Practicum
EDAD 5700

EDUCATIONAL ADMINISTRATION PRACTICUM
Course SYLLABUS, Summer, 2016
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This course is the final course for students in the Educational Administration Program Area. During 7 class meetings, students review and analyze fundamental issues in the educational administration competency areas, discuss current trends and pressures influencing changes in the field, and address knowledge and skills needed by the student to be prepared for an administrative career. A minimum of 125 contact hours will be spent in the field working with a site or central office administrator on an action research project and other identified administrative projects/tasks. The state accountability system will be studied, the Administrative Portfolio will be prepared and presented, the TExES test will be reviewed, and students will review interviewing skills.

OBJECTIVES
   1.   The student will review and assess her/his professional knowledge, skills, and capacities in the educational administration field. Competency # 001.
   2. The student will demonstrate the ability to conduct/study applicable research in educational administration and related fields. Competency #007.
   3. The student will work with a variety of scenarios of situations faced by the site administrator, will demonstrate leadership capacity, and will make informed decisions. Competencies #002, #003, #007.
   4. The student will demonstrate an understanding of the liaison and leadership functions of a building administrator within an administrative hierarchy. Competency #005.
   5. The student will develop a portfolio in preparation for interviewing and for a comprehensive job search. Competency #006.
   6. The student will experience mock interviews in preparation for employment interviews. Competency #006.
   7. The student will review a variety of material in preparation for current testing procedures to attain appropriate certification for the State of Texas.
   8. The student will demonstrate proficiency in computer and media applications. Competency #008.
   9. The student will review and analyze the Texas accountability system including the Academic Excellence Indicator System and the school report card. Competency #004, #005.

RESOURCES
Sagor, R. (2011). *Action Research Guidebook.* Alexandria, VA: Association of
      Supervision and Curriculum Development. **Corwin**
Texas Education Agency. TExES *Preparation Manual-* www.excet.nesinc.com

ASSESSMENT

The assessment of the student's success in this course will be guided by the following expectations: informed and high quality participation in all classes, timely completion of individual assignments, and appropriate contributions and participation in group assignments. Satisfactory completion of a minimum of 125 hours of field work is a requirement. The student is expected to attend all class sessions and arrive on time. The grading scale is:

90-100=	A
80-89=	B
70-79=	C
Below 69=	F

Classroom Format

We will meet 7 times during the summer session. During the class, we will discuss action research, the TExES exam, your projects, interviewing, and your professional portfolio. Students will be expected to come to class prepared to discuss the assigned lessons. **All cell phones must be turned off and put away. Laptops should not be up and running unless approved by the professor. No children are allowed in class during the class period by university policy.**

Attendance and participation

All 7 classes must be attended to receive full credit for the course. If you have a conflict, you must notify the instructor in advance of the class. Absences will result in lost points.

PERFORMANCE/PRODUCT

Personal and Educational Philosophies, Vision, Mission, and Resume   5%
Development of these documents for use in the portfolio.
E-Mail to instructor for feedback by Friday, June 1, 2012. (Optional)

Action Research - Chapter Questions and Reflection   10%
Read the chapters and corresponding questions listed on the handout. *Present a part of the book with your group to the class.* Be prepared to discuss the book with colleagues and instructor. From this information design and implement a major Action Research project with teachers/administrators at your site. This project will include the 7 steps of the Sagor book.

Action Research Paper   20%

In addition to the three field projects, a fourth project will be determined. It will be of significant importance and it will be designed around action research. It will be part of the time log and part of the 125 hours of required site based activities. You will be required to prepare a power point presentation to be given to the class at the designated time in the course schedule. You will also write a research paper that will cover the action research project and be written in complete APA format.

Your action research paper will be your written expression of your action research project. The paper should be 5-10 pages, double spaced, 12 Times Roman font, with one inch margins, and with APA format. A title page and reference page should be included, BUT they will NOT be counted toward the 8-12 page expectation. Your paper should include why you chose your action research project, how it will impact student success, how it will impact your school, and how you will measure/evaluate that success.

A 10 minute power point presentation will be required. Because you will not be at the end of the action research project when you present your PP, include what you have accomplished up to that

designated due date.

The website below is an excellent resource for APA guidelines.
http://owl.english.purdue.edu/owl/resource/560/01/

Accountability System/ School Report Card   **5%**
The class members will interview their principal regarding the State Accountability System (see handout), analyze their schools' Academic Excellence Indicator System (AEIS) reports, Snapshots, and school report cards, and discuss their findings with the large group. The interview should be designed to assist you with a better understanding of the state accountability system and a measure of the understanding of the person being interviewed.

TExES Preparation   **5%**
Download the Preparation Booklet, read, complete the test, and score the test. It can be found on the TEA website. Look for the TExES Preparation Manual, Principal 068. In class be prepared to discuss the competencies and questions. We will also take a released test in class.

Major Site-Based Projects
These **3 field projects** should be identified and agreed upon by you, your principal, and the University instructor. They should be substantial projects and should include the following: data gathering and analysis, collaborative projects with colleagues, preparation of campus or district reports, curriculum development, budget determination and preparation, facility construction oversight, staff development presentation, school board presentation, web page development, or other projects that would require significant responsibility on your part. You will document time spent for each project.

At the site visit an Action Plan Agreement Form will be signed by all, duplicated and filed. This plan describes the major projects, how the projects will be reported/demonstrated, and how the 125 hours will be allocated. This is an agreement among the student, the site administrator, and the university instructor. It ensures you will have the support, resources and time to complete your 125 hours. **E-mail draft copy to instructor prior to site visit**.

Each project should be related to the state competencies and could be included in the Portfolio.

The Practicum student will E-mail the instructor a status report on each of the projects every other week on Fridays beginning June 1,2012. Dates for the remaining status reports are: June 15th, June29th, July 13th, and July 27th.   *30%*

Portfolio Presentation

Prepare and present your administrative portfolio (lO minutes) The portfolio should be of significant quality that it could be presented in a formal interview. Organize the portfolio using the three State Domains and nine Competencies. Each competency should be summarized and at least two artifacts should be included that demonstrates the competency. **This is the portfolio that you will upload into tk20.**

        25%

Your portfolio should include the following:
        1. Introductory Material
- *Title Page*
- *Table of Contents*
- *Introductory Letter*

- *Resume or Vita*
- *Letters of Reference*
- *Professional Certifications*
- *Awards*

*2. **Leadership Framework** (philosophies. school vision and mission)*

*3. **Domains and Competencies**. Summary of competency. Description and documentation (artifacts) of your skills and knowledge in the Texas Domains and Competencies. Be sure to <u>explain how your artifact is a representation of the competency. and what your involvement is in the artifact.</u>*

Interviewing Skills and Interviews

Review information provided by instructor and prepare for both conducting interviews and being interviewed for a school administrative position

UNT POLICY STATEMENTS

SAFETY IN INSTRUCTIONAL ACTIVITIES

This class is a level one class as defined by the University Safety Policy and does not expose students to significant hazards or likelihood of suffering bodily injury.

COMPLIANCE WITH AMERICANS WITH DISABILTIES ACT

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 104-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The designated liaison for the Department of Teacher Education and Administration is Dr. Kaaren Day, Matthews Hall 218. Her telephone number is (940) 565-2941. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

If you have a disability, you may want to consult with the UNT Office of Disability Accommodation (565-4323). That office will document your disability and provide you with a variety of services. It is your responsibility to notify the instructor of any disabling conditions which will require modification at the beginning of class so that appropriate accommodations can be made.

STUDENT E-MAIL ACCOUNTS

 "All students should activate and regularly check their Eagle mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another email address, visit https://eaglemail.unt.edu"

CHEATING AND PLAGARISM

Cheating and plagiarism are types of disciplinary misconduct for which penalties are assessed under the UNT Code of Student Conduct and Discipline:
> ... Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work another as one's own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing scholastic dishonesty. *(UNT Faculty Handbook,* Section III/Page 5.)

See the *Student Guidebook* or the *UNT Policy Manual,* Volume III, #18.1.11 for the complete policy.

CLASS SCHEDULE

SESSION	DATE	TOPIC
1	5/16	-Introductions, Syllabus, Roll Sheet -State Domains and Competencies -Code of Ethics **-Philosophy, Vision, and Mission; Resume E-Mail to instructor by 6/1/16** * Action Research Book Information and group assignments
	TBA	**Site Visits between May 16 and June 1. Action Plan formalized at meeting.**
2	5/23	-Action Research Book-Parts I, II -Action Research Book -Parts III & IV -TExES Preparation -Complete Test and discuss. *Site based project updates
3	6/6	-TExES Practice Test -Action Research Articles
4	6/27	Report, School Report Cards -Interview Questions and Discussion -Discuss Practice test with results Teacher compensation Bring district salary schedules
5	7/18	-Portfolio Presentations (10 minutes)
6	8/1	-Field Projects Report-Executive summary written on all three projects. Power point presentation on two of the three.
7	8/8	-Action Research Project Report- 10 minutes power point and written paper for instructor