UNT DALLAS University of North Texas at Dallas
Fall 2012 - COURSE SYLLABUS

EDAD 5700.091: Educational Administration Practicum 3Hrs			
Department of	**Educational Administration**	**Division of**	**Education & Human Sciences**

Instructor Name:	Juanita M. Simmons, Ph.D.
Office Location:	Building 1 (7300) Office 201A
Office Phone:	972-338-1331
Email Address:	Juanita.Simmons@unt.edu
Office Hours:	One hour before scheduled class time and by appointment
Virtual Office Hours:	*Monday – Thursday – 1:00 PM – 4:00 PM; Appointments preferred*
Classroom Location:	*UNT-Dallas DAL1 Room 204*
Class Meeting Days & Times:	Thursday (see Course Schedule for dates and times); 5:00 – 7:50
Course Catalog Description:	This course is the final course for students in the Educational Administration Principal Program. 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 (including practice exams), and students will practice interviewing skills.
Prerequisites:	Admission to Graduate College; Admission to M.Ed. Educational Leadership Program; EDAD 5300, EDAD 5390 and EDAD 5400
Required Text:	Sagor, R. (2000). *Guiding School Improvement through Action Research.* Alexandria, VA: Association of Supervision and Curriculum Development. Texas Education Agency. TExES *Preparation Manual-* Download at http://www.texes.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf
Recommended Text and References:	American Psychological Association. (2009). *Publication Manual (6th Ed.).* Washington, D.C.: Author. Brown, G., & Irby, B. (2001). *The Principal Portfolio.* Thousand Oaks,

	CA: Corwin Press. Wilmore, E. (2003). *Passing the Principal TExES Exam: Keys to Certification & School Leadership.* Thousand Oaks, CA: Corwin Press, Inc. Other materials provided by instructor.

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    Location: 7300 Houston School Road, Dallas, TX 75241
	    Building 1 (north side of campus) / First Floor
	    Phone: 972-780-3652
	    Fax: 972-780-3689
	    Email: 1012mgr@fheg.follett.com
	    Website: untdallas.bkstr.com
	Texas Education Agency Website http://www.tea.state.tx.us/
	Other ONLINE resources (TBA)
	TK20 http:// www.coe.unt.edu/tk20 (Student subscriptions are effective for 7 years from date of purchase)

Course Goals or Overview:

	The goals of this course provide the student an opportunity to… 1. Recognize that all decisions should lead to quality learning for all students to support student achievement and a vision that assures "Learning for All." 2. Recognize the importance of utilizing systems thinking to make decisions. 3. Practice the role as an instructional leader in the education system. 4. Apply a framework of action research for continuous improvement to school organization and individuals in order to promote student success. 5. Develop and demonstrate academic scholarship knowledge and skills for successful practice as a campus principal.

Learning Objectives/Outcomes At the conclusion of this course, the student will be able to…	
1	Describe and evaluate her/his professional knowledge, skills, and capacities in the educational administration field. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009]*
2	Conduct/study applicable research in educational administration and related fields. *[Aligns with Texas Principal Certificate Standards: Competency 006; Competency 007]*
3	Analyze a variety of scenarios of situations faced by the site administrator, demonstrate leadership capacity, and make informed decisions to create solutions. *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]*
4	Demonstrate an understanding of the liaison and leadership functions of a building administrator within an administrative hierarchy. *[Aligns with Texas Principal Certificate Standards: Competency 005; competency 007.]*
5	Create a portfolio in preparation for interviewing and for a comprehensive job search. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]*

6	Participate in and self-reflect on mock interviews in preparation for employment interviews. *[Aligns with Texas Principal Certificate Standards: Competency 006.]*
7	Demonstrate proficiency with a variety of material in preparation for current testing procedures to attain appropriate certification for the State of Texas. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]*
8	Demonstrate proficiency in technology and media applications. *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 006; Competency 008]*
9	Evaluate and analyze the Texas accountability system including the Academic Excellence Indicator System and the school report card *[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006.]*
10	Apply high standards of written expression, oral expression, and collaborative skills. *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]*
11	Use American Psychological Association (APA) style and cite resources using APA style. *[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003.]*

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

Activities, projects, and evaluation tools for this course align with the following domains, competencies, and skills for principals:

Domain I: School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Ensure that parents and other members of the community are an integral part of the campus culture
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated
- Align financial, human, and material resources to support the implementation of the campus vision
- Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision
- Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities
- Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Develop and implement strategies for effective internal and external communications
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- Develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media
- Provide varied and meaningful opportunities for parents to be engaged in the education of their children
- Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Model and promote the continuous and appropriate development of all learners in the campus community
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services)
- Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts
- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff

- Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members
- Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.
- Develop, implement, and evaluate change processes for organizational effectiveness

Domain III: Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities
- Collaboratively plan and effectively manage the campus budget
- Use technology to enhance school management

Competency 009: The principal know how to apply principles of leadership and management t the campus physical plan and support system to ensure a safe and effective learning environment.
- Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

Grade Determination:
A = 200 – 180 pts; i.e. 90% or better
B = 179 – 160 pts; i.e. 80 – 89 %
C = 159 – 140 pts; i.e. 70 – 79 %
F = 139 pts or below; i.e. less than 70%

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Faculty members are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:
All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Corrected work must be resubmitted on the class date immediately following the original due date. All assignments turned in on time or early will be scored and returned to the student for optional revision and resubmission. Scores for resubmitted work will replace the original scores. Work turned in after the designated due date will not be returned for revision.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is essential because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class

meetings is necessary to the integration of course material and your ability to demonstrate proficiency. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences with proper documentation.) Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Cell Phone Use: Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences and the attendance policy will be applied.

Laptop/Tablet Use: The use of laptop or tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to close the device if inappropriate use becomes an issue.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. In the interest of ensuring a safe learning environment, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.