**Fall 2014**

**Practicum in Principalship III EDLR 5272 Syllabus**

**Instructor Information**
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**Course Catalog Description**
The student will engage in and reflect on leadership and management experiences while under the direction of the building principal in preparation for taking the principal Texas Examination of Educator Standards (TExES) with a minimum of 75 clock hours, including experience as a school administrator in a school setting guided and supervised by university and school representatives. The student with approval of the instructor will determine leadership and management activities.

- **Minimum Time Allocation**
  - Participating in leadership and management activities (internship assignments): 45 hours
  - Preparing for the principal TExES (reading assignments): 15 hours
  - Completing Internship eJournal Entries (log and reflection assignments): 15 hours

**Student Learning Outcomes & Assessments**

**Program Outcomes**
The student will be able to:

1. Shape campus culture by developing a shared vision.
2. Communicate and collaborate with stakeholders to promote student success.
3. Act with integrity, fairness and in an ethical and legal manner.
5. Advocate, sustain instructional program conducive to student learning and professional development.
6. Implement staff evaluation and development system.
7. Apply leadership and management principles.
8. Promote a safe physical plant.
Course Outcomes (Aligned to the Texas Education Agency’s proposed new Principal Standards):

- Standard 1 – Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.
  - (A) Knowledge and skills.
    - (i) Effective instructional leaders:
      - (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
      - (II) implement a rigorous curriculum aligned with state standards;
      - (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
      - (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and
      - (V) dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

- Standard 2 – Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
  - (A) Knowledge and skills.
    - (i) Effective leaders of human capital:
      - (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
      - (II) ensure all staff have clear goals and expectations that guide them and against which they are assessed;
      - (III) are strategic in selecting and hiring candidates whose vision aligns with the schools’ vision and whose skills match the schools’ needs;
      - (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
      - (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to rate the effectiveness of teachers and staff.

- Standard 3 – Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
  - (A) Knowledge and skills.
    - (i) Effective executive leaders:
      - (I) take personal responsibility for the success of the school;
      - (II) motivate the school community by modeling a relentless pursuit of excellence;
      - (III) are reflective in their practice and strive to continually improve, learn, and grow;
      - (IV) acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these leaders analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
      - (V) keep staff inspired and focused on the end goal even as they support effective change management;
(VI) have strong communication skills;
(VII) understand how to communicate a message in different ways to meet the needs of various audiences;
(VIII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
(IX) treat all members of the community with respect and develop strong, positive relationships with them.

Standard 4 – School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. The vision is translated into values and expectations for both adult and student behavior that are consistently communicated and monitored;

(III) regularly reinforce expectations, holding adults and students to consistent consequences when expectations are not met and acknowledging when they are;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

Standard 5 – Strategic Operations. The leader is responsible for implementing systems that align with the school’s vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
## Course Modules with Dates Available & Assignment Due Dates

<table>
<thead>
<tr>
<th>Course Modules</th>
<th>Dates Available</th>
<th>Assignment Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
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<tr>
<td>• Introduction</td>
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<tr>
<td>• <em>Passing the TExES Book</em> Chapters 1 &amp; 2</td>
<td>August 25</td>
<td>September 7</td>
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<tr>
<td><strong>Module 2</strong></td>
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<td>• <em>Passing the TExES Book</em> Chapters 3, 4, &amp; 5</td>
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<td>• Module Practice Quiz</td>
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<td>• Internship eJournal Entry</td>
<td>September 8</td>
<td>September 14</td>
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<tr>
<td><strong>Module 3</strong></td>
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<td>• <em>Passing the TExES Book</em> Chapters 6, 7, 8, &amp; 9</td>
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<td>• Module Practice Quiz</td>
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<td>• Internship eJournal Entry</td>
<td>September 15</td>
<td>September 21</td>
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<td><strong>Module 4</strong></td>
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<td>• <em>Passing the TExES Book</em> Chapters 10 &amp; 11</td>
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<td>• Module Practice Quiz</td>
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<td>• Internship eJournal Entry</td>
<td>September 22</td>
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<td><strong>Module 5</strong></td>
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<td>• <em>Passing the TExES Book</em> Chapters 12 &amp; 13</td>
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<tr>
<td>• Module Practice Quiz</td>
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<tr>
<td>• Internship eJournal Entry</td>
<td>September 29</td>
<td>October 5</td>
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<tr>
<td><strong>Module 6</strong></td>
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<td>• <em>Passing the TExES Book</em> Chapters 14 &amp; 15</td>
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<tr>
<td>• <em>Passing the TExES Practice Quiz</em></td>
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<tr>
<td>• Internship eJournal Entry</td>
<td>October 6</td>
<td>October 12</td>
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<td><strong>Module 7</strong></td>
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<td>• Internship eJournal Entry</td>
<td>October 13</td>
<td>October 26</td>
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<td><strong>Module 8</strong></td>
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<tr>
<td>• Internship eJournal</td>
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<td>• Professional Credentials Exercise (The Principal’s Companion, pages 66-70)</td>
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<td><strong>Module 9</strong></td>
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<td>• Internship eJournal Entry</td>
<td>November 3</td>
<td>November 9</td>
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<td><strong>Module 10</strong></td>
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<td>• Internship eJournal Entry</td>
<td>November 10</td>
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<td><strong>Module 11</strong></td>
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<tr>
<td>• Internship eJournal Entry</td>
<td>November 24</td>
<td>December 13</td>
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## Evaluation & Grading

- **Passing the TExES Book Chapter Reading Assignments**
  - Chapter readings in the textbook *Passing the principal TExES exam: Keys to certification and school leadership* are assigned in Modules 1 through 6. Reading assignments are not graded.

- **Module Practice Quizzes**
  - The Module Practice Quiz is taken at the completion of Modules 2 through 5. Quizzes are not graded.

- **Passing the TExES Practice Quiz**
  - The Passing the TExES Practice Quiz is taken at the completion of Module 6. The quiz is not graded.

- **Internship eJournal Entries**
  - Internship eJournal Entries are graded as Credit/No Credit (see Internship eJournal Entries in the Appendix for instructions, format, and scoring rubric).
Assessment Specifics & Assignments

- **Passing the TExES Book Chapter Reading Assignments**  No point value
- **Module Practice Quizzes**  No point value
- **Passing the TExES Practice Quiz**  No point value
- **Internship eJournal Entries**  Credit/No Credit

Final Grade Calculations

- Credit/No Credit = Internship eJournal Entries

Teaching Strategies

- **Blackboard Learn** is the primary online learning management system used to teach and manage course assignments for Practicum in Principalship III EDLR 5272.
- **Twitter** is the online social networking tool for course announcements. You may follow me on Twitter at millergaryj. Please note Blackboard Learn will contain the identical postings in the Announcements folder.

Related Field Experiences

Students will have the opportunity to internship at campus/district settings directing instructional and support programs in the role of the educational leader.

Required Text & Related Readings


UNIVERSITY POLICIES

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT-Tyler.

Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of UT-Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

COLLEGE OF EDUCATION & PSYCHOLOGY

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Policies

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with Internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.
Appendix

Internship eJournal Entries

Instructions

There are two components to the Internship eJournal Entries:
• Log – a factual account of the activity (what did I do).
• Reflection – delves into the meaning of the activity (what did I learn).

Both components are beneficial. The log allows you to reconstruct the activities engaged in and the reflection allows you to examine the meaning and/or implications of your actions. After you have listed all of your activities, then reflect on the list.

**WHAT** are some of the general insights about your experiences for the week?
**DID** one particular activity cause you to reflect on your role as an administrator intern?
**REMEMBER** to think about (a) people involved; (b) role as an educational leader; and (c) personal impact on your values, feelings, and beliefs.
**FINALLY,** reflecting on your reading assignment for that week in Passing the Principal TEExES Exam: Keys to Certification and School Leadership, how would you relate your experiences to the principles and concepts discussed in the textbook?

By the end of the semester, you will have accomplished two things as an administrative intern (a) a written record/log of your leadership, management, and curriculum and instruction activities and (b) a series of reflections and analyses on your perceptions of leadership and yourself.

**Note:** There may be some days you having nothing to list (a) you did not have any internship activities that day (especially if you are currently a teacher) and (b) there were no new, unique, or novel activities (especially if you are currently an administrator).

*The student will report on each week of the internship beginning when Module 2 becomes available on Monday, September 8. The first entry is due Sunday, September 14.*
Format

Name
Campus
Week


Describe the internship activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, “Observed the assistant principal discuss a student discipline referral with parents. (30 minutes)”

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
  - Total hours for the week

II. Reflection: What I learned about the principalship, people, and myself.

Your narrative should be no more than two paragraphs.

III. Passing the Principal TExES Exam: Relate your experiences to the principles and concepts discussed in the reading assignment for that week.

Your narrative should be no more than two paragraphs.
Scoring Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <em>(Value: 4-5 points = Credit)</em></td>
<td>Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. <em>(Value: 2-3 points = Credit)</em></td>
<td>Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. <em>(Value: 0-1 points = No Credit)</em></td>
</tr>
<tr>
<td>Writing</td>
<td>Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. <em>(Value: 4-5 points = Credit)</em></td>
<td>Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. <em>(Value: 2-3 points = Credit)</em></td>
<td>Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. <em>(Value: 0-1 points = No Credit)</em></td>
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Eberly Center for Teaching Excellence, Carnegie Mellon University
Adapted from: Scoring Rubric for Short, Research-based Position Paper
Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University