Instructor Information

- **Name**: Gary J. Miller, Ed.D.
  Assistant Professor of Educational Leadership

- **Office**: HPR 103

- **Office Hours**: By appointment

- **Phone Numbers**
  - Office: (903) 565-5675
  - Cell: (940) 536-8054
  - Fax: (903) 565-5527

- **E-mail**: gmiller@uttyler.edu

Course Catalog Description

The student will participate and reflect on their leadership and management experiences under the direction of a campus principal in preparation for the Texas Examination of Educator Standards (TExES) principal certification exam (068). Eighty hours (80) of coursework is required; hours accrued include interning as a school administrator, reading the textbook and other relevant material, and writing the eJournal entries. The student and campus principal will determine leadership and management internship activities. The university instructor has final approval of all activities.

Student Learning Objectives

Upon completing this course, the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Principal Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.</td>
<td>2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)</td>
</tr>
<tr>
<td>Identify positive attributes of exemplary teachers.</td>
<td>1(A)(i)(I)</td>
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<tr>
<td>Reflect upon areas in which they personally must improve to take leadership positions.</td>
<td>2(A)(i)(VI), 3(A)(i)(III)</td>
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<tr>
<td>Understand current legal issues and ways to influence through leadership.</td>
<td>4(B)(iv), 4(B)(v)</td>
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<tr>
<td>Describe what it means to support teachers and provide strategies for doing so.</td>
<td>3(A)(i)(VII)</td>
</tr>
<tr>
<td>Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.</td>
<td>1(B)(ii), 2(A)(i)(III), 2(B)(i)</td>
</tr>
<tr>
<td>Understand the dynamics of change from the perspective of a campus leader.</td>
<td>3(A)(i)(V)</td>
</tr>
</tbody>
</table>
Recognize and define the school characteristics that focus on student achievement.

3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)

Recognize the importance of expectations among both teachers and students.

1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)

Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.

3(A)(i)(III)

Understand the ongoing commitment to professional development.

3(B)(ii)

**Principal Standards (Aligned to the Texas Education Agency’s Principal Standards)**

1. Standard 1--Instructional Leadership. The principal 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) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

   (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

   (B) Indicators.

   (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal 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 by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(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 evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.
(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring 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) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals 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 and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback
to the principal and other school leaders in pursuit of ongoing improvement, and they 
welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats 
challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on 
feedback, reflects on personal growth areas and seeks development opportunities, and 
accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication 
strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators’ code of ethics in §247.2 of 
this title (relating to Code of Ethics and Standard Practices for Texas Educators), 
including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a 
shared vision and culture of high expectations for all staff and 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;

(III) establish and communicate consistent expectations for staff and students, 
providing supportive feedback to ensure a positive campus environment;

(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.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the 
school vision and have high expectations for all students. Staff take responsibility for 
communicating the vision in their classrooms and for implementing behavioral 
expectations throughout the building, not only in their own classrooms. Teachers 
regularly communicate with the families of their students to provide updates on progress 
and actively work with families to support learning at home. Members of the broader 
community regularly engage with the school community.
(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal 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.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff
participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

### Course Modules with Dates Available & Assignment Due Dates

<table>
<thead>
<tr>
<th>Course Module</th>
<th>Dates Available</th>
<th>Assignment Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Introduction Module</td>
<td>January 16</td>
<td><strong>January 28</strong></td>
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<tr>
<td>• Faculty Information</td>
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<td>*Class Introduction</td>
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<tr>
<td>• Course Syllabus</td>
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<td>*Open Forum Discussion</td>
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<tr>
<td>• Class Introduction</td>
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<td>*Permission Form</td>
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<tr>
<td>• Open Forum Discussion</td>
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<td>*Leadership &amp;</td>
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<tr>
<td>• Intern Introduction Packet</td>
<td></td>
<td>Management Activities</td>
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<tr>
<td>• Reading Assignment: Chapters 1 &amp; 2</td>
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<td>List</td>
</tr>
<tr>
<td>Module 1</td>
<td>January 29</td>
<td><strong>February 4</strong></td>
</tr>
<tr>
<td>• Reading Assignment: Chapters 3, 4, &amp; 5</td>
<td></td>
<td>*Practice Quiz #1</td>
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<tr>
<td>Module 2</td>
<td>February 5</td>
<td><strong>February 11</strong></td>
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<tr>
<td>• Reading Assignment: Chapters 6, 7, 8, &amp; 9</td>
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<td>*Practice Quiz #2</td>
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<tr>
<td>Module 3</td>
<td>February 12</td>
<td><strong>February 18</strong></td>
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<tr>
<td>• Reading Assignment: Chapters 10 &amp; 11</td>
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<td>*Practice Quiz #3</td>
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<tr>
<td>Module 4</td>
<td>February 19</td>
<td><strong>February 25</strong></td>
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<tr>
<td>• Reading Assignment: Chapters 12 &amp; 13</td>
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<td>*Practice Quiz #4</td>
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<tr>
<td>Module 5</td>
<td>February 26</td>
<td><strong>March 4</strong></td>
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<tr>
<td>• Reading Assignment: Chapters 14 &amp; 15</td>
<td></td>
<td>*eJournal Entry #3</td>
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<tr>
<td>Module 6</td>
<td>March 5</td>
<td><strong>March 25</strong></td>
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<tr>
<td>• Creating Professional Credentials</td>
<td>March 25</td>
<td>*Video Entry</td>
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<tr>
<td>Module 7</td>
<td>March 26</td>
<td><strong>April 1</strong></td>
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<tr>
<td>• The Art and Science of Interviewing</td>
<td></td>
<td>*eJournal Entry #5</td>
</tr>
<tr>
<td>Module 8</td>
<td>April 2</td>
<td><strong>April 15</strong></td>
</tr>
<tr>
<td>• How to Find an Administrative Position</td>
<td>April 16</td>
<td>*eJournal Entry #6</td>
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<tr>
<td>Module 9</td>
<td>April 16</td>
<td><strong>April 29</strong></td>
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<tr>
<td>• *Zoom Session #2</td>
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<td>*eJournal Entry #7</td>
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<tr>
<td>Module 10</td>
<td>April 30</td>
<td><strong>May 3</strong></td>
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<td></td>
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<td>*Zoom Session #2</td>
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Evaluation & Grading

• **Intern Introduction Packet**
  - Refer to “Practicum in Principalship III EDLR 5272 Introduction Packet” in Appendix 1 for instructions on securing your mentor and arranging activities.
  - *Intern Introduction Packet is not graded.*

• **Reading Assignments**
  - *Passing the Principal TExES Exam: Keys to Certification and School Leadership (2nd ed.)* is the required textbook.
  - *Reading assignments are not graded.*

• **Practice Quizzes**
  - *Practice Quizzes are not graded.*

• **eJournal Entries**
  - Refer to “eJournal Entries” in Appendix 2 for instructions, formatting, and scoring.
  - *eJournal Entries are graded as 1 (Credit)/0 (No Credit).*

• **Video Entry**
  - Create a video (3 to 5 minutes) identifying a problem or challenge on your campus and reflect on a plan to resolve it. You may include supporting documentation in your video presentation.
  - *Video Entry is graded as 1 (Credit)/0 (No Credit).*

• **Zoom Sessions**
  - Select one of three dates (to be announced) during that week to join in a 1-hour live discussion with your colleagues on your practicum experiences.
  - *Zoom Sessions are graded as 1 (Credit)/0 (No Credit).*

Assessment Specifics & Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Intern Introduction Packet</td>
<td>No point value</td>
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<tr>
<td>Reading Assignments</td>
<td>No point value</td>
</tr>
<tr>
<td>Practice Quizzes</td>
<td>No point value</td>
</tr>
<tr>
<td>eJournal Entries</td>
<td>1 (Credit)/0 (No Credit)</td>
</tr>
<tr>
<td>Video Entry</td>
<td>1 (Credit)/0 (No Credit)</td>
</tr>
<tr>
<td>Zoom Sessions</td>
<td>1 (Credit)/0 (No Credit)</td>
</tr>
</tbody>
</table>

Final Grade Calculations

• **CR (Credit)**
  - Completion of all eJournal Entries and Zoom Sessions **plus taking** the TExES Principal Certification Exam (068) before the end of the semester. However, students **do not** have to pass the TExES Principal Certification Exam (068). More details about registering for the exam will be announced during the semester.

• **IP (In Progress)**
  - If a student completes **all** eJournal Entries and Zoom Sessions but **does not** take the TExES Principal Certification Exam (068) during the semester, that student will receive an "IP" for the course. Upon taking the exam, the grade of “IP” will be changed to “CR” for the course.

• **NC (No Credit)**
  - If a student **does not** complete **all** of the eJournal Entries and Zoom Sessions, that student will receive a “NC” for the course regardless of the student’s status on the TExES Principal Certification Exam (068).
**Teaching Strategies**

- *Canvas* is the primary online learning management system used to teach and manage course assignments for Practicum in Principalship III EDLR 5272.

**Related Field Experiences**

Students will intern at a campus setting directing instructional and support programming in the role of the educational leader.

**Required Text & Related Readings**


**UNIVERSITY POLICIES**

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**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)

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttyler.edu/about/campus-carry/index.php](http://www.uttyler.edu/about/campus-carry/index.php)

**Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [http://www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
· Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
· Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
· Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
· Being reinstated or re-enrolled in classes after being dropped for non-payment
· Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated 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 that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be 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 Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**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 instructors 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, home 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 The University of Texas at 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.

(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

UT Tyler Resources for Students:
• UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
• UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
• The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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 through productive contributions to local and global communities and 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.
TEXAS ADMINISTRATIVE CODE STANDARDS FOR PRINCIPAL PREPARATION PROGRAMS

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal 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) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal’s focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal 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 by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school’s vision and whose skills match the school’s needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(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 evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other’s development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.
(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring 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) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals 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 and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students’ families in support of improved student outcomes.
(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and 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;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(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.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal 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.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar.
Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS’ CODE OF ETHICS
RULE §247.2 Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242.
Practicum in Principalship III
EDLR 5272
Introduction Packet

Overview for the Student Intern

It is important for you to notify your mentor (the principal on your campus in most cases) that you will be participating in a practicum this semester and arrange for him or her to provide supervision. To assist you in the process, I have prepared the following documents in this packet for you to share with your mentor (pages 2-4):

- **Cover Letter** – personalize with your name and mentor’s name.
  - Use the Word formatted **Cover Letter** located in the **Resources** folder.
- **Permission Form** – signed by your mentor and a copy returned to me.
- **Leadership & Management Activities** – suggested activities to share, discuss, and agree upon with your mentor.
  - Refer to the **Practicum Activities** document located in the **Resources** folder for additional suggestions.
  - *The course instructor has final approval of all practicum activities.*

After your mentor signs the permission form and reaches an agreement with you on the practicum activities, either send these documents to me as an email attachment (gmiller@uttyler.edu) or scan and fax (903) 565-5527, attention Dr. Miller.

**ADDITIONAL POINTS:**

1. As the semester progresses, submit to me for approval, adjustments to the activities as needed.
2. I trust that your principal will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.
Date

Dear (Your principal),

(Your name) is enrolled in Educational Administration with Principal Certification, a Master of Education program at the University of Texas at Tyler. The program is delivered in four blocks of study. Each block is equivalent to a semester. Block I is Introduction to the Field of Educational Leadership, Block II is Best Practices in Curriculum and Instruction, Block III is Special Populations and Special Functions, and Block IV is The Principalship. Blocks II-IV have an applied practicum component.

(Your name) is currently enrolled in the course Practicum in Principalship III EDLR 5272 in Block IV. The purpose of this course is to provide the student with applied leadership and management experiences under the guidance of an experienced principal. At the conclusion of each week, the student will write a journal entry reflecting on their experiences. The student’s final grade for the course depends upon the successful completion of practicum activities along with the accompanying journal entries.

Please find attached a permission form and list describing the type of activities that the student could engage in during the practicum. (Your name) requests that you not only assist in developing a list of potential activities but also supervise (his or her) practicum.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call (903-565-5675) or email (gmiller@uttyler.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,

Gary Miller, Ed.D.
Assistant Professor of Educational Leadership

University of Texas at Tyler
Department of Educational Leadership and Policy Studies
3900 University Boulevard
Tyler, Texas 75799

Campus Email: gmliller@uttyler.edu
Campus Phone: (903) 565-5675
Campus Fax: (903) 565-5527
THE UNIVERSITY OF TEXAS AT TYLER
3900 UNIVERSITY BOULEVARD • TYLER, TX 75799 • (903) 566-7055 • FAX (903) 565-5527

Practicum in Principalship III EDLR 5272

Permission Form

I hereby agree to serve as the Administrator Supervisor for ____________________________.

I understand that my responsibilities include:

• Supervising the student during the field experiences.
• Meeting with the student on a regular basis as needed.
• Assisting and guiding the student if problems arise in completing the specified field experiences.
• Completing an evaluation form on the student at the end of the practicum.

Signed
______________________________
Administrative Supervisor

Print Name
______________________________
Administrative Supervisor

School Email
______________________________
Administrative Supervisor

Please Return Signed Form To:

Gary Miller, Ed.D.
Assistant Professor of Educational Leadership

University of Texas at Tyler
Department of Educational Leadership and Policy Studies
3900 University Boulevard
Tyler, Texas 75799

Campus Email: gmiller@uttyler.edu
Campus Phone: (903) 565-5675
Fax Number: (903) 565-5527
The practicum requires students to accrue **80 hours** of intern activities focusing on a variety of school leadership topics (suggested topics are list below in **bold type**). This list provides specific examples within each topic for your consideration—you and your mentor may come up with other meaningful activities. *The actual leadership topics and specific activities will be determined in collaboration and agreement of your on-site mentor (i.e., principal). The course instructor has final approval of all activities.*

**General Leadership**

- Serve as principal-for-a-day
- Serve as chair for a site-based decision making committee
- Serve as administrator-in-charge for an extracurricular activity

**Action Research**

- Complete an assigned action research project

**Instructional Leadership**

- Oversee the implementation of a new instructional program
- Present or organize a professional development workshop for teachers

**Discipline Management**

- Assist with disciplinary measures
- Observe a principal-parent conference

**Social Worker**

- Work with a counselor on a student education program

**Public Relations**

- Chair a committee for Texas Public School Week
- Publish a campus newsletter
- Speak at a PTO or Rotary Club meeting

**Plant Manager**

- Walk the building and compile a preventative maintenance list
- Prepare a work-order to fix a broken item

**Financial Planner**

- Assist the principal with budget preparation

**Personnel Specialist**

- Participate in an interview process for a teacher and/or paraprofessional
Appendix 2
Sections to the eJournal Entries:

- **eJournal Entries #1 – #4**
  - Log – listing your internship activities

- **eJournal Entries #5 – #7**
  - Log – listing your internship activities

All sections are beneficial. The log allows for the reconstruction of the activities engaged in and the reflection allows you to examine the meaning and implications of your actions in terms of a campus leader.

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

**Note:**
- Some days you may have nothing to log because you did not perform any internship activities.
- You must submit an eJournal entry every due date even if no activities are logged.
Format for eJournal Entries #1 – #4

Total hours for the week______.                          Total hours for the semester______.

Name

Campus

eJournal Entry #

I. Log: 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

II. Reflection: Referring to the textbook Passing the principal TExES exam: Keys to certification and school leadership, relate your experiences to the principles and concepts discussed in the reading assignment for that week. Additionally, can any comparisons be made between your experiences and one or more of the five principal standards:
  • Standard 1-Instructional Leadership
  • Standard 2-Human Capital
  • Standard 3-Executive Leadership
  • Standard 4-School Culture
  • Standard 5-Strategic Operations

Refer to the document “Principal Self-Assessment and Goal Setting Forms” in the Resource folder for a complete discussion on the five principal standards beginning on page 5. Provide examples in your reflection.

Your Reflection should be no more than four paragraphs in length, written using 10- or 12-point font and either single- or double-spaced.
Format for eJournal Entries #5 – #7

Total hours for the week______.  Total hours for the semester______.

Name

Campus

eJournal Entry #

I. Log: 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


Your Reflection should be no more than four paragraphs in length, written using 10- or 12-point font and either single- or double-spaced.
### Scoring Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
<td>Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <em>(Value: 1=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: 1=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=No Credit)</em></td>
</tr>
<tr>
<td><strong>Writing</strong></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: 1=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: 1=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=No Credit)</em></td>
</tr>
</tbody>
</table>

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