

## Syllabus

### EDAD 6179: Superintendency Practicum Fall 2017

#### Instructor Information

Instructor: Casey Graham Brown, Ph.D. Email: [cgbrown@uta.edu](mailto:cgbrown@uta.edu)  
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Office Hours: By appointment  
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*Note.* Instructor information will change after course begins.

#### Course Time and Location

Online

#### Course Dates

EDAD 6179-131 Dates: 8/14/17-12/10/17

EDAD 6179-101 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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

*Superintendent Internship Handbook* (provided)

All students are required to purchase Tk20 at

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

#### Student Learning Outcomes

1. Through a matching of ELCC standards, practicum activities and artifacts, students will reflect on their preparation program, confirming what they have learned, why it is important and what they still need to know as they work to develop into influential school leaders.
2. Students will create a professional resume that reflects their education, work history and professional accomplishments.

3. Students will generate a set of ten resources (and the rationale for each) to keep in their office when they are superintendents.
4. Students will have an opportunity to dialog about issues and content important to their work as school leaders.

*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*.

ELCC 1.1	Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.
ELCC 1.2	Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
ELCC 1.3	Candidates understand and can promote continual and sustainable district improvement.
ELCC 2.1	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.
ELCC 3.1	Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.3	Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
ELCC 3.5	Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.
ELCC 4.2	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.
ELCC 4.3	Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 5.1	Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.
ELCC 5.2	Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
ELCC 5.4	Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
ELCC 6.2	Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

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:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
- (4) 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;
- (5) maintain personal physical and emotional wellness; and
- (6) 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:

- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- (2) 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.
- 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>.

## **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.

**Practicum Observation #3 and Activity Log.** In the Superintendent Certificate Program Handbook, 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.

**The Practicum Portfolio Analysis.** You will review your practicum experiences and generate thoughtful analysis. The reflective essay assignment is a key assessment that will be submitted to Tk20 and to the course for grading.

**Summative Assessment by Field Supervisor Survey.** In this course, the Summative Assessment by Field Supervisor Survey will be used to collect data pertaining to field supervisors' evaluations of candidate performance.

### **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

### **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.**

### **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/aao/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](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.*

*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/>.

### **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>.

### **Electronic Communication**

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

### **Campus Carry**

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

### **Student Feedback Survey**

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

### **Final Review Week**

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

### **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.

## 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

## 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.

### Blackboard Field-based Activity and Assignment Grading Rubric

Assessment Tasks	Needs Improvement	Satisfactory	Excellent
<b>Content</b>	Failed to submit or does not meet the requirements of the assignment.	Content meets most of the requirements of the assignment and is good quality work.	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.
<b>Spelling, Grammar, Punctuation, APA Format</b>	Multiple errors distract from content.	Minimal errors are evident but do not distract from the content.	Few or no significant errors.

### Discussion Board Rubric

Responds 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.

Assessment Tasks	Needs Improvement	Satisfactory	Excellent
Initial Post	Failed to post, does not respond to the prompt	Thoughtful response to the prompt. Student clearly has engaged with	Content meets all of the requirements of the assignment and is high quality work. Thoughtful application of course content.

	thoughtfully, or does not demonstrate understanding of the topic/content. Multiple mechanical errors.	the material.  Minimal spelling, grammar or mechanical errors.	Student refers to course readings/course content and appropriately cites sources. Minimal spelling, grammar or mechanical errors. Posted in a timely manner.
Responds to at least 2 other students	Did not post responses.	Student responded to 1 classmates' discussion board posts. Response reflects engagement with the original student's post and relates to course content.	Student responded to at least 2 classmates' discussion board posts. Responses reflect engagement with the original students' post and are about course content.

**Tk20 Summative Assessment by Field Supervisor Rubric  
(survey sent to field supervisor)**

<b>Assessment Tasks</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
Extent to which candidate is able to develop a collaborative process for implementing and maintaining a district vision that demonstrates respect for all district stakeholders. (ELCC 1.1)	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 and their families and community partnerships; and to develop a comprehensive plan for communicating the district vision to appropriate district constituencies.	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 respect for students and their families and community partnerships; and to develop a comprehensive plan for communicating the district vision to appropriate district constituencies.	Candidate has shown substantial ability 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 and their families and community partnerships; and to develop a comprehensive plan for communicating the district vision to appropriate district constituencies.
Extent to which candidate is able to collaboratively implement and evaluate data-driven strategic plans.	Candidate has not shown the ability to develop and use evidence-centered research strategies and strategic planning	Candidate has shown adequate ability to develop and use evidence-	Candidate has shown substantial ability to develop and

(ELCC 1.2)	processes; to create district-based strategic, tactical, and strategic goals; and to evaluate district improvement processes.	centered research strategies and strategic planning processes; to create district-based strategic, tactical, and strategic goals; and to evaluate district improvement processes.	use evidence-centered research strategies and strategic planning processes; to create district-based strategic, tactical, and strategic goals; and to evaluate district improvement processes.
Extent to which candidate is able to develop and plan professional development strategies to build leadership capacity and ensure continuous district improvement. (ELCC 1.3)	Candidate has not shown the ability to identify strategies or practices to build organizational capacity to support continual and sustainable district improvement; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.	Candidate has shown adequate ability to identify strategies or practices to build organizational capacity to support continual and sustainable district improvement; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.	Candidate has shown substantial ability to identify strategies or practices to build organizational capacity to support continual and sustainable district improvement; create a district plan to implement transformational change; and design a comprehensive, district-level professional development program.
Extent to which 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)	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; and promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents,	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	Candidate has shown substantial ability to incorporate cultural competence in development of programs, curriculum, and instructional practices; develop comprehensive programs that

	students, and the district community.	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.	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.
Extent to which candidate supervises and evaluates district systems by assessing the district management operational needs, creates and facilitates needed policy changes, aligns and sets goals, and plans for the future. (ELCC 3.1)	Candidate has not shown the ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.	Candidate has shown adequate ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.	Candidate has shown substantial ability to analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district; develop district operational policies and procedures; and develop plans to create and sustain strategic alignment throughout the district.
Extent to which candidate keeps students and staff safe by assessing and facilitating district safety plans, leading and facilitating emergency plans, assessing in improving district emergency, discipline, and anti-bullying plans. (ELCC 3.3)	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	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	Candidate has shown substantial ability to improve and implement district policies and procedures for safe and secure central office and



	implement district-wide discipline management plan.	office, school personnel, students, and visitors) that encompass crisis planning and management and evaluate and implement district-wide discipline management plan.	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.
Extent to which candidate facilitates student learning, creates and implements plans and policies to protect teaching time and schedules, and creates a culture for high expectations. (ELCC 3.5)	Candidate has not shown the ability to develop district policies that protect instructional time and schedules and develop district calendars and schedules.	Candidate has shown adequate ability to develop district policies that protect instructional time and schedules and develop district calendars and schedules.	Candidate has shown substantial ability to develop district policies that protect instructional time and schedules and develop district calendars and schedules.
Extent to which candidate promotes working with community resources that will enhance and promote district atmosphere of cultural competence, mutual respect, and acceptance of differences. (ELCC 4.2)	Candidate has not shown the ability to identify and use diverse community resources to improve district programs.	Candidate has shown adequate ability to identify and use diverse community resources to improve district programs.	Candidate has shown substantial ability to identify and use diverse community resources to improve district programs.
Extent to which candidate reaches out to the districts families and caregivers to ensure their active participation in decisions related to their students. (ELCC 4.3)	Candidate has not shown the ability to conduct needs assessments of families and caregivers within the district; develop collaborative strategies for effective district relationships with families and caregivers; and involve families and caregivers in district decision making.	Candidate has shown adequate ability to conduct needs assessments of families and caregivers within the district; develop collaborative strategies for effective district relationships with families and caregivers; and involve families	Candidate has shown substantial ability to conduct needs assessments of families and caregivers within the district; develop collaborative strategies for effective district relationships with families and caregivers; and

		and caregivers in district decision making.	involve families and caregivers in district decision making.
Extent to which 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)	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.	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.	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.
Extent to which candidate models ethical behavior and reflects on current practices to ensure high-quality teaching and learning for all students and builds district processes to combat unfair/disparate treatment, unethical behavior, and lack of trust. (ELCC 5.2)	Candidate has not shown the ability to formulate a district-level leadership platform grounded in ethical standards and practices and analyze district leadership decisions in terms of established ethical practices.	Candidate has shown adequate ability to formulate a district-level leadership platform grounded in ethical standards and practices and analyze district leadership decisions in terms of established ethical practices.	Candidate has shown substantial ability to formulate a district-level leadership platform grounded in ethical standards and practices and analyze district leadership decisions in terms of established ethical practices.
Extent to which candidate is able to assess the soundness in the district decision dilemmas, work to prevent decisions that are immoral or illegal. (ELCC 5.4)	Candidate has not shown the ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral and legal issues.	Candidate has shown adequate ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral	Candidate has shown substantial ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent

		and legal issues.	difficulties related to moral and legal issues.
Extent to which 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)	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.	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.	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.

### 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.

Keep adding to your practicum log every week until you reach the 300-hour minimum.

	Week of	Assignments	Points
1	August 14	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. Review the Superintendent TExES Exam Preparation Manuals (two); take the Practice Test. Complete and submit the TExES Practice Test Essay. Complete the Week 1 Discussion Board. Keep adding to your practicum log every week until you reach the 300-hour minimum. Complete other weekly assignments and documents.	0   40 10
2	August 21	Review the Handbook. ELCC 1 Analysis Assignment Submit updated Practice Log. Complete the Week 2 Discussion Board. Complete other weekly assignments and documents.	10 10 20
3	August 28	ELCC 2 Analysis Assignment Complete the Week 3 Discussion Board. Complete other weekly assignments and documents.	10 10
4	September 4	ELCC 3 Analysis Assignment Complete the Week 4 Discussion Board. Complete other weekly assignments and documents.	10 10

5	September 11	ELCC 4 Analysis Assignment Complete the Week 5 Discussion Board. Complete other weekly assignments and documents.	10 10
6	September 18	ELCC 5 Analysis Assignment Complete the Week 6 Discussion Board. Complete other weekly assignments and documents.	10 10
7	September 25	ELCC 6 Analysis Assignment Complete the Week 7 Discussion Board. Complete other weekly assignments and documents.	10 10
8	October 2	Practicum Summary Analysis Paper (This is your Tk20 assignment for this course); submit to Blackboard and Tk20. Complete the Week 8 Discussion Board. Complete other weekly assignments and documents.	80 10
9	October 9	Professional Organizations and Journals Assignment Complete the Week 10 Discussion Board. Complete other weekly assignments and documents.	10
10	October 16		10
11	October 23	Week 11 Observation Assignment: FS Observation OR Internship Conference Summary Complete the Week 11 Discussion Board. Complete other weekly assignments and documents.	100 10
12	October 30	Professional Resume Assignment Complete the Week 12 Discussion Board. Survey by Field Supervisor (credit given Week 14) Survey by Candidate (student; credit given Week 14) Complete other weekly assignments and documents.	20 10
13	November 6	Positioning for a Job Activity Complete the Week 13 Discussion Board. Complete other weekly assignments and documents.	20 10
14	November 13	TExES Practice Test Assignment Surveys Complete the Week 14 Discussion Board. Complete other weekly assignments and documents.	50 30 10
15	November 20	Final Internship Log (300 hours) and Report Complete the Week 15 Discussion Board. Complete other weekly assignments and documents.	100 10
16	November 27	Discussion Board Complete other weekly assignments and documents.	10
17	December 4	Complete other weekly assignments and documents.	

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.