



EDAD 5389.651 Administrative Practicum
Fall 2018

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Section Information: EDAD 5389.651

Time and Place of Class Meetings: Online: 22 October – 7 December 2018

This syllabus is current as of 20 October 2018. As the instructor for this course, I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.

Description of Course Content: This course is designed to provide prospective educational administrators job-related experiences under supervision in an appropriate educational setting. An approved professional study is designed in relationship to the intern's interest and past experiences.

Student Learning Outcomes:

After completing this course, you will be able to:

1. Examine national and state educational administration standards.
2. Locate and dissect your specific state's requirements for becoming certified as a principal/administrator.
3. Examine and be able to articulate the structure and instructional philosophy of the UT Arlington Department of Educational Leadership and Policy Studies M.Ed. degree with Principal Certification.
4. Select a certified site supervisor, who will mentor you and supervise your practicum.
5. Communicate with your field supervisor, a certified administrator appointed by the university, who will oversee your practicum.
6. Analyze the work culture at your school site to understand its effect on improving instruction and learning.
7. Identify and be able to accurately complete the reports that will document your practicum experiences.
8. Network with others via technological tools and begin creating a contact list of administrative professionals.
9. Recognize and begin to practice skills necessary for effective educational administration.
10. Develop a practicum plan for meeting state and national standards, and (if applicable) expectations set out in the TExES (268) Principal Certificate examination framework and the Performance Assessment for School Leaders (PASL).

Required Textbooks and Other Course Materials:

Cunningham, W.G. (2006). *A handbook for educational leadership interns: A rite of passage*. Boston, MA: Allyn & Bacon. ISBN: 9780205464234.

Payne, R. (2013). *A framework for understanding poverty: A cognitive approach*. 5th revised edition. Highlands, TX: aha! Process, Inc. ISBN 13: 978-1-938248-01-6.

Tk20: All students are required to purchase Tk20, which need only be purchased once during your degree program. If you have not already done so, go [here](#) to purchase it. Refer to *Policies* in this syllabus for additional information about Tk20.

Read:

Entire **syllabus** and note due dates and requirements

Internship Handbook (found in the Educational Leadership Practicum Forum in Blackboard)

Site Supervisor and Field Supervisor **Practicum Report**

Review College of Education Department of Education **Leadership and Policy Studies Training**

PowerPoint with your Site Supervisor. If it is not possible to view it together, you each should review it separately (<http://www.uta.edu/coed/educleadership/about/elps-field-resources.php>)

Before you get started in the course modules, please go to the course in Blackboard, under “Start Here/Attestations,” and complete the form according to the instructions.

The course is intended to meet the following standards set by the Educational Leadership Constituent Council 2011 standards for “building-level education leader” internships:

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student 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.

ELCC STANDARD ELEMENTS:

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

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

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

The course is also designed to meet the following TExES Principal (268) Certificate Standards (TAC §241.15) and ETS Performance Assessment for School Leaders (PASL) Tasks:

STANDARD B – SCHOOL CULTURE. The principal:

(9) develops and uses effective conflict-management and consensus-building skills; [PT 2, 3] and

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. [PT 3]

STANDARD C – LEADING LEARNING. The principal:

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; [PT 1, 2, 3]

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; [PT 1, 3] and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

STANDARD E – EXECUTIVE LEADERSHIP. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; [PT 1, 3]

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; [PT 1, 3]

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals. [PT 1, 2, 3]

STANDARD F – STRATEGIC OPERATIONS. The principal:

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; [PT 1, 3]

STANDARD G – ETHICS, EQUITY AND DIVERSITY. The principal:

(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(6) promotes awareness and appreciation of diversity throughout the campus community; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

Performance Assessment for School Leaders (PASL) Tasks:

1 – Problem Solving in the Field

2 – Supporting Continuous Professional Development

3 – Creating a Collaborative Culture

Performance Assessments and Grade Calculation:

Title	Points Possible
Start Here: Attestations, Confirmation	1 + 1
Module 1: Reading Progress Monitor	10
Module 1: Assignment – Resources	10
Module 1: FERPA	1 Compliance requirement for the course
Module 1: Field Supervisor Agreement	10 Compliance requirement for the course
Module 1: Discussion Post and Replies	10
Module 1: Purchase Tk20	Compliance requirement for the course
Module 2: Reading Progress Monitor	10
Module 2: Assignment - Ethics, Certification and Standards	10
Module 2: Discussion Post and Replies	10
Module 3: Reading Progress Monitor	10

Module 3: Assignment - Traits	10
Module 3: Discussion Post and Replies	10
Module 3: Pre-Observation Video Conference with Field Supervisor	Compliance requirement for the course
Module 3: 2-3 minutes Compressed Test Video	Compliance requirement for the course
Module 4: Reading Progress Monitor	10
Module 4: Self Video Observation	Compliance requirement for the course
Module 4: Assignment - Skills	10
Module 4: Practicum Plan	10
Module 4: Application for Practicum/Site Supervisor Contract	10 Compliance requirement for the course
Module 4: Discussion Post and Replies	10
Module 5: Reading Progress Monitor	10
Module 5: Discussion Post and Replies	10
Module 5: Assignment 6 – Analysis of School Site Work Culture to Improve Instruction and Learning	10
Module 5: Post-Observation Video Conference with Field Supervisor	Compliance requirement for the course
Module 6: Practicum Report	10 Compliance requirement for the course
Module 6: Reading Progress Monitor	10
Module 6: Assignment – Pre-Administrative Platform	10
Module 6: Discussion Post and Replies	10
Module 7: Reading Progress Monitor	10
Module 7: Assignment – Practicum Plan Review	10
Module 7: Time Log	10
Module 7: Discussion Post and Replies	10
TOTAL	263

Grading Scale: The course is graded on a pass/fail basis. To pass, all module activities must be completed at an “acceptable” level as indicated by the rubrics. The total number of points that can be earned in this course is 263 points and a minimum of 215 points (**including all assignments required for state compliance**) must be earned to pass the course. Late work and work that must be revised in order to meet the “acceptable standard” will receive a maximum of five (5) points per assignment.

This course is designed to facilitate your learning from experiences in your personal and professional environment that will 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 are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them 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.

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 only**.

All due dates for the readings, progress monitors, assignments and discussion postings/replies are listed in the course assignment schedule. Late work and work that must be revised to meet the acceptable criteria will receive a maximum of five (5) points per assignment. You are responsible for your technology/internet working to ensure work is completed by deadlines.

Course Assignment Schedule:

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

Module 1 – Program and Internship Overview		Due Date/Time
Read from Cunningham text: Preface (vii-viii), Intro (1-2), Ch. 1 (3-8), Ch. 2 (9-11), Ch. 3 (34-37), Ch. 9 (124-129), Ch. 15 (176-186); Payne text: Intro., pp. 1-6; Ch. 1, pp. 7-30; Ch. 2, pp. 31-41; Ch. 3, pp. 43-59; complete the exercise on pp. 38-40 and the information that follows; Ch. 4, pp.61-80.		11:59 p.m., Sunday, 28 October
Read: Professor-authored reading		
Assessment: Reading Progress Monitor		11:59 p.m., Sunday, 28 October
Assignment: Self-assess preparedness to begin internship.		11:59 p.m., Sunday, 28 October
Assignment: Submit FERPA form		11:59 p.m., Sunday, 28 October
Assignment: Purchase Tk20.		11:59 p.m., Sunday, 28 October
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the Educational Leadership Practicum Forum and post your responses by 11:59 PM (CT) Wednesday of Module 1 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.		11:59 p.m., Sunday, 28 October
Assignment: Submit Completed Field Supervisor Agreement.		11:59 p.m., Sunday, 28 October
Module 2 – Ethics, Standards and State Certification		

Read from Cunningham text: Ch. 4 (42-50), Ch. 5 (58-59). Read: Professor-authored reading	11:59 p.m., Sunday, 4 November
Assessment: Reading Progress Monitor	11:59 p.m., Sunday, 4 November
Assignments: Summarize certification requirements, standards or competencies. Rank six standards.	11:59 p.m., Sunday, 4 November
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 2 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Sunday, 4 November
Module 3 - Selecting a Site Supervisor/Mentor	
Read from Cunningham text: Ch. 3 (34-41), Ch. 5 (51-61), Ch. 7 (71-89), Ch. 13 (148-156) Read: Professor-authored reading	11:59 p.m., Sunday, 11 November
Assessment: Reading Progress Monitor	11:59 p.m., Sunday, 11 November
Assignment: Analyze similarities and differences between teacher traits and principal traits.	11:59 p.m., Sunday, 11 November
Assignment: Submit Application for Practicum / Site Supervisor/Mentor Contract	11:59 p.m., Sunday, 11 November
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 3 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Sunday, 11 November
Assignment: Participate in pre-observation conference with your field supervisor via email, phone, preferably Skype.	11:59 p.m., Sunday, 11 November
Assignment: Create a 2-3-minute compressed test video and submit to Educational Leadership Practicum Forum. * This assignment should briefly discuss an overview of your plans for your 45 m video and is designed to ensure that the submission of your observation due next module goes smoothly and to give you adequate time to correct any issues related to that course requirement.	11:59 p.m., Sunday, 11 November
Module 4 – Planning the Practicum	
Read from Cunningham text: Ch. 2 (11-15), Ch. 8 (90-123), Ch. 10 (133-135), Ch. 11 (136-141). Read: Professor-authored reading	11:59 p.m., Sunday, 18 November

Assessment: Reading Progress Monitor	11:59 p.m., Sunday, 18 November
Assignment: Describe how input skills are utilized by administrators.	11:59 p.m., Sunday, 18 November
Assignment: Plan Your Practicum	11:59 p.m., Sunday, 18 November
Assessment: Create 45 minutes Observation #1 Compressed Video of candidate conducting administrative activities and submit to the Educational Leadership Practicum Forum. Begin by introducing yourself and explaining what administrative task you will be performing.	11:59 p.m., Sunday, 18 November
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 4 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Sunday, 18 November
Module 5 – Reporting and Program/Project Requirements	
Read from Cunningham text: Ch. 2 (15-33), Ch. 7 (82-89), Ch. 9 (126-129), Ch. 12 (142-147) Read: Professor-authored reading	11:59 p.m., Sunday, 25 November
Assessment: Reading Progress Monitor	11:59 p.m., Sunday, 25 November
Assignment: Analyze the work culture at your school site to improve instruction and learning..	11:59 p.m., Sunday, 25 November
Assignment: Participate in post-observation conference with your field supervisor via email, phone, preferably Skype.	11:59 p.m., Sunday, 25 November
Assignment: Complete and submit Candidate Section of Practicum Report to Field Supervisor. After FS returns, send to Site Supervisor. After SS returns, post in the Educational Leadership Practicum Forum.	11:59 p.m., Sunday, 25 November
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 5 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Sunday, 25 November
Module 6 – Preparing for Success in Administration	
Read from Cunningham text: Ch. 6 (62-70); Ch. 14, pp. 159-175; Payne text: Ch. 5, pp.81-87; Ch. 6, pp. 89-100; Ch. 7, pp. 101-105; Ch. 8, pp. 107-118	11:59 p.m., Sunday, 2 December

Read: Professor-authored reading	
Assessment: Reading Progress Monitor	11:59 p.m., Sunday, 2 December
Assignment: Submit your Completed Pre-Administrative Platform.	11:59 p.m., Sunday, 2 December
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 6 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Sunday, 2 December
Assignment: Submit your Practicum Report.	11:59 p.m., Sunday, 2 December
Module 7 – Putting the Pieces Together	
Read from Cunningham text: Ch. 14, pp. 159-175. Read: Professor-authored reading	11:59 p.m., Friday, 7 December
11:59 p.m., Friday, 12 October	11:59 p.m., Friday, 7 December
Assignment – Practicum Plan Review/Revision	11:59 p.m., Friday, 7 December
Assignment: Submit your Time Log to the Educational Leadership Practicum Forum. Your time log will continue throughout each course and conclude with a total of a minimum of 500 clock hours as of your last course.	11:59 p.m., Friday, 7 December
Discussion: Go to the Discussion Board and prepare responses to discussion prompts. Create a thread to the discussion forum and post your responses by 11:59 PM (CT) Wednesday of Module 7 to allow you and classmates to read everyone's posts and respond thoughtfully and appropriately to at least 2 other students' posts by the 11:59 PM (CT) Sunday deadline.	11:59 p.m., Friday, 7 December
Last EDAD 5389 assignment: Identify your 5th course when you will need to have Observation #2 completed. You will need to contact your Field Supervisor before that 5th course begins.	Before your 5 th course

Detailed Guidelines for Assignments:

- Assignment 1: Self-assess Resources for Program
- Assignment 2: Ethics, Standards and State Certification Requirements
- Assignment 3: Teacher and Principal Traits
- Assignment 4: Input Skills as Fundamental Skills of Administration
- Assignment 5: Practicum Planning
- Assignment 6: Analysis of School Site Work Culture to Improve Instruction and Learning
- Assignment 7: Pre-Administrative Platform Completed Version
- Assignment 8: Practicum Plan Review/Revision

Assignment 1 (Module 1): Self-Assess Resources for Program (Within the module, there will be additional discussion of the assignment.)

Review the nine resources that were introduced in Chapter 1 and explored in Chapters 2-6 of the Payne textbook, and conduct a self-assessment based on both Ruby Payne's definitions and your interpretation of the resources. You may omit any resource for which you are uncomfortable. The context for this assignment is that you have entered a Master's degree program with the goal of advancing your career by obtaining an administrative position. To what degree are you without resources?

After conducting the self-assessment, reflect on the value of this assignment now in terms of (1) your current position and (2) its value to you in the future as an educational leader or administrator. What did you learn about yourself after having completed the assignment? Do you believe all current and aspiring leaders should assess themselves on Payne's eight resources and definitions? Why or why not?

Notice that the first five resources are essentially internal, and the last three are primarily external. As you think about your practicum and the roles of your mentors, what resources can they provide you? How will you obtain the resources you need as you prepare for an administrative position?

In Module 4, you will confer with your site and field supervisors to design your practicum experiences to enable you to obtain the resources you need for entry into an administrative position.

Assignment Format:

Resource:	Self-assessment of your current resource/discussion
Financial	
Emotional	
Mental/Intellectual	
Spiritual	
Physical	
Support Systems	
Relationships/Role Models	
Knowledge of Hidden Rules at School and Work	
Language/Formal Register	
Prior knowledge of Ruby Payne's work and your evaluation of her theory/theories.	

Application of Payne's resource theory for use now and in the future	
Reflection on and/or evaluation of assignment	

Rubric

Task	8-10 points	4-7 points	0-3 points
Resource Self-Assessment	The response indicates that the candidate understands the role that resources play in one's success as evidenced by the candidate's ability to (1) apply Payne's resource framework to identify and assess the internal and external resources s/he has and those that must be acquired, (2) articulate what was learned through completing this assignment, and (3) predict the value of the assignment as it relates to his/her current position and administrative positions in the future.	The response indicates that the candidate has an average to below-average understanding of the role that resources play in one's success as evidenced by the absence of one or two of the (1) application, (2) articulation, (3) prediction indicators. The response includes some elaboration.	The response indicates limited or no understanding of the role that resources play in one's success. The response was very brief, included fewer than two of the (1) application, (2) articulation, (3) prediction indicators, and contained no elaboration.

Assignment 2 (Module 2): Ethics, Standards and State Certification Requirements (Within the module, there will be additional discussion of the assignment)

Your assignment has three parts:

1. Explore your state's educational department web sites for the requirements for the certification you will be seeking and determine what type of assessment you will be required to pass, if any. Some of you may already know what your state requires. If so, you can extend what you already know by taking a second look. It is just that important for you to know and understand your state's certification requirements.

If you reside out of state, it is your responsibility to find out and to know your state requirements. We are providing you a master's program that emphasizes preparation for building-level educational leaders. Our program may or may not be approved within your state for your state certification requirements.

2. List the six 2011 ELCC standards and the five Principal Certificate standards (TAC § 241.15) in

two columns. Are any of the two sets of standards the same (or very similar)? In a third column, rank the standards according to some sense of personal importance or priority. It may be easiest to rank the six ELCC standards in terms of 1a, 1b, 1c, 1d, 1e, and 1f. Of course, they are all important, but there still is some level of priority. It has been said that you spend time on the things you value. So, if you don't know what you value, then examine where you spend your time. Do you agree?

3. Now, review how you have ranked the standards. The rankings should reflect your perception of which standards are of the greatest importance in preparing educational leaders and administrators to those you perceive as being less important. Did you make any adjustments to your rankings? If so, what caused you to change them? If not, why not? Were there any standards that were more difficult than the others to rank? If so, why do you believe that was the case? If not, why not?

As with the assignment in Module 1, there are no right or wrong answers in terms of checking for accuracy compared to others. The objective here is for you to demonstrate your abilities in the areas of thoroughness, critical analysis and discussion.

Assignment Format:

State:	
Source of information:	
Certification you are seeking:	
Certification Requirements:	
Type of Assessment: Source for study guide/preparation for assessment:	
Personal evaluation of your status regarding certification requirements	
Rank of six ISLLC/ELCC standards:	
1.	
2.	
3.	
4.	
5.	
6.	

Rank of 5 Principal standards (or those of your state):	
1.	
2.	
3.	
4.	
5.	
Rationale for the ranking:	
Adjustments to your ranking?	

Rubric

Task	8-10 points	4-7 points	3-0 points
Exploring State Principal Certification Standards and Requirements	The responses indicate candidate/student understood the requirements of the assignment. Responses were focused, complete, and sufficiently detailed to demonstrate the ability to analyze critically.	The responses indicate candidate/student understood the requirements of the assignment to some extent. Responses were somewhat focused, mostly complete, and contained some detail demonstrating limited ability to analyze critically.	The responses indicate candidate/student did not understand the requirements of the assignment. Responses were unfocused, incomplete, and very brief providing little to no evidence of the ability to analyze critically.

Assignment 3 (Module 3). Teacher and Principal Traits (Within the module, there will be additional discussion of the assignment)

This assignment has four parts:

- 1) Organize the principal themes into intra, inter, and extra-personal categories. There are no right or wrong answers; so, don't worry about your responses being graded according to which theme fits into which category. As you think about the principal themes, what are the similarities and the differences between the teacher and the principal themes?

Teacher Themes by Category	Principal Themes by Category
Intra-personal:	Intra-personal:
Mission	
Investment	

Focus	
Inter-personal:	Inter-personal:
Empathy	
Rapport drive	
Listening	
Objectivity	
Extra-personality:	Extra-personality:
Individualized Perception	
Input Drive	
Activation	
Innovation	
Gestalt	

2) Conduct a self-assessment of your teacher themes and how you view yourself as an administrator. Can you act the same as a teacher and as an administrator? How will your strengths carry over to administration? Will you have to act differently as an administrator? If so, how will this occur as you transition through an internship? Are the principal themes present in your classroom? Will the same style of classroom administration work in building administration?

3) Conduct an assessment of your mentors. How would you assess the themes of the administrators in your building? Are there similarities between their themes and your themes? Are there differences? How will you handle this as you work with them in your internship?

4) What is your opinion of these themes? Would you like to use the themes in selecting teachers? Would you like your district to use them in selecting principals? How might this system be an advantage and a disadvantage to you as you seek an administration position? What do you want to know more about concerning themes and selecting teachers/principals using themes, etc.?

Assignment Format:

Similarities and differences between teacher and principal themes:
Self-assessment of teacher and principal themes:
Assessment of my mentor's/mentors' principal themes:
Discussion of using themes for teacher and principal selection (include value of the assignment):

Rubric

Task	10 Target Points Earned	7 Acceptable Points Earned	0 Unacceptable Points Earned
Summarized discussion of	Responses indicate candidate understood the assignment, included	Responses indicate candidate understood the assignment but	Responses indicate the candidate did not understand the

teacher and principal traits	explanation to justify his/her position, and was able to make a connection with what s/he learned.	included minimal explanation to justify his/her position and was able to make some connection with what s/he learned.	assignment. Responses were very brief with no elaboration or were incomplete.
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Assignment 4 (Module 4): Input Skills as Fundamental Skills (Within the module, there will be additional discussion of the assignment)

Your assignment has four parts based on the following chart:

Input Strategy	Illustration
Use planning behaviors	
Focus perception on specific stimulus	
Control impulsivity	
Explore data systematically	
Use appropriate and accurate labels	
Organize space with stable systems of reference	
Orient data in time	
Identify constancies across variations	
Gather precise and accurate data	
Consider two sources of information at once	
Organize data (parts of a whole)	
Visually transport data	

1) Use a personal example to illustrate several of the input strategies. For example, take cooking. What happens if you don't have some of these input skills, or if you make some mistakes utilizing these skills? Or take some other personal activity in which you are involved and see if these input strategies make sense. You can also think back to your childhood. What games did you play as a child? How did playing these games help you in the development of your skills? What about games for adults? Do they utilize these same skills? What about video games / computer games? What games do your students/children play?

Can you distinguish differences between all 12 of the skills? Is there a 13th skill? Could you organize these skills into one, two or three categories? Could you become better at your activity if you improved in your input skills?

2) Consider your current work position and describe how some of these skills can be practiced/developed. It could be how you utilize these skills in teaching, or it could be how to help your students with their input skills, or both. Have you had a student teacher assigned to you? Did s/he ask you questions such as, "How did you know that?" or "How did you know to do that?" How did you? Did you have to really stop and think about how you knew that? It's easy to assume the input skills are present in everyone or should be present in everyone. To some degree, they are present in everyone

and individuals just have to figure it out on their own. But, what if they can't? To what degree should you help them with their fundamental input skills?

3) Consider your desire to learn how to become an administrator and describe how some of these skills will be utilized. For example, take controlling impulsivity. How is this skill utilized in cooking? How is this skill utilized in teaching or learning math? How is this skill utilized in administration? How can it be practiced? How can it be evaluated?

4) Evaluate the assignment. Did the assignment make sense? Did it have value, or was it just busywork? Can you see implications for your own use? Can you see implications for future use as an administrator? Will you someday (or do you now) have a training camp for the "school season?" What would that look like? What do you think about Payne's theory of input skills as fundamental skills? About what do you want to know more?

Assignment Response Format:

Summarize your discussion to the four aspects of the assignment below. You do not need to include your decision on what is an illustration of each specific input strategy. Focus on what you learned from each of the activities and on the value of the activities rather than on the specifics. You may certainly give an example or two to support or illustrate your thinking/learning but it is not necessary to include an answer to each and every question asked.
Input skills as they relate to a personal skill and/or learning these skills through playing games:
Input skills as they relate to your present position:
Input skills as they relate to your learning to become an administrator:
Discussion of input skills as a theory to learning (include value of the assignment):

Rubric

Task	10 Target Points Earned	7 Acceptable Points Earned	0 Unacceptable Points Earned
Summarized discussion of input skills as fundamental skills of administration	Responses indicate candidate understood the assignment, included explanation to justify his/her position, and was able to make a connection with what s/he learned.	Responses indicate candidate understood the assignment but included minimal explanation to justify his/her position and was able to make some connection with what s/he learned.	Responses indicate the candidate did not understand the assignment. Responses were very brief with no elaboration or were incomplete.

Assignment 5 (Module 4): Plan Your Practicum

Assignment 5 is to self-assess your current strengths pertaining to administration and develop an individualized plan, aligned with national and state standards, for enhancing your strengths, while also preparing yourself in the other areas critical for educational leaders and administrators. You will use the Intern Experiences Pre-Planning Worksheet (Form 8.2) on pages 117-123 of the Cunningham textbook to draft your practicum plan.

Assignment Response Format:

<i>Discussion of your self-assessment.</i>
<i>Discussion of your practicum plan.</i>
<i>Reflections on what you learned from completing this assignment and its value to you in your current position and future position as an educational leader and/or administrator.</i>

Rubric

Task	8-10 points	4-7 points	0-3 points
Planning Your Practicum	Response addressed all or virtually all questions; included discussion with specific examples to support points and/or illustrations.	Response addressed most of the questions; included some discussion, but few or no specific examples or illustrations to support points made.	Response did not address the majority of the questions or major points of the assignment.

Assignment 6 (Module 5): Analysis of School Site Work Culture to Improve Instruction and Learning

Conduct an analysis of the school site at which you will begin your practicum. Observe how employees within the school go about their work and interact with one another. Use the following questions (Cunningham, W., 2007, p. 83) to guide your data collection and document your observations:

1. If staff members are having problems with one another, do they complain to others or do they discuss it with the person with whom they have the complaint?
2. Do the same few people tend to dominate most group situations?
3. Is it a common practice for the staff to have gripe sessions?
4. Are most of the teachers' ideas and suggestions evaluated based on how successful they will be for all students?
5. Do staff members follow up and evaluate the effectiveness of decisions made?
6. Do staff members freely share their opinions and input in appropriate ways, and do they listen with respect to ideas of others?
7. What are the operating principles that guide how decisions are made and work is completed?
8. What are the official, formal, public mission, vision, values, and beliefs (gleaned from manuals, handbooks, newsletters, speeches, and the like)?
9. How do educational professionals get along with parent organizations?
10. Are the resources of the school organization adequate?
11. How clearly are expectations defined?
12. How do people receive information in this school?
13. How well is the school achieving its mission?
14. Do people contribute their best efforts?
15. Do staff members receive recognition for outstanding work?
16. How satisfied are most individuals in the school?

Analyze the observation data collected to gauge the extent to which school site personnel work together to improve instruction and learning. **Write a systematic and detailed preliminary report¹** of your findings in the order in which the 16 questions are listed. In the last section, reflect on the **implications** of the findings by responding to the following questions: ⁱ¹

- What did you learn about how personnel at the school site work together to improve instruction and learning?
- What is the school doing well?
- What two areas concerning the interaction of school personnel have the greatest need for improvement? What data supported your decision to select the two areas for improvement?
- What implications do these findings have for improving instruction at your school?

Discuss the report with your site supervisor.

Rubric

Task	Exemplary (9-10 points)	Target (6-8 points)	Satisfactory (2-5 points)	Unsatisfactory (0-1 point)
Analysis of the school site work culture and reflections on the implications for improving instruction and learning	The preliminary report is substantially detailed and includes findings for all (16) of the questions to be included; implications address the 4 reflection questions.	The preliminary report is detailed and includes findings for virtually all (16) of the questions to be included; implications address 3 of the 4 reflection questions.	The preliminary report is fairly detailed and includes findings for some of the (16) questions to be included; implications address 2 of the reflection questions.	The preliminary report lacks sufficient detail and includes few, if any, findings for the (16) questions to be included; implications address none or 1 of the reflection questions.

Action Research: You will submit an Action Research Project as part of your EDAD 5399 course. For the action research, you will address a concern, gather data and make a decision. **Never conduct a survey without principal approval.** You will receive additional information when you take the research course.

Assignment 7 (Module 6): Pre-Practicum Administrative Platform

Write the completed version of your pre-practicum administrative platform:

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

^{1 i} Your responses and reports for this assignment should conform to the conventions of standard written English. Your responses should be your original work, written in your own words and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

each school year or 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 the 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 as to the 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 public-school administrator with regard to school and society? What about "social justice." Is there a difference between "protecting" individual rights and "promoting" individual rights?

4. Reflect on your administrative platform. What questions remain? About what are you certain? Can the content courses and your internship experiences help you continue to develop your administrative platform? About what are you most concerned? About what are you most excited?

Was the assignment of value? Remember, this is your pre-practicum administrative platform. You will revisit this platform in approximately 15 months.

Assignment Format:

Summarize your discussion to the four aspects of the assignment below.
Describe the context:
Leadership and policy:
Citizenship:
Reflection:

Rubric

Task	10 Target Points Earned	7 Acceptable Points Earned	0 Unacceptable Points Earned
Summarized discussion of administrative platform	Responses indicate candidate understood the assignment, included explanation to justify his/her position, and was able to make a	Responses indicate candidate understood the assignment but included minimal explanation to justify his/her position and was able to make	Responses indicate the candidate did not understand the assignment. Responses were very brief with no elaboration or were incomplete.

	connection with what s/he learned.	some connection with what s/he learned.	
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(Be sure to keep a copy of this, as you will submit it again during your EDAD 5399 Capstone course. Keep a hard copy or a “cloud” version in case your computer crashes sometime during the program.)

Assignment 8 (Module 7): Practicum Plan Review/Revision

The Professor-Authored Reading contains key documents and resources to assist you as you review and make revisions to your practicum plan, including a five-step process for refining the plan. For this assignment:

- **Review** your completed assignment you submitted for Module 5.
- **Assemble** the documents identified in the Professor-Authored Reading.
- **Apply** the five-step process introduced in the Professor-Authored Reading to revise your practicum plan.

Revising Your Practicum Plan

1. What is the purpose of your revised practicum plan? Is your purpose clear? Is it specific? How will I know when I am off track; i.e., off purpose?
2. Standards and values provide a point of reference. Will your revised practicum plan put you on the path toward meeting your objective? What behaviors does your state expect from beginning principals; i.e., what should new principals be able to do? The national and state standards provide specifics as to the knowledge and experiences that successful Principal Certificate candidates are expected to possess upon completion of their respective Principal Certificate programs. Without these guides, how will you know what you are expected to do as a school leader or administrator? It is critical that your practicum plan meet the requirements specified for the Principal licensure examination in your state.
3. Vision determines your destination; it is where you are going. It also tells you what *success* looks like. What does a principal who meets the national and state standards and who abides by the Educator and Administrator codes of ethics “look like?” How does this successful principal conduct herself or himself each day? What kind of leader do you want to become? What behaviors will you exhibit when you become the kind of leader you envision?
4. What ideas resulted from your brainstorm? What must happen to ensure the outcome you envisioned? Is there a specific order in which they must occur? What is the most important element to reach a successful outcome? What changes did you make to your original practicum plan?
5. What are the current “moving parts” (that is, what needs to be managed)? What are the next steps that need to be taken toward reaching a successful conclusion of the practicum and being well prepared for the Principal licensure examination in your state?
6. Why did you select the activities for inclusion in your revised practicum plan; i.e., what guided your thinking in making the selections? What purpose will they serve in your current position? How will the experiences you have included prepare you for success in your future administrative leadership/administrative position? How will the activities and experiences you have included in your plan strengthen your preparation for the (268) Principal certification

examination?

7. What did you learn in completing this assignment? What did you learn about yourself? How might the knowledge and information be useful to you in your current position? How much value does it hold for you as you look forward to accepting a position as an educational leader and/or administrator in the future?

Assignment Format:

<i>Discussion of the purpose of your revised practicum plan.</i>
<i>Discussion of the standards.</i>
<i>Discussion of vision.</i>
<i>Discussion of brainstorming.</i>
<i>Discussion of next steps.</i>
<i>Discussion of plan item selection.</i>
<i>Discussion of reflections.</i>

Rubric

Task	8-10 points	4-7 points	0-3 points
Practicum Plan Review and Revision	Response addressed all or virtually all questions; included discussion with specific examples to support points and/or illustrations.	Response addressed most of the questions; included some discussion, but few or no specific examples or illustrations to support points made.	Response did not address the majority of the questions or major points of the assignment.

Policies:

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 avoid creating 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 program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- 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> .

Professional Dispositions: Each student/candidate in the College of Education at UTA 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.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

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 the instructor of 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. 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.

Time-on-Task Expectations: Students enrolled in this course should expect to spend at least 9 – 15 hours per week in course-related activities, including reading required materials, completing assignments, preparing for exams, planning and completing projects, etc.

Grading and Levels of Proficiency: The course is graded on a pass/fail basis. To pass, all module activities must be completed at an “acceptable” level. Late work and work that must be revised in order to meet the “acceptable standard” will receive a maximum of five (5) points per assignment. All assignments required for passing the course must be completed. 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.

Policy on Granting an Incomplete: Incomplete grades are strongly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Grievance Procedures Related to Grades

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic Dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic Dean. The decision of the Dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic Dean. Information regarding grievances for matters other than grades is available in the [Student Rights](#) section of the catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/faol/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic

Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability 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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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

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

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

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

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. 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

Additional Helpful Information

Action Research: In EDAD 5399 an Action Research Project will address an issue, gather information, and make a decision will be submitted. During this first course, begin thinking about this project, including discussing possible projects with your principal. **Never conduct a survey without principal approval.** Additional information will be provided when you take the research and the final internship course.

Assignment postings: Certain documents will be posted in two places: (1) in the course in Blackboard for a grade and (2) in the Educational Leadership Practicum Forum for TEA records that we keep on file beyond your courses.

Educational Leadership Practicum Forum: The Forum is separate from your courses on Blackboard and is where you will submit specified compliance documents. It also contains a great deal of information about the program and the practicum. Inside the Forum, you will be submitting your Practicum Reports—one for each semester you are taking content courses, observation videos, etc. The following are instructions for self-enrolling in the Forum if you have not already done so:

1. On the My Blackboard Home Page, type internshipforum into the box below Organization Search and then click GO.
2. Delete internship forum in right-hand box, change middle box to Not Blank and then click GO.
3. On the left-hand side of the screen and to the right of educ_internship_forum click the down arrowed box and select ENROLL.
4. Type internshipforum into access code and select SUBMIT.

Observations: All candidates are required to submit observation reports, but certification-seeking students are required to submit video observations for state documentation. Non-certification candidates' observations will be conducted in person. All candidates will submit the Practicum Report and other course requirements.

Certification Seeking Candidate Video Observation #1: As part of this course, you will make a video of yourself conducting administrative activities. It should be a total of 45 minutes, but it may be videoed in smaller time frames if needed. **You will need to compress the video and submit it to the Educational Leadership Practicum Forum and the Blackboard Course Discussion.** If you have more than one video segment, please submit them all in Part One so the grader can see the entire 45 minutes of observation. Later in the program, you will have two (2) additional observations, one in the middle (5th course) and one at the end of program (last semester in 5399).

People with whom you will interact: In this program you will interact with a number of caring experienced individuals who will work with you to help you attain your academic and career goals. Please feel free to contact us if you have questions or concerns.

Professor oversees the course, its content, and the syllabus.

Instructional Associates (Coaches) assist professors with grading.

UTA Field Supervisors work with certification-seeking candidates on the Texas Education Agency three required observations. The FS will conduct a pre-observation conference with Texas students who are seeking certification, prior to the video observation, review the observation, and give feedback to the candidate in a post-observation conference after the video observation.

Site Supervisors will be selected by Texas candidates seeking certification. TEA requires that the site supervisor have at least three years of experience as a principal and have a valid Texas Principal certificate.

Non-certification seeking candidates (all out of state and those Texas residents not seeking certification) will be assigned a **field supervisor by the university, but will select their own site supervisor**. They cannot be the same person. These observations will be in person. All other course requirements are the same as for certificate-seeking candidates.

Program Compliance Coordinator Dr. Harold Smith checks for compliance with requirements.

Graduate Advisor helps you with matriculation issues, such as registration and payment deadlines.

Test Preparation Workshops and Practice Tests will be available before you take your state certification exam, and they are strongly recommended. They are administered at the UTA campus on various Saturdays throughout the semester. After you have completed your 2nd observation, information will be forthcoming from the Program Compliance Coordinator, Dr. Harold Smith.

About Your Professor and Course Designer:

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 (with a bilingual education minor) 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 worked in the private (business) sector for a Fortune 500 corporation.

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

Active Shooter/Threat Resources:
<https://police.uta.edu/crime-prevention/active-shooter-resources.php>

This syllabus is current as of 20 October 2018. As the instructor for this course, I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.