must document field experiences over time and across all of the following standards:

Texas Administrative Code TITLE 19
EDUCATION PART 7
STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 242 SUPERINTENDENT CERTIFICATE

§242.15. Standards Required for the Superintendent Certificate.

(a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- serve as an articulate spokesperson for the importance of education in a free democratic society;
- enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
- maintain personal physical and emotional wellness; and
- demonstrate the courage to be a champion for children.

(c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

- establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- facilitate the development and implementation of a shared vision that focuses on teaching and learning;
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
(8) demonstrate an awareness of emerging issues and trends affecting the education community;
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

d) Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
(4) deliver effective presentations and facilitate the learning of both small and large groups;
(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
(8) demonstrate and apply knowledge of certification requirements and standards; and
(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:

(1) define and apply the general characteristics of internal and external political systems to the educational organization;
(2) demonstrate and apply appropriate knowledge of legal issues affecting education;
(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
(7) apply laws, policies, and procedures fairly, wisely, and considerately; and
(8) access state and national political systems to provide input on critical educational issues.

(f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:
(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
(7) use effective consensus-building and conflict-management skills;
(8) articulate the school district's vision and priorities to the community and to the media;
(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
(10) communicate an articulate position on educational issues; and
(11) demonstrate effective and forceful writing, speaking, and active listening skills.

(g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:
(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
(2) implement processes for gathering, analyzing, and using data for informed decision making;
(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
(4) develop, implement, and evaluate change processes for organizational effectiveness;
(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
(6) apply legal concepts, regulations, and codes for school district operations;
(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
(8) acquire, allocate, and manage resources according to school district vision and priorities;
(9) manage one's own time and the time of others to maximize attainment of school district goals; and
(10) use technology to enhance school district operations.

(h) Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:
(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:
   (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
   (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
   (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
   (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
   (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
   (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
   (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
   (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
   (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
   (10) create an environment in which all students can learn.

Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202.

Tk20
You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.
We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting some program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit. **For this course, your District Profile and Analysis assignment must be submitted to Blackboard AND to Tk20 for course credit.** This information is clearly articulated in the assignment in Blackboard.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: [https://www.uta.edu/coed/academics/tk20/index.php](https://www.uta.edu/coed/academics/tk20/index.php).

**Main Course Assignments**

**Acknowledge Review of Syllabus and Policies Assignment.** Complete the Acknowledge Review of Syllabus and Policies assignment during Week 1. You cannot pass the course without completing this assignment.

**Required Documents**

There will be a variety of documents required throughout this course. You cannot pass the course without completing the documents.

**Weekly Discussion Boards.** This practicum course is intended to help you understand and practice the knowledge and skills for the superintendency. Thus, your grade will be based largely on your practicum activities and your reflections that are represented in the discussion board responses. Discussion Board assignments that are not completed by the end of the week will not be graded. The purpose of the discussions is the exchange of ideas and this can only be accomplished if you participate in a timely manner. Postings made after the discussion is over do not contribute to discussion in a substantive way. For quality discussion online, your initial post (response to the prompt) should be posted no later than Wednesday of the week assigned such that others have time to read and respond before the end of the week.

**Weekly Assignments.** Each week you will complete quizzes, readings, field-based assignments, and/or textbook-assignments that center on readings and/or the ELCC and state standards.
Cooperating Administrator’s Formative Evaluation Survey. In this course, the Cooperating Administrator’s Formative Evaluation Survey will be used to collect data pertaining to cooperating administrators’ formative assessments of candidates’ leadership skills.

Practicum Observations (two) and Activity Logs. In the Superintendent Certificate Program Handbook (distributed in EDAD 6279; a copy of the handbook can be found in materials in Blackboard), you were instructed that you needed to both complete the 300 minimum practicum hours and that you needed to demonstrate experiences with all ELCC standards and the Texas competencies. These course requirements document your progress through the practicum.

District Profile and Analysis. For this course, your District Profile and Analysis assignment is a key assessment and must be submitted to Blackboard AND to Tk20 for course credit. Each candidate will assess instructional leadership aspects of a school district and make recommendations for improvement. This assignment measures candidate instructional leadership knowledge by requiring candidates to complete an analysis of the district at which they are completing the practicum. Each candidate will analyze the current state of the district in terms of instructional leadership aspect and make recommendations to address findings of the analysis.

Candidates may use their state’s information management system and publicly available data/reports as references for much of this information. The district’s improvement plan also should be a helpful resource. Documents created for grant applications, Southern Association of Colleges and Schools (SACS) accreditation, and Blue Ribbon awards may be useful references.

Each candidate will prepare a district profile and analysis in two formats: a narrative and an electronic presentation. The 8-10 page narrative (no lists or bullets) will include analysis findings (with substantive responses to all prompts) and recommendations. An electronic presentation (2.3Point, Prezi) will include a shortened form of your analysis and recommendations and will include pictures, charts, graphs, tables, or other formats for displaying information to be understood. Each of the prompts below must be substantively addressed.

**Improvement Plan.** Assess how the district’s improvement plan addresses the targeted areas for improvement. Report how you will use these data to build a professional development plan. Explain how to facilitate change and how you will assess leaders’ strengths to determine the best positional fit. (ELCC 1.3)

**Implement a vision.** Review the relationship between the superintendent and the school board. Detail how the superintendent promotes trust and respect with school board members and other district stakeholders. Discuss recommendations for programs that meet the varied interests and instructional needs of a diverse campus student and personnel population across the district. Explain how you will lead data-driven improvement efforts. (ELCC 2.1)

**Provide effective instructional programs.** Provide recommendations for improving the district’s curriculum so that it is more aligned with district assessments. How will you work with faculty and staff to implement, monitor, and maintain the curriculum and make data-based decisions about teaching and learning? (ELCC 2.2)
Apply best practice. Summarize how to establish individual and group differentiated learning goals, both for whole classes and for individual students. How will you support teaching and learning, and what will you implement to strengthen teachers’ instructional skills? Provide recommendations for increasing the strengths of staff and leaders based on national professional development standards. How will you ensure that solid practices and policies are implemented? (ELCC 2.3)

Manage the organization. Describe the development of the budget. Detail sources of revenue and for what funds are expended. Evaluate the procedure for spending funds, accounting procedures, and the account auditing process. Assess the district’s strategic plan. Analyze its measureable goals and objectives; identify strengths as well as the areas that could be targeted for improvement. (ELCC 3.1)

Manage operations. Analyze the district’s financial and budgetary status. Report income from federal and state grants. Report activity budget with expenditures and revenues. List all district fundraising activities for the past year(s) and amount of revenue generated by each. What resources may be needed in the future? How can technology assist with district resource management? Synthesize the extent to which the budget is aligned with district goals, strategies, and activities. (ELCC 3.2)

Decision making. Explain how the district involves district staff and faculty in decision making. Discuss how district faculty and staff currently lead or have the potential to lead. (ELCC 3.4)

Collaborate with community. Detail the kinds of community conversations that are held in the district. Describe how the district collaboratively collects and assesses district-applicable data pertinent to the district environment. (ELCC 4.1)

Mobilize community resources. Discuss with an administrator, and include in your write-up, how the district involves families in district decision making. How are community stakeholders’ needs assessed? (ELCC 4.3)

Act ethically. Assess district practices that support fairness, diversity, and ethics. How will you communicate those values to stakeholders? Evaluate whether the staff demographics match the student population. Describe efforts the district is taking to diversify the staff demographic population. (ELCC 5.3)

Understand larger context. Analyze how law and policy are applied consistently, fairly, and ethically in the district. Discuss how you will communicate with and for all families and stakeholders. (ELCC 6.1)

Grading
All work for this course is to be edited and executed with care and professionalism. You must check your spelling and grammar on all written work. Final course grades are based on a percentage of the maximum points possible (the accumulation of points for all assignments). Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below
satisfactory levels. Grades will not be rounded. Cheating or plagiarism will result in a zero on the assignment or other consequences described in university policy. The following is a guide:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = F

Course Policies
Complete all readings, assessments, assignments, and discussion postings/replies by the due dates. Late assignments will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% for each day past the submission due date. There will be no assignments accepted after the last day of class. Please do not wait until the last minute to submit. You are responsible for your technology/Internet working to ensure work is completed by deadlines. Cheating or plagiarism can result in a zero on the assignment or other consequences described in university policy.

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 need help with tutoring.

Attendance
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will monitor course log-ins and discussion board participation. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

This class does not meet for scheduled synchronous sessions. Work must be completed/submitted by the day and time specified for credit. You will need UTA Blackboard and email access. Check the Blackboard course and your UTA email regularly (at least once each day). Schedule regular time every week to do your course work so you do not fall behind.
**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://www.uta.edu/ao/fao/](http://www.uta.edu/ao/fao/)).

**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/eos](http://uta.edu/eos).

**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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Academic Integrity**

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

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

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

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

**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, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

**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](http://www.uta.edu/oit/cs/email/mavmail.php).

**Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).
Student Feedback Survey
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

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

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 Exit Procedures**

This is an online course, and thus no building emergency exit procedures are established.

**Professional Dispositions**

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

- approved by Teacher Education Council, 2.7.12
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.

Assignment Notes
Orally or in writing, professional educators are expected to express themselves capably. All materials for the course should be carefully prepared, processed and proofread following the APA Manual. Be sure to proofread and edit your work. Significant grammatical, mechanical or format (APA) errors distract from content. Students are encouraged to keep a copy of each assignment submitted. Make sure your name is on every paper you submit. Use Times New Roman, 12-point font, one-inch margins for all written work. Save documents/files with your last name first in the file name before you submit them.

Blackboard Field-based Activity and Assignment Grading Rubric

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Failed to submit or does not meet the requirements of the assignment.</td>
<td>Content meets most of the requirements of the assignment and is good quality work.</td>
<td>Content meets all of the requirements of the assignment and is high quality work. Demonstrates thoughtful application of course content. Student refers to course readings/course content and appropriately cites sources.</td>
</tr>
<tr>
<td>Spelling, Grammar, Punctuation, APA Format</td>
<td>Multiple errors distract from content.</td>
<td>Minimal errors are evident but do not distract from the content.</td>
<td>Few or no significant errors.</td>
</tr>
</tbody>
</table>

Discussion Board Rubric
Respond to prompt and to at least 2 colleagues’ posts. Anything posted after the end of the week is subject to penalty. A productive discussion depends on exchange of ideas. That means if you post after everyone else has moved on, they will not benefit from your contribution.

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Post</td>
<td>Failed to post, does not respond to the prompt thoughtfully, or does not demonstrate understanding of the topic/content. Multiple mechanical errors.</td>
<td>Thoughtful response to the prompt. Student clearly has engaged with the material. Minimal spelling, grammar or mechanical errors.</td>
<td>Content meets all of the requirements of the assignment and is high quality work. Thoughtful application of course content. Student refers to course readings/course content and appropriately cites sources. Minimal spelling, grammar or mechanical errors. Posted in a timely manner.</td>
</tr>
<tr>
<td>Responds to at least 2 other students</td>
<td>Did not post responses.</td>
<td>Student responded to 1 classmates’ discussion board posts. Response reflects engagement with the original student’s post and relates to course</td>
<td>Student responded to at least 2 classmates’ discussion board posts. Responses reflect engagement with the original students’ post and are about course content.</td>
</tr>
</tbody>
</table>
### Tk20 Superintendent-District Profile and Analysis Rubric

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Unacceptable (0)</th>
<th>Acceptable (1)</th>
<th>Target (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess how the district’s improvement plan addresses the targeted areas for improvement. Report how you will use these data to build a professional development plan. Explain how to facilitate change and how you will assess leaders’ strengths to determine the best positional fit. (ELCC 1.3)</td>
<td>Response did not adequately address candidate’s ability to identify strategies for developing district leadership capacity; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.</td>
<td>Response adequately addressed candidate’s ability to identify strategies for developing district leadership capacity; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.</td>
<td>Response addressed candidate’s substantial ability to identify strategies for developing district leadership capacity; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.</td>
</tr>
<tr>
<td>Review the relationship between the superintendent and the school board. Detail how the superintendent promotes trust and respect with school board members and other district stakeholders. Discuss recommendations for programs that meet the varied interests and instructional needs of a diverse campus student and personnel population across the district. Explain how you will lead data-driven improvement efforts. (ELCC 2.1)</td>
<td>Response did not adequately address candidate’s ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and promote trust, equity, fairness, and respect among school board members, faculty, parents, students, and the district community.</td>
<td>Response adequately addressed candidate’s ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
<td>Response addressed candidate’s substantial ability to lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, and instruction; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
</tr>
<tr>
<td>Provide recommendations for improving the district’s curriculum so that it is more aligned with district assessments.</td>
<td>Response did not adequately address candidate’s ability to align curriculum and instruction with district assessments; collaborate</td>
<td>Response adequately addressed candidate’s ability to align curriculum and instruction with district assessments; collaborate</td>
<td>Response addressed candidate’s substantial ability to align curriculum and instruction with district assessments; collaborate</td>
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<tr>
<td>Question</td>
<td>Response</td>
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<tr>
<td>How will you work with faculty and staff to implement, monitor, and maintain the curriculum and make data-based decisions about teaching and learning? (ELCC 2.2)</td>
<td>collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; and use evidence-centered research in making curricular and instructional decisions.</td>
<td>with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; and use evidence-centered research in making curricular and instructional decisions.</td>
<td>with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; and use evidence-centered research in making curricular and instructional decisions.</td>
</tr>
<tr>
<td>Summarize how to establish individual and group differentiated learning goals, both for whole classes and for individual students. How will you support teaching and learning, and what will you implement to strengthen teachers’ instructional skills? Provide recommendations for increasing the strengths of staff and leaders based on national professional development standards. How will you ensure that solid practices and polices are implemented? (ELCC 2.3)</td>
<td>Response did not adequately address candidate’s ability to collaboratively develop plans to improve the district's effect on teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the district; design district-level professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards; use a variety of district approaches to improve school staff performance; and develop district systems for effective and efficient management of policies, procedures, and practices.</td>
<td>Response adequately addressed candidate’s ability to collaboratively develop plans to improve the district's effect on teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the district; design district-level professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards; use a variety of district approaches to improve school staff performance; and develop district systems for effective and efficient management of policies, procedures, and practices.</td>
<td>Response addressed candidate’s substantial ability to collaboratively develop plans to improve the district's effect on teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the district; design district-level professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards; use a variety of district approaches to improve school staff performance; and develop district systems for effective and efficient management of policies, procedures, and practices.</td>
</tr>
<tr>
<td>Describe the development of the budget. Detail sources of revenue and for what funds are expended. Evaluate the procedure for spending funds, accounting procedures, and the account auditing process. Assess the</td>
<td>Response did not adequately address candidate’s ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district and develop plans to create</td>
<td>Response adequately addressed candidate’s ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district and develop plans to create and sustain strategic</td>
<td>Response addressed candidate’s substantial ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district and develop plans to create and sustain strategic alignment</td>
</tr>
<tr>
<td>District’s strategic plan. Analyze its measurable goals and objectives; identify strengths as well as the areas that could be targeted for improvement. (ELCC 3.1)</td>
<td>and sustain strategic alignment throughout the district.</td>
<td>alignment throughout the district.</td>
<td>throughout the district.</td>
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<tr>
<td>Analyze the district’s financial and budgetary status. Report income from federal and state grants. Report activity budget with expenditures and revenues. List all district fundraising activities for the past year(s) and amount of revenue generated by each. What resources may be needed in the future? How can technology assist with district resource management? Synthesize the extent to which the budget is aligned with district goals, strategies, and activities. (ELCC 3.2)</td>
<td>Response did not adequately address candidate’s ability to develop multi-year fiscal plans and annual budgets aligned to the district’s priorities and goals; analyze a district’s budget and financial status; project long-term resource needs of a district; and use technology to manage district operational systems.</td>
<td>Response adequately addressed candidate’s ability to develop multi-year fiscal plans and annual budgets aligned to the district’s priorities and goals; analyze a district’s budget and financial status; project long-term resource needs of a district; and use technology to manage district operational systems.</td>
<td>Response addressed candidate’s substantial ability to develop multi-year fiscal plans and annual budgets aligned to the district’s priorities and goals; analyze a district’s budget and financial status; project long-term resource needs of a district; and use technology to manage district operational systems.</td>
</tr>
<tr>
<td>Explain how the district involves district staff and faculty in decision making. Discuss how district faculty and staff currently lead or have the potential to lead. (ELCC 3.4)</td>
<td>Response did not adequately address candidate’s ability to identify leadership capabilities of staff at various levels within the district and involve district and school personnel in decision making processes.</td>
<td>Response addressed candidate’s ability to identify leadership capabilities of staff at various levels within the district and involve district and school personnel in decision making processes.</td>
<td>Response addressed candidate’s substantial ability to identify leadership capabilities of staff at various levels within the district and involve district and school personnel in decision making processes.</td>
</tr>
<tr>
<td>Detail the kinds of community conversations that are held in the district. Describe how the district collaboratively collects and assesses district-applicable data pertinent to the district environment. (ELCC 4.1)</td>
<td>Response did not adequately address candidate’s ability to use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment and communicate information about the district environment to</td>
<td>Response adequately addressed candidate’s ability to use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment and communicate information about the district environment to</td>
<td>Response addressed candidate’s substantial ability to use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment and communicate information about the district environment to</td>
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<tr>
<td>Assessments</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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<tr>
<td>Discuss with an administrator, and include in your write-up, how the district involves families in district decision making. How are community stakeholders’ needs assessed? (ELCC 4.3)</td>
<td>Response did not adequately address candidate’s ability to conduct needs assessments of families and caregivers within the district and involve families and caregivers in district decision making about their student's education.</td>
<td>Response addressed candidate’s ability to conduct needs assessments of families and caregivers within the district and involve families and caregivers in district decision making about their student's education.</td>
<td>Response addressed candidate’s substantial ability to conduct needs assessments of families and caregivers within the district and involve families and caregivers in district decision making about their student's education.</td>
</tr>
<tr>
<td>Assess district practices that support fairness, diversity, and ethics. How will you communicate those values to stakeholders? Evaluate whether the staff demographics match the student population. Describe efforts the district is taking to diversify the staff demographic population. (ELCC 5.3)</td>
<td>Response did not adequately address candidate’s ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
<td>Response adequately addressed candidate’s ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
<td>Response addressed candidate’s substantial ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
</tr>
<tr>
<td>Analyze how law and policy are applied consistently, fairly, and ethically in the district. Discuss how you will communicate with and for all families and stakeholders. (ELCC 6.1)</td>
<td>Response did not adequately address candidate’s ability to analyze how district law and policy is applied consistently, fairly, and ethically and serve as a respectful spokesperson for students and families served by the district.</td>
<td>Response adequately addressed candidate’s ability to analyze how district law and policy is applied consistently, fairly, and ethically and serve as a respectful spokesperson for students and families served by the district.</td>
<td>Response addressed candidate’s substantial ability to analyze how district law and policy is applied consistently, fairly, and ethically and serve as a respectful spokesperson for students and families served by the district.</td>
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</table>

**Tk20 Cooperating Administrator’s Formative Evaluation of Intern Survey Rubric**

(survey sent to cooperating administrators)

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent to which candidate is able to develop a collaborative process for implementing and maintaining a district vision that demonstrates respect for all district</td>
<td>Candidate has not shown the ability to design and support a collaborative process for developing and implementing a district vision; to articulate a district vision of learning characterized by a respect for students</td>
<td>Candidate has shown adequate ability to design and support a collaborative process for developing and implementing a district vision; to articulate a district vision of learning characterized by a</td>
<td>Candidate has shown substantial ability to design and support a collaborative process for developing and implementing a district vision; to articulate a district vision of learning characterized by a</td>
</tr>
<tr>
<td>Extent to which the candidate is able to create a district-wide culture of trust and respect among school personnel and school board members that will foster individualized approaches to academic achievement for diverse learners. (ELCC 2.1)</td>
<td>Candidate has not shown the ability to incorporate cultural competence in development of programs, curriculum, and instructional practices; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; promote trust; and equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
<td>Candidate has shown adequate ability to incorporate cultural competence in development of programs, curriculum, and instructional practices; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and promote trust; equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
<td>Candidate has shown substantial ability to incorporate cultural competence in development of programs, curriculum, and instructional practices; develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; and promote trust; equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
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<tr>
<td>Extent to which the candidate is able to collaboratively develop, fund, and support vertically aligned curriculum with assessment tools. (ELCC 2.2)</td>
<td>Candidate has not shown the ability to align curriculum and instruction with district assessments; collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; and provide district resources to support quality curriculum and instruction.</td>
<td>Candidate has shown adequate ability to align curriculum and instruction with district assessments; collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; and provide district resources to support quality curriculum and instruction.</td>
<td>Candidate has shown substantial ability to align curriculum and instruction with district assessments; collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; and provide district resources to support quality curriculum and instruction.</td>
</tr>
<tr>
<td>Extent to which the candidate is able to supervise and evaluate district systems by assessing</td>
<td>Candidate has not shown the ability to analyze district processes and operations to identify and prioritize strategic and</td>
<td>Candidate has shown adequate ability to analyze district processes and operations to identify and prioritize strategic and</td>
<td>Candidate has shown substantial ability to analyze district processes and operations to identify and prioritize strategic and</td>
</tr>
<tr>
<td>Category</td>
<td>Candidate Performance</td>
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</tr>
<tr>
<td><strong>District Management Operational Needs</strong></td>
<td>Candidate has not shown the ability to improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; and evaluate and implement district-wide discipline management plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Safety</strong></td>
<td>Candidate has shown adequate ability to improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; and evaluate and implement district-wide discipline management plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two-Way Communication</strong></td>
<td>Candidate has shown substantial ability to use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment and communicate information about the district environment to the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Resources</strong></td>
<td>Candidate has shown substantial ability to use diverse community resources to improve district programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Management Operational Needs**
- creates and facilitates needed policy changes, aligns and sets goals, and plans for the future. (ELCC 3.1)

**District Safety**
- and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.

**Two-Way Communication**
- and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.

**Community Resources**
- and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.
<table>
<thead>
<tr>
<th></th>
<th>The candidate establishes two-way community with district stakeholders. (ELCC 4.4)</th>
<th>Adequate ability to develop effective relationships with a variety of district partners and involve community partners in the decision making processes within the district.</th>
<th>Substantial ability to develop effective relationships with a variety of district partners and involve community partners in the decision making processes within the district.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent to which the candidate acts in a respectable, fair manner to support student achievement and ensure students’ needs are met to build and sustain processes to develop and maintain high quality teaching and learning. (ELCC 5.1)</td>
<td>Candidate has not shown the ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student’s academic and social success and create an infrastructure that helps to monitor and ensure equitable district practices.</td>
<td>Candidate has shown adequate ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student’s academic and social success and create an infrastructure that helps to monitor and ensure equitable district practices.</td>
<td>Candidate has shown substantial ability to act with integrity and fairness in supporting district policies and staff practices that ensure every student’s academic and social success and create an infrastructure that helps to monitor and ensure equitable district practices.</td>
</tr>
<tr>
<td>Extent to which the candidate is able to articulate throughout the organization inherent values of democracy. (ELCC 5.3)</td>
<td>Candidate has not shown the ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
<td>Candidate has shown adequate ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
<td>Candidate has shown substantial ability to develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues and develop appropriate communication skills to advocate for democracy, equity, and diversity.</td>
</tr>
<tr>
<td>Extent to which the candidate is able to operate in the larger political environment at all levels to influence decision-making in the best interests of students. (ELCC 6.2)</td>
<td>Candidate has not shown the ability to advocate for district policies and programs that promote equitable learning opportunities for student success and communicate policies, laws/regulations, and procedures to appropriate district stakeholders.</td>
<td>Candidate has shown adequate ability to advocate for district policies and programs that promote equitable learning opportunities for student success and communicate policies, laws/regulations, and procedures to appropriate district stakeholders.</td>
<td>Candidate has shown substantial ability to advocate for district policies and programs that promote equitable learning opportunities for student success and communicate policies, laws/regulations, and procedures to appropriate district stakeholders.</td>
</tr>
</tbody>
</table>
**Course Schedule**

The instructor for this course reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

| Week of | August 14 | 1. Complete the Acknowledge Review of Syllabus and Policies assignment (you cannot pass the course without completing this assignment). Indicate that you have reviewed the syllabus and course policies by completing the assignment inside.  
2. Complete the FERPA form and other required documents.  
3. Secure the course books.  
4. Getting to Know the Standards Activity. Review the standards and certification requirements. Complete the assignment standards and certification requirements (format provided).  
5. Go to the Discussion Board and respond to the prompt for Week 1.  
6. Complete other weekly assignments and documents. |
|---|---|---|
| 2 | August 21 | 1. Read the internship handbook. Indicate that you have read the internship handbook by completing the assignment.  
2. Review the 3 documents that provide guidance on choosing a mentor and field supervisor and acknowledge that you have read them.  
3. Submit a copy of your Superintendent Practicum Application. Hours toward your practicum cannot be earned until the paper is submitted and approved.  
4. Complete the Internship Self-Assessment.  
5. Complete the CA and FS Certificates assignment.  
6. Complete the Practicum Materials assignment.  
7. Complete the Week 2 Discussion Board.  
8. Complete other weekly assignments and documents. |
| 3 | August 28 | 1. Field Supervisor Initial Contact and Training Forms are due.  
2. Research what APA requires. Then, take the quiz.  
3. Submit your first draft of the Practicum Plan.  
4. Complete and submit the video consent forms.  
5. Complete the Next Steps for Practicum assignment.  
6. Complete the Week 3 Discussion Board.  
7. Complete other weekly assignments and documents. |
| 4 | September 4 | 1. Read Waters and Marzano (MCREL) PDF (provided) and take the quiz.  
2. Complete the Week 4 Discussion Board.  
3. Complete other weekly assignments and documents. |
| 5 | September 11 | 1. Read Johnson et al. *The Superintendent’s Planner* pp.1-78 and take the quiz.  
2. Draft and submit practicum plan.  
3. Draft and submit practicum log.  
4. Complete Week 5 Discussion Board.  
5. Complete other weekly assignments and documents. |
| 6 | September 18 | 1. Read *The Superintendent’s Fieldbook*, Preface, Chapters I and II (pp. i-67) then take the quiz.  
2. Complete the Observation assignment.  
3. Review the video compression information.  
4. Enroll in the Superintendent Forum (if you have not already).  
5. Complete the Week 6 Discussion Board.  
6. Complete other weekly assignments and documents. |
<p>| 7 | September 25 | 1. Read The Superintendent’s Fieldbook, Orientation and Chapter IV Learning and Assessment (pp. 105-144) and take the quiz. |</p>
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| 8 October 2 | 1. Submit a rough draft of your District Profile and Analysis PowerPoint for feedback.  
2. Submit Practicum Log.  
4. Complete the Week 8 Discussion Board.  
5. Complete other weekly assignments and documents. |
| 9 October 9 | No new assignments; continue to work on District Profile and Analysis. |
| 10 October 16 | 1. Read The Superintendent’s Fieldbook, Part 3 "Coping with Governance Challenges" and Ch. 6 in The American Superintendent; take the quiz.  
2. Continue work on your District Profile and Analysis.  
3. Complete the Week 10 Discussion Board.  
4. Complete other weekly assignments and documents. |
| 11 October 23 | 1. Work on your District Profile and Analysis assignment.  
2. Complete the School Board activity.  
3. Complete the Candidate Survey.  
4. Ask your Cooperating Administrator to complete the Cooperating Administrator Formative Evaluation Survey.  
5. Complete the Week 11 Discussion Board.  
6. Complete other weekly assignments and documents. |
| 12 October 30 | 1. Submit final District Profile and Analysis PowerPoint presentation and your analysis paper using the guide and template provided. Submit to Blackboard and Tk20.  
2. Complete the Week 12 Discussion Board.  
3. Complete other weekly assignments and documents. |
| 13 November 6 | 1. Read the selections and take the quiz.  
2. Complete the Week 13 Discussion Board.  
3. Complete other weekly assignments and documents. |
| 14 November 13 | 1. Complete your second observation.  
2. Complete the Week 14 Discussion Board.  
3. Complete other weekly assignments and documents. |
| 15 November 20 | 1. Read Part V in the Fieldbook and take the quiz.  
2. Complete the Week 15 Discussion Board.  
3. Complete other weekly assignments and documents. |
| 16 November 27 | 1. Submit your updated Practicum Log.  
2. Submit revised Practicum Report Assignment.  
4. Complete the Week 16 Discussion Board.  
5. Check your grades for any missing assignments or work that you might still need to revise.  
6. Complete other weekly assignments and documents. |
| 17 December 4 | As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. |