

Syllabus

This syllabus is current as of 19 January 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students/candidates enrolled in this course. Please check Blackboard for the most current course syllabus.

Instructor: Dr. Carrie Ausbrooks

Email: causbrooks@uta.edu

Faculty Profile:

<https://www.uta.edu/profiles/carrie-ausbrooks>

Office: TH 109C

Office phone: 817.272.5475

Office Hours: By appointment

Course Information: EDAD 5399.311 – Capstone Practicum in Educational Leadership and Policy Studies

Time and Place of Class Meetings:

Spring 2018 Semester: 22 January – 9 March 2018

Location: Web

There will also be at least one virtual site visit during the semester.

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

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

Student/Candidate Learning Outcomes/Activities:

1. Through reflection on their program and practicum, students/candidates will confirm what they have learned, why it is important, and what they still need to develop in order to become influential building-level educational leaders.
2. Students/Candidates will confirm their administrative platform.
3. Through PowerPoint or poster formats, students/candidates will report and visually present their action research projects.
4. Students/candidates will create a professional résumé that reflects their education, work history and professional accomplishments.
5. Students/candidates will generate a set of 10 resources to keep in their office when they become a building-level educational leader/principal.
6. Students/candidates will report on their practicum experiences.

Required Text:

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

Tk20 should have been purchased in EDAD 5389 or an earlier course.
Refer to *Policies* in this syllabus for additional information about Tk20.

About the Professor:

Dr. Carrie Barron Ausbrooks holds a Ph.D. in educational administration, with a minor in computer education and cognitive systems. Other relevant degrees include a baccalaureate degree in business administration and master's degree in vocational-technical education, with a minor in business computer information systems.

She has over 30 years of experience in education as business-computer science educator, public school administrator in a large urban school district, graduate research university faculty, and university administrator. She has served as Associate Dean for Assessment and Associate Dean for Academic Affairs in the College of Education, and before joining UT Arlington was Co-Director for the UNT Center for Education Law, Administration and Policy and Associate Director for the UNT Center for the Study of Education Reform.

Her specializations include education law; program/unit assessment and analytics; organizational systems, theory and behavior; education policy and governance; and school choice and education reform. University courses taught include beginning and advanced education law, higher education law, theoretical foundations, educational policy, educational governance, curriculum, higher education administration, and introductory courses in educational administration. Prior to entering the field of education, she was in the private (business) sector.

Program Focus: This program has been designed to meet the following 2011 standards set forth by the Educational Leadership Constituent Council (ELCC):

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

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

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

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

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

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

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

STANDARD 7: through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Performance Assessments and Grading:

Module	Assignments
Module 1	<ul style="list-style-type: none"> • Complete Attestations: Syllabus, UT Arlington Honor Code, Professional Dispositions • Revise Administrative Platform (Assignment 1) • Discussion Post and Replies
Module 2	<ul style="list-style-type: none"> • Revise Professional Résumé/Vita (Assignment 2) • Generate Office Resources (Assignment 3) • Discussion Post and Replies
Module 3	<ul style="list-style-type: none"> • Draft Action Research Project (Assignment 4 draft) • Submit Third Practicum Report into the course (where it is graded) and into the Ed Leadership Forum (for compliance) • Discussion Post and Replies
Module 4	<ul style="list-style-type: none"> • Submit Final Action Research Project into the course and Tk20 (Assignment 4) • Discussion Post and Replies

Module 5	<ul style="list-style-type: none">• Submit Practicum Summary Report into the course and into Tk20 (Assignment 5)• Evaluate Program (Assignment 6)
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Grading: Candidates starting this program spring 2012 or later are required to purchase Tk20 and submit designated documents into Tk20 **in order to pass the course**.

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

This course is designed to facilitate student learning from experiences in personal and professional environments that will help prepare students for educational administration. Candidates should not enter a course or practicum to earn a grade or just to complete an assignment. Try to maximize these learning experiences in preparation for advancing a candidate’s career. While the course must be passed in order to earn the credits to earn the credentials to be qualified for the desired administrative position, the goal is not to see how quickly points can be learned so you can stop learning, but to absorb as much as possible.

Submitting Assignments: You must complete all readings, progress monitors, assignments, and discussion postings/replies by the due dates. **All file names must include your last name and the name of the assignment being submitted** (e.g., Barron_PracticumReport). All assignments should be a Word document, using **11- or 12-point font in Times New Roman or Arial only**.

Policies:

All assignments and discussion postings/replies must be completed by the due dates. All due dates may be found in the course schedule in this syllabus. Students are responsible for technology/ internet working to ensure work is completed by deadlines. Consider submitting your work early to help prevent this from being a problem.

Class 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 her or his own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As this course is online, I expect all students/candidates to access the learning modules as required and complete assignments, discussions, and reflections as directed in the module by the posted deadline. 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.

Class Expectations. This course is designed to facilitate your learning from experiences in your personal and professional environment to help prepare you for educational administration. Candidates should not enter a course or practicum to earn a grade or just to complete an assignment. You should try to maximize your learning experiences in preparation for advancing

your career. Therefore, full participation in course activities, assignments, discussions, and other tasks is expected and required. All students/candidates are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them in the course in Blackboard by the specified deadline. While the course must be passed in order to earn the credits to earn the degree to earn the credentials to be qualified for the position to which you desire, the goal is not to see how quickly you can earn the points so you can stop learning.

Tk20: In states across the nation, efforts are again underway to reform public education. Texas is no exception, and each of us will play a significant role in ensuring quality education for all students PK - 20. Achieving this goal requires that we systematically monitor our progress through the assessment process and use the data we collect to inform program improvement, advising, and accreditation efforts.

To ensure quality of our educator preparation academic programs, the College of Education uses *TK20 HigherEd*, a comprehensive data management system that provides powerful tools to

- manage growth and streamline processes to meet your needs more efficiently and effectively;
- enable analyses at multiple levels;
- help ensure continuous quality of programs and preparation while maintaining national accreditation; and
- enhance the value of the degrees and certifications you receive through our College.

This set of tools is required as a course text; and as with other course materials, you will need to purchase an individual Tk20 account. However, you **only need to purchase it once** during your program:

- Tk20 will be where you submit certain key performance artifacts and build your academic performance portfolio.
- For designated key assignments, you must **submit your work in both Tk20 and in Blackboard** to receive credit.
- It also serves as the centralized location for submitting forms and is the hub for internships and practicums.
- It is best to **purchase Tk20 during the initial weeks of your first course** so you have access to it 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.
- Online tutorials and training materials have been organized to orient you to the Tk20 system and its use. Check the [College of Education Web](#) site for more information, updates and [answers to frequently asked questions](#).

Policy on Granting an Incomplete: Incomplete grades are highly discouraged and will only be granted for extenuating circumstances or major emergencies.

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 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.

Counseling and Psychological Services, (CAPS) 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.*

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. Michelle Willbanks, Title IX Coordinator at (817) 272-2142 or michelle.willbanks@uta.edu.*

Academic Integrity: Students/candidates 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/candidates acknowledge the honor code as part of an examination or requiring

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

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

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

Student Feedback Survey: At the end of each term, students/candidates 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/candidates enrolled in the course. Students/candidates' 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. Additionally, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. Also, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Writing Standards: Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's competitive world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, high written standards (including adherence to specifications and use of acceptable grammar, punctuation and spelling) are expected on formal assignments and will be applied in grading assignments. However, with non-formal communication; e.g., email, consideration will be given to the message rather than to the format.

Student Support Services: The University of Texas at 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 contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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>.

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

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Librarian to Contact: Michelle Reed, michelle.reed@uta.edu, 817.272.5127

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

Course Assignment Schedule:

Readings, assignments and associated tasks are due on the class day on which they are listed.

Module 1 – Administrative Platform Revision	
Attestations: Syllabus, Honor Code, Dispositions	11:59 p.m., Monday, 22 January
Assignment 1: Administrative Platform Revision	11:59 p.m., Sunday, 28 January
Discussion: Prompts are in the Discussion section in Blackboard and in this syllabus.	11:59 p.m., Sunday, 28 January
Module 2 – Professional Résumé and Office Resources	
Assignments 2 and 3: Professional Résumé/Vita and Office Resources	11:59 p.m., Sunday, 4 February
Discussion: Prompts are in the Discussion section in Blackboard and in this syllabus.	11:59 p.m., Sunday, 4 February
Module 3 – Design the Action Research Project	
Assignment 4: Action Research Project Draft	11:59 p.m., Sunday, 18 February
Discussion: Prompts are in the Discussion section in Blackboard and in this syllabus.	11:59 p.m., Sunday, 18 February
Third Practicum/Field Supervisor Report	11:59 p.m., Sunday, 18 February
Module 4 – Revise and Finalize Action Research Project	
Assignment 4: Final Action Research Project (final version also submitted into Tk20)	11:59 p.m., Sunday, 4 March
Discussion: Prompts are in the Discussion section in Blackboard and in this syllabus.	11:59 p.m., Sunday, 4 March
Module 5 – Bringing it all Together	
Assignment 5: Practicum Summary Report (also submitted into Tk20)	11:59 p.m., Sunday, 9 March
Assignment 6: Program Evaluation	11:59 p.m., Sunday, 9 March
Discussion: Prompts are in the Discussion section in Blackboard and in this syllabus.	11:59 p.m., Sunday, 9 March

Detailed Guidelines for Assignments:

Attestations: Course syllabus, Honor Code, professional dispositions

Assignment 1: Administrative Platform Revision

Assignment 2: Professional Résumé/Vita

Assignment 3: Office Resources (**the only time you need to use APA format**)

Assignment 4: Action Research Project (**final version** is also submitted into Tk20)

Assignment 5: Practicum Summary Report (**also submitted into Tk20**)

Assignment 6: Program Evaluation

Assignment 7: Discussions

Third Practicum/Field Supervisor Report

In all of your written assignments, single space your pages, and use **11- or 12-point font in Times New Roman or Arial only**. Rubrics for assessing each assignment are provided below.

Attestations: Complete the attestations for the course syllabus, UT Arlington Honor Code, and Professional Dispositions.

Assignment 1: Administrative Platform Revision

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

Post your platform from 5389 as well as your revised platform for 5399. For the revision, the format will change. It should be an essay containing the first three components. The last section should include what, if anything, within the scope of the program changed your views. There is no need to have a cover page, but you will need page numbers. For ease of reading, single space the document. **You will include your platform from 5389 as the first part of the assignment. This assignment will be one document.** As a refresher, below are the first three components as presented in EDAD 5389:

1. Describe your context. What is your current position? How long have you had this position? What other positions/work/life experiences have you had that you feel contribute to your development and preparation for administrative positions?
2. In the areas of leadership and policy, what has made you successful? How do you define success? You can refer back to page 19 of Cunningham's textbook for an explanation of an administrative platform. One activity I sometimes use to help students/candidates think about this is to imagine you are getting ready to hold their first formal faculty meeting as principal (or similar setting). Write down the first three sentences you are going to say. What are the first three sentences you say to your classes at the start of each school year or even each school day? Is this the platform upon which you operate? Why do you do the things you do? What do you value most?

Have you written down your first three sentences? If so, analyze them according to what degree they contain elements of the following four dimensions: 1) Function – I am going to be your

principal and I am going to..... 2) Programs – We are here to provide opportunities for students to learn, etc..... 3) Interpersonal - We are going to work together..... and 4) Context – We are going to reach out to parents, we are going to achieve awards, we have to cut back, etc. Do your first three sentences contain one, two, three, or four of these themes? Should your first three sentences contain all of these themes? If your first three sentences are the first impressions your faculty get, what impressions would they get from your first three sentences?

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

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

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

4. For the last section, you need to reflect on your academic program. Did the content courses and your practicum experiences cause you to refine your administrative platform? If so, why? If not, why not? What questions remain? What are you most concerned about? What are you most excited about? What do you still need to learn? How will you seek professional development to accomplish this?

Grading Rubric

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

2. Assignment: Professional Résumé/Vita

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

- Contact information - reflect on your personal e-mail address. What you consider fun or cute locators (e.g., “sweetsally” or “mattandsally”) can give a prospective employer the wrong impression. Do not use your school email address.
- Objective – this one-sentence statement tells those looking at your résumé the kind of position for which you want to be considered and why.
- Education - this is typically presented in reverse order as well and does not include your high school years.
- Certifications - include all that you have.
- Work experiences - again these should be in reverse order; list the newest first. Be certain to bullet your responsibilities and highlights from that assignment. You want to present in terse and succinct items what makes you special and an asset. If you worked on academic committees, add these in. If you were a grade-level leader, note that as well.
- Community/Service Activities - Include items that demonstrate the value you add as a member of the school community. Chairing charity organizations or events would likely be seen as a plus, particularly if they involve working with students, parents, and community members.

The font for the résumé should not be smaller than a 12-point font.

Do not include references. References are part of the application process.

Do not include a picture or any family information.

Grading Rubric

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

3. Assignment: Office Resources (APA 6 format)

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

Grading Rubric

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

4. Assignment: Action Research Project (the final version of which is a program assessment that you will also submit into Tk20)

The Action Research Project comprises two parts – (1) the draft that is submitted in Module 3 and (2) the final version that is submitted in Module 4 and in Tk20. For the **Module 3 assignment**, you will design and create a *draft* of your action research project report. Whether you make an outline or a draft of your PowerPoint slides will depend on your writing style. Of course, some suggest that one should always begin with an outline and then write the first draft from that. You may wish to create the draft as a PowerPoint to provide you with a more realistic sense of how the finished project will look. On the other hand, you may choose to create and then work or write your draft from an outline, which may help you get the framework for your ideas out of your head and onto the paper or screen.

The draft does not need to be perfect. Ultimately, the purpose of preparing the draft of your project is to provide an opportunity for you to organize your thoughts and ideas in order to get a sense of how your action research project will be organized. It also provides you an opportunity to revise it, rewrite or move sections around if needed, correct any errors, etc. before the final version of your project is due to avoid the "mad dash" that is usually triggered by having a deadline. The following are the assignment components, rubrics, and requirements for your information and to help focus your planning. The final version of the action research project is due in Module 4.

Module 4 Assignment: Action Research Project. You were, hopefully, involved in many action research projects during your time in the program. Initially, you just may not have known what to call action research. If you have deliberately set about to improve something, you were conducting action research. The results of your efforts may or may not have improved what you were hoping to improve, but you were involved in action research.

It is one thing to conduct action research and another to formally report the action research you have conducted. Here is your opportunity to do just that. This, like your revised Administrative Platform and Professional Resume, is an important part of your Portfolio.

The Action Research PowerPoint consists of 25-30 slides. In these slides, you will identify the topic/problem/issue you chose to address. You will describe the context where the issue resides, noting the size of the site and other data about it. You will include in your literature review what is known about the issue from others who have studied the same issue. You will describe how you went about implementing the treatment (what you did differently). You will state what you consider success (goals/objectives). You will describe how you collected and analyzed the data. You will state the findings. You will also discuss implications of the findings for future action research possibilities.

Your Educational Research and Evaluation (EDAD 5322) course addressed how to conduct action research. Other courses addressed issues that helped with the action research project. Your responsibility was to select a project and work through the action research steps. Now you have an opportunity to bring everything together in the presentation. The Action Research Project was a learning experience, and now you can present what you learned before, during and after the experience.

The PowerPoint should include the following:

- Title page - title of your study, your name, work location/affiliation and date
- Problem - topic/problem/issue you chose to address
 - Describe your action research problem statement as it relates to emerging trends and initiatives and importance of bringing about school improvement. How will you prepare for innovations?
- Context - where the issue resides, noting the size and other data about the site
- Literature Review - what literature and research is known about the issue from others who have studied the same issue/problem/topic
 - Describe in your literature review section how to research and plan for influence local, district, state, and national decisions affecting student learning in a school environment. How will you communicate process and policies to stakeholders?
- Purpose/Goals/Objectives - what did you hope to accomplish, what you consider success or the desired outcome
 - Share how the purpose of your action research project contributed to a shared vision of learning for the school. How could it help build capacity and promote improvement and positive change? How did you evaluate the project? How will you facilitate transformational change?
- Methods - describe how you went about exploring the problem or implementing the treatment (what you did differently)
 - Include in your methodology section evidence that you understand how to collect and use data as a part of an improvement plan. What goals do you have planned? How will you implement those goals? Share how data will affect your strategic plan and school goals.
 - Include in your methodology section ways you have and plan to work with stakeholders to accomplish goals, facilitate differentiated instruction and learning, recognize and applaud diversity, and advance the values of fairness, respect, and trust.
- Data - provide information about how you collected it, from what sources or individuals (subjects)
 - Analysis - how you made sense of the data you collected
- Findings - what happened when you completed your study - intended and unintended outcomes
- Conclusions - given your work, what you now know
 - Report how you have advocated for disadvantaged students and shared pertinent information with stakeholders.
- Implications/Future action research possibilities - what is next in exploring your topic/problem/issue
 - Describe how you have promoted continual and sustainable school improvement and evaluated school programs.

- Report your experiences with and future plans for protecting time for teaching and learning.
- Include details of your experience with and future plans for safeguarding the values of democracy, equity, and diversity within the school and communications methods to support these ideals.
- References - list research that helped you in your work

For those of you who want the experience of making a research poster, you may make the poster in lieu of the PowerPoint. To do this, you use a PowerPoint slide and text, with the same sections as noted in the PowerPoint assignment.

Tips for designing the PowerPoint and examples of both the PowerPoint presentation and poster can be found in Blackboard in *Course Materials*.

Grading Rubric (in the Course)

Task	Pass	Must be revised
Action Research Presentation	<ul style="list-style-type: none"> • Provide sufficient detail in each of the PowerPoint/poster areas: <ul style="list-style-type: none"> ○ Title Page ○ Problem ○ Context ○ Literature Review ○ Purpose/Goal/Objective ○ Methods ○ Findings ○ Conclusions ○ Implications/Future research ○ References • Easy to read/understand. 	<ul style="list-style-type: none"> • Insufficient detail in each of the PowerPoint/poster areas: <ul style="list-style-type: none"> ○ Title Page ○ Problem ○ Context ○ Literature Review ○ Purpose/Goal/Objective ○ Methods ○ Findings ○ Conclusions ○ Implications/Future research ○ References, not APA • Difficult to read/understand.

Grading Rubric for Program Assessment in Tk20

Action Research Project Program Assessment Rubric
ELCC 2011 Elements: 1.2, 1.3, 1.4, 2.1, 3.5, 5.3, 6.1, 6.2, and 6.3

Assessment Area	Target 2 points	Acceptable 1 point	Unacceptable 0 points
Include in your methodology section evidence that you understand how to collect and use data as a part of an improvement plan.	Response addressed candidate's substantial ability to develop and use evidence-centered research strategies and strategic planning processes; create school-	Response adequately addressed candidate's ability to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and	Response did not adequately address candidate's ability to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical

What goals do you have planned? How will you implement those goals? Share how data will affect your strategic plan and school goals. ELCC 1.2	based strategic and tactical goals; and collaboratively develop implementation plans to achieve those goals.	tactical goals; and collaboratively develop implementation plans to achieve those goals.	goals; and collaboratively develop implementation plans to achieve those goals.
Share how the purpose of your action research project contributed to a shared vision of learning for the school. How could it help build capacity and promote improvement and positive change? How did you evaluate the project? How will you facilitate transformational change? ELCC 1.3	Response addressed candidate's substantial ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.	Response adequately addressed candidate's ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.	Response did not adequately address candidate's ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.
Describe how you have promoted continual and sustainable school improvement and evaluated school programs. ELCC 1.4	Response addressed candidate's substantial ability to develop a school plan to monitor program development and implementation of school goals; and construct an evaluation process to assess the effectiveness of school plans and programs.	Response adequately addressed candidate's ability to develop a school plan to monitor program development and implementation of school goals; and construct an evaluation process to assess the effectiveness of school plans and programs.	Response did not adequately address candidate's ability to develop a school plan to monitor program development and implementation of school goals; and construct an evaluation process to assess the effectiveness of school plans and programs.
Include in your methodology section ways you have and plan to work with stakeholders to accomplish goals, facilitate differentiated instruction and learning, recognize and applaud diversity, and advance the values of fairness, respect, and trust.	Response addressed candidate's substantial ability to collaborate with others to accomplish school improvement goals; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; and promote trust, equity, fairness, and respect among students, parents, and school staff.	Response adequately addressed candidate's ability to collaborate with others to accomplish school improvement goals; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; and promote trust, equity, fairness, and respect among students, parents, and school staff.	Response did not adequately address candidate's ability to collaborate with others to accomplish school improvement goals; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; and promote trust, equity, fairness, and respect among students, parents, and school staff.

ELCC 2.1	students, parents, and school staff.		
Report your experiences with and future plans for protecting time for teaching and learning ELCC 3.5	Response addressed candidate's substantial ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	Response adequately addressed candidate's ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.	Response did not adequately address candidate's ability to develop school policies that protect time and schedules to maximize teacher instructional time and student learning.
Include details of your experience with and future plans for safeguarding the values of democracy, equity, and diversity within the school and communications methods to support these ideals. ELCC 5.3	Response addressed candidate's substantial ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response adequately addressed candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response did not adequately address candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.
Report how you have advocated for disadvantaged students and shared pertinent information with stakeholders. ELCC 6.1	Response addressed candidate's substantial ability to advocate based on an analysis of the complex causes of poverty and other disadvantages; and serve as a respectful spokesperson for students and families within the school.	Response adequately addressed candidate's ability to advocate based on an analysis of the complex causes of poverty and other disadvantages; and serve as a respectful spokesperson for students and families within the school.	Response did not adequately address candidate's ability to advocate based on an analysis of the complex causes of poverty and other disadvantages; and serve as a respectful spokesperson for students and families within the school.
Describe in your literature review section how to research and plan for influence local, district, state, and national decisions affecting student learning in a school environment. How will you communicate process and policies to stakeholders? ELCC 6.2	Response addressed candidate's substantial ability to advocate for school policies and programs that promote equitable learning opportunities and student success; and communicate policies, laws, regulations, and procedures to appropriate school stakeholders.	Response adequately addressed candidate's ability to advocate for school policies and programs that promote equitable learning opportunities and student success; and communicate policies, laws, regulations, and procedures to appropriate school stakeholders.	Response did not adequately address candidate's ability to advocate for school policies and programs that promote equitable learning opportunities and student success; and communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
Describe your action research problem	Response addressed candidate's substantial	Response adequately addressed candidate's	Response did not adequately address candidate's ability to

statement as it relates to emerging trends and initiatives and importance of bringing about school improvement. How will you prepare for innovations? ELCC 6.3	ability to identify and anticipate emerging trends and issues likely to affect the school.	ability to identify and anticipate emerging trends and issues likely to affect the school.	identify and anticipate emerging trends and issues likely to affect the school.
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5. Assignment: Practicum Summary Report (a program assessment that you will also submit into Tk20)

Throughout the program you have been engaged in your Practicum. We asked that you complete Practicum Reports at the end of each semester and submit them into the Blackboard Educational Leadership Forum. As an accreditation requirement, the Practicum Report Summary must be completed and submitted in Blackboard and in Tk20. The Summary will be a Word file in the course that you can open, save, and submit both into the course and into Tk20.

Grading Rubric for the Course

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

Grading Rubric for Tk20

Program Assessment 4: Practicum Summary Report			
ELCC 2011 Standards: 1.3, 3.1, 4.3, 5.4, and 6.3			
Assessment Area	Target 2 points	Acceptable 1 point	Unacceptable 0 points

<p>Report how, during your practicum, you learned to identify and build capacity, facilitate improvement efforts, and plan for school change and innovation. In the future, how will you plan to do so at your own campus? Share how you worked with your mentor in school improvement endeavors.</p> <p>ELCC 1.3</p>	<p>Report provided evidence that the candidate had substantial opportunities to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.</p>	<p>Report provided evidence that the candidate had moderate opportunities to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.</p>	<p>Report provided evidence that the candidate had no opportunities to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; and design a transformational change plan at the school-building-level.</p>
<p>Based on what you learned in the practicum, report your plan to monitor and evaluate school management and operational systems. How will you address obstacles? When and how might new processes and guidelines need to be created?</p> <p>ELCC 3.1</p>	<p>Report provided evidence that candidate had substantial opportunities to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; and develop school operational policies and procedures.</p>	<p>Report provided evidence that candidate had moderate opportunities to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; and develop school operational policies and procedures.</p>	<p>Report provided evidence that candidate did not have opportunities to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; and develop school operational policies and procedures.</p>
<p>Examine and describe the process you used in your practicum to plan for and respond to community concerns and work with families to build and sustain positive relationships and address student's needs. Report how you assessed what needed to be done. What techniques did you use? What techniques would you use if the same</p>	<p>Report provided evidence that candidate had substantial opportunities to conduct needs assessments of families; and caregivers; and develop collaboration strategies for effective relationships with families and caregivers.</p>	<p>Report provided evidence that candidate had moderate opportunities to conduct needs assessments of families; and caregivers; and develop collaboration strategies for effective relationships with families and caregivers.</p>	<p>Report provided evidence that candidate had no opportunities to conduct needs assessments of families; and caregivers; and develop collaboration strategies for effective relationships with families and caregivers.</p>

situation repeated itself? ELCC 4.3			
Report how you worked with your mentor in learning how critical decision making is in terms of the moral and legal consequences. What types of challenges did you address and what tools did you use to address them? Assess the effectiveness of the tools and strategies you used. ELCC 5.4	Report provided evidence that candidate participated substantially with mentor to formulate sound school strategies to educational dilemmas; and evaluate school strategies to prevent difficulties related to moral and legal issues.	Report provided evidence that candidate participated moderately with mentor to formulate sound school strategies to educational dilemmas; and evaluate school strategies to prevent difficulties related to moral and legal issues.	Report provided evidence that candidate had no opportunities to formulate sound school strategies to educational dilemmas; and evaluate school strategies to prevent difficulties related to moral and legal issues.
Describe how you worked/work with your mentor on projects in which you made predictions about possible upcoming obstacles and challenges and anticipated and assessed changes and adapted processes and leadership strategies to deal with the changes. ELCC 6.3	Report provided evidence that candidate had substantial opportunities to identify and anticipate emerging trends and issues likely to affect the school; and adapt leadership strategies and practice to address emerging school issues.	Report provided evidence that candidate had moderate opportunities to identify and anticipate emerging trends and issues likely to affect the school; and adapt leadership strategies and practice to address emerging school issues.	Report provided evidence that candidate had no opportunities to identify and anticipate emerging trends and issues likely to affect the school; and adapt leadership strategies and practice to address emerging school issues.

6. Assignment: Program Evaluation

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

- 1) What are your three top “take-aways” from the program?
 - What did you expect to learn?
 - What did you learn that you didn’t expect?
 - What do you wish you had learned?

2) What are the top three things we need to do differently in the program (including the practicum)? Why?

- How and how well did your mentor relationship work? Explain.
- What do we need to add? Why?

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

Grading Rubric

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

7. Assignment: Weekly Online Discussions

An important part of this class is learning from interactions with your colleagues. The weekly online discussions provide you with this opportunity. One of the major critiques about administrators is that they do not write well. The weekly discussions will provide you with an opportunity to write about what you see in the work of others and what you have learned succinctly, in complete sentences, convincingly and professionally. Provide examples, both positive and negative, to support your discussion points.

Grading Rubric

Tasks	Pass	Revisions still needed
Online Discussions	Complete paragraphs. Complete answers to all questions. Examples where appropriate.	Incomplete sentences. Few questions answered completely. Examples missing.
Response Postings	Complete paragraphs. Respond to two (2) or more postings.	Incomplete sentences. Respond to less than two (2) postings.

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

1.0	establish goals collaboratively and evaluate them regularly
1.1	ensure shared vision of learning is everyone's goal
1.2	collect and utilize data to strategize for success
1.3	promote continual improvement
1.4	evaluate and revise school plans with support

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

Discussion Prompts for the Course:

Module 1

1. How important is an administrative platform? To what degree did your administrative platform change from the beginning of the program to the end of the program? What course or event confirmed something in your original platform? What course or event challenged something in your original platform most?
2. In the beginning of the program, you were asked to comment on the statement, "You spend time on the things you value." Based on your practicum experiences, what was "valued" by the administrators in your school/institution? How difficult was it during this program to spend time on the things you value? Why did you have to spend time on things you did not value?

3. What is the single most important challenge you believe our society will have to face in the next 5-10 years? How do you believe education as an institution will be asked/required to help meet this challenge? What will be your role in addressing this challenge? What if the challenge is not met? What consequences might there be if the challenge is not met?
4. What is the one slogan/statement you would want said about you at your retirement ceremony?

Module 2

1. What is one aspect of what you believe will be the most important knowledge to have going into the next stage in your career? What attitude are you taking into this next stage of your career? What are one or two specific skills you believe will help you be successful in the next stage in your career?
2. As a result of this program including the practicum, how would you measure any improvement you made in terms of knowledge, attitude, and skills? What percent of this improvement was in the area of knowledge, in the area of attitude, and in the area of skills? For example, 30% knowledge, 30% attitude, 40% skills. Was there any area in which you did not improve as a result of the program?
3. We hope you learned from content, experiences, interactions, and reflection. How would you rank these sources in the order in which they affected/influenced you during this program? Was there a "light bulb" moment when you realized the difference between being a teacher and being an administrator, or any other such realization?
4. What song would you choose to play in your first formal faculty/staff meeting that would represent the message you want classroom teachers/staff to remember during the year? Why?

Module 3

1. Are you planning to advance your career in a district (or an organization) in which you are already known, or are you willing to go to another district (or organization) for career advancement? How far are you willing to relocate in order to advance in your career? What are the positives and negatives in trying to advance your career in your current district/institution? What can you do to help minimize or eliminate the negatives?
2. With most districts requiring your application to be completed on line and your résumé submitted on line, describe what is most important in presenting yourself? Will it be your education, your work experiences, or something else? How does the phrase, "more that is written, less will be read" relate to the résumé process? Why should acronyms not be used in a résumé?
3. The assignment in this module is to submit a draft of your action research project. If you want to attach your draft in this discussion board, you may do so for peer feedback or to see how others are approaching their project presentations. Briefly discuss how and why you selected your project for the action research assignment and what you are discovering about conducting action research.
4. How have your views of the "purpose of education" changed during your time in this program? How did your action research project relate to your views? You might consider both the topic of your project and the action research process. Is it sometimes difficult to distinguish the "message" from the "messenger?" How will you go about trying to gain credibility as you advance in your career?

Module 4

1. Discuss three things you will remember to do better the next time you engage in action research. Of what, concerning your action research project, are you most proud? What should be the relationship between the planning, implementation, and presentation of an action research project?
2. How has your view of “equality and equity” changed over the time you have been in this program? How is “teacher equality and equity” similar and different from “administrative equality and equity?” How is “receiving equality and equity” similar and different from “administering equality and equity?”
3. This program has two components: content courses and a practicum. How would you describe the relationship between these two components? Did they support each other or were they in contradiction to each other? How were each of the content courses similar and different? Were they too similar or too different? Each cohort had a different sequence of content courses, depending on their entry into the program. How would you describe/evaluate your sequence of content courses?
4. While you were working to advance your career, you were also working in your current position/job assignment. Is there any truth in the statement, “classroom teachers who learn to become principals become better classroom teachers” and “principals who learn to become superintendents become better principals?” What elements of your learning during this program did you incorporate into your current work? Are you ready to no longer be a “student?”

Module 5

1. Many times, during the program you were asked if there was any value to the work. What were your concerns before you started this program? What were the challenges you had to overcome in order to be successful? Did you know anyone personally or have communication with anyone who stopped taking courses? What factors might have impacted someone’s decision to stop taking courses?
2. What were you most surprised to learn or experience during the program (something that was not expected)? Was this your first experience at “distance education?” What do you wish had been a component of this program that would have made it a “stronger” program rather than simply a “different” program?
3. What sources provided you with the best evaluation of how you were progressing in your content courses and in your practicum? On a scale from 1 to 10, with 10 being the ideal perfect situation from which to gain practicum experiences, how would you rate your practicum? What percent of your experiences would you say you learned from positive examples, and what percent would you say you learned from negative examples? To what degree did your practicum change during the program? How did the change impact your learning opportunities?
4. You are completing a Master’s degree in Educational Leadership and Policy Studies. Describe the relationship between “educational leadership” and “policy studies.” Are they equally important? Can you have one without the other? What are your final thoughts as you complete your discussion board experiences in this capstone course?

Educator Preparation at UTA – Conceptual Framework (The complete document is available at <http://www.uta.edu/coed/about/conceptual-framework.php>):

Vision and Values: A shared vision of Educator Preparation at The University of Texas at Arlington was developed in collaboration with colleagues across four academic colleges, colleagues in PK-12 education, and other stakeholders. This shared vision is rooted in the mission of UTA to serve the citizens of Texas, the United States, and the world through research, teaching, and service. The large scales of these visions and missions reflect the scope of the university and its educator preparation programs. The educator preparation programs are dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are collaborative with PK-12 education colleagues and others who are committed to improving learner outcomes; who promote the advancement of the field through ongoing professional development, the use of evidence-based practices, the confidence to question and use innovative instructional strategies, and the skill to assess their impact on student learning; who advocate on behalf of all learners and the education profession; and who are education leaders in their classroom, school, and community.

Coherence: Because educator preparation at UTA is a large, complex, and strategic enterprise, the dean of the College of Education is administratively responsible for the preparation of all candidates in educator preparation. Although much of the responsibility for educator preparation is vested in the faculty of the College of Education, who have a primary mission to prepare education professionals, educator preparation also is a function of three other academic colleges: Liberal Arts; Nursing and Health Innovations; and Science as well as our PK-12 partners. A campus-wide entity known as the Education Professions Council (EPC) serves as the curriculum review authority for all programs leading to licensure and as a policy advisory board to the College of Education dean.

Professional Knowledge and Disposition: Educator preparation programs at UTA view schools as complex social, political, cultural, and interpersonal organizations and teaching as a highly complex activity in which teachers apply knowledge to develop curriculum, carry out instruction, and assess learning. Prospective teachers must develop subject matter knowledge, a core strength of educator preparation at UTA, pedagogical knowledge, and knowledge of context. From this foundation they can form pedagogical content knowledge, the knowledge about how to teach specific subject matter (Harris & Hofer, 2014). Together, these competencies distinguish teachers from subject matter specialists (e.g., Darling-Hammond & Bransford, 2005). An inquiry-oriented approach to educator preparation, where teaching is made problematic and students of teaching engage in reflection to develop their understandings of teaching and learning, characterizes UTA's programs (e.g., Calderhead, 2012; Savery, 2015).

In addition to developing knowledge of content and pedagogy, candidates are expected to develop the dispositions to become caring and dedicated education professionals who are sensitive to community and cultural norms, demonstrate willingness to work with others, take responsibility for establishing a positive climate, respect students as individuals, treat students

fairly, show concern for students' well-being, and demonstrate appropriate professional practice (e.g., Kea, Campbell-Whatley, & Richards, 2006; Nelson, 2014). We also expect our candidates to think critically and engage in discovery (research) and the use of evidence-based practices, be responsive to education issues related to social justice and diversity, and integrate technology literacy throughout. These commitments and dispositions are reflected in institutional, state, and professional standards by which candidates are informed and assessed (e.g., CAEP, 2013; InTASC, 2011; NBPTS, 1994). This conceptual framework embodies educator preparation at UTA's commitment to these principles.

UTA Strategic Themes: Sustainable Urban Communities is one primary theme woven across programs that guides educator preparation at UTA. Located in the heart of the Dallas/Fort Worth metroplex, UTA is a predominately Hispanic serving urban institution. Our faculty, staff, and students value this urban community and seek to harness its diverse population and geographic advantage to strengthen educator preparation and prepare education professionals skilled in educating PK-12 children, supporting local families, and ensuring that every student is college or career ready following secondary education. To ensure sustainable urban communities, a UTA student body equipped to serve in such settings must be developed. Thus, faculty and staff at UTA are committed to leading the nation in the preparation of education professionals skilled in bilingual education. As well, preparing education professionals who are highly skilled to serve children in grades PK through 12, school counselors, and education leaders in urban settings are hallmarks of UTA's College of Education.

Our programs also embrace three additional UTA strategic themes:

Health and Human Condition, in which educated populations are physically healthier. The preparation of highly skilled education professionals who serve our local schools and Texas results in educated communities who are equipped to meet their health needs and improve overall human conditions.

Data-Driven Discovery, in which education professionals create knowledge through research and discovery and use evidence-based practices in their daily lives. They also assess their effectiveness through analysis of their practices and the learning and behavioral outcomes of their students.

Global Environmental Impact, where instructional innovations derived from data-driven discovery are examined, replicated, and disseminated globally to positively impact educational practices.

Key Values -Four key values are integrated throughout programs and guide educator preparation at UTA:

- **Professionalism** represents the expectation 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.

- **Collaboration** is the cornerstone of our educator preparation program. Our partnerships with PK-12 education colleagues foster collaborative planning and experiences for future and current teachers (CAEP, 2013, Standard 2) and education leaders. This collaboration extends to include research and professional development with our PK-12 partners to improve learner outcomes.
- **Advancement** ensures that our candidates engage in reflective practices and continuously seek to improve their skills as education professionals. This includes a commitment to ongoing professional development, the use of evidence-based practices, the confidence to question the validity of practices and the ability to use innovative instructional strategies, and the skill to assess their impact on student learning.
- **Leadership** development prepares our candidates not only to serve as leaders in their classroom, but also their school and across a global community as they advocate for their students and the profession. Leadership also represents a candidate's 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.

Alignment with State and Professional Standards: Initial teacher preparation programs are based on performance-based standards including the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and the Texas Teacher Standards (Texas Education Association, TEA). In addition to these standards, faculty of the various program areas use professional standards in the development of specific programs, such as those included as Specialized Professional Association (SPAs), the Council for Accreditation of Educator Preparation (CAEP), and the National Board for Professional Teaching Standards (NBPTS).

The Core of Professional Preparation

In addition to the key programmatic features, the professional preparation programs highlight key features and programmatic emphases that are interrelated and addressed throughout. All of the components of the educator preparation programs include professional, state, and institutional standards.

Academic content and evidence-based-practice are the core of professional preparation:

Initial Preparation. In addition to the core principles, nine areas of competency are emphasized during the initial preparation programs:

- **Understand learner development, learning differences, and learning environments:** Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implement developmentally appropriate and challenging learning experiences (InTASC, 2011, Standard #1). Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC, 2011, Standard #2). Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC, 2011, Standard #3). Candidates work to ensure high levels of

learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs and teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning (TEA, 2014, Standards 2 and 4).

- **Focus on the learner and assess growth and outcomes:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (InTASC, 2011, Standard #6). Candidates use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed (TEA, 2014, Standard 5).
- **Teach effectively by integrating content and pedagogy:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC, 2011, Standard #5). The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC, 2011, Standard #8). Candidates demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes appropriate use of technology, and makes learning relevant for today's learners. Candidates also exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards (TEA, 2014, Standards 1 and 3).
- **Differentiate instruction to diverse learners:** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC, 2011, Standard #9). The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2011, Standard #2).
- **Apply current and emerging technologies:** The candidate effectively applies relevant technologies to enhance students' learning experiences, and actively seeks out opportunities to capitalize on emerging technologies (InTASC, 2011, Standards 3g, 3m, 4g, 5l, 6i, 7k, 8g, 9d, 9f, 10g).
- **Engage in early and articulated field experiences:** The candidate is actively engaged in early and articulated field experiences throughout key elements of the program (CAEP 2013, Standard #2).
- **Collaborate with teachers, parents and community:** The candidate seeks opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 2011, Standard #10). Candidates consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).

- **Commit to diversity:** The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (InTASC, 2011, Standard 3[i]). The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (InTASC, 2011, Standard 7[i]).
- **Think critically and reflectively:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). (InTASC, 2011, Principle #4; NBPTS, 1994, Proposition #4)

Advanced Preparation. Advanced programs are designed to help experienced practitioners move beyond the basic mastery of content and practice that characterizes initial licensure to develop deeper understandings, more sophisticated practice, and the knowledge and dispositions that characterize leaders in the educational community. Upon completion of an advanced program of study, candidates are accomplished educators whose practices are consistent with the standards of professional associations and the National Board for Professional Teaching Standards (NBPTS). Advanced preparation extends initial preparation and emphasizes five more areas:

- **Communicate knowledge:** The advanced candidate speaks, writes, and employs relevant media to effectively communicate knowledge on substantive topics to others (InTASC, 2011, Standards 3, 5, 6, 8, and 10).
- **Synthesize knowledge:** The candidate integrates knowledge from multiple sources to address pertinent questions and issues (InTASC, 2011).
- **Create and discover knowledge:** The candidate creates and discovers knowledge to further the state of the art and science of education (Boyer, 1990).
- **Engage in professional development:** The candidate actively seeks out learning opportunities to grow professionally. (InTASC, 2011, Standard #9) and teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Participate actively in the profession:** The candidate actively participates in the profession through communicating scholarly discoveries, offering learning opportunities to others, and engaging in efforts to promote social justice and equity in educational opportunities and outcomes (NBPTS, 1994, Proposition #5).

Emergency Phone Numbers: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

This syllabus is current as of 19 January 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students/candidates enrolled in this course. Please check Blackboard for the most current course syllabus.