

**UNT DALLAS** University of North Texas at Dallas  
**Summer 2014 10W - COURSE SYLLABUS**

<b>EDAD 5700D.090: Educational Administration Practicum 3Hrs</b>			
<b>Department of</b>	<b>Educational Administration</b>	<b>Division of</b>	<b>Education &amp; Human Sciences</b>
<b>Instructor Name:</b>	L. Kay Forsythe, Ph.D.		
<b>Office Location:</b>	Building 1 (7300) Office 201C		
<b>Office Phone:</b>	972-338-1336		
<b>Email Address:</b>	kay.forsythe@unt.edu		
<b>Office Hours:</b>	One hour before scheduled class time and by appointment		
<b>Virtual Office Hours:</b>	<i>Emails received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 515-835-1860 (mobile) are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>		
<b>Classroom Location:</b>	UNT-Dallas DAL1 Room 252		
<b>Class Meeting Days &amp; Times:</b>	As arranged (see Course Schedule for dates and times)		
<b>Course Catalog Description:</b>	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.		
<b>Prerequisites:</b>	Admission to Graduate College; Admission to M.Ed. Educational Leadership Program; EDAD 5300, EDAD 5330, EDAD 5360, and EDAD 5390 plus all coursework on the degree plan (except one course may be taken concurrently with 5700)		
<b>Required Text:</b>	Sagor, R. (2011). <i>The action research guidebook: A four-stage process for educators and school teams</i> . Thousand Oaks, CA: Corwin Press, Inc. Wilmore, E. (2003). <i>Passing the Principal TExES Exam: Keys to Certification &amp; School Leadership</i> . Thousand Oaks, CA: Corwin Press, Inc. Texas Education Agency. <i>TExES Preparation Manual</i> - Download at <a href="http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf">http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf</a>		

<b>Recommended Text and References:</b>	American Psychological Association. (2009). <i>Publication Manual (6<sup>th</sup> Ed.)</i> . Washington, D.C.: Author. Brown, G., & Irby, B. (2001). <i>The Principal Portfolio</i> . Thousand Oaks, CA: Corwin Press. Other materials provided by instructor.
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<b>Access to Learning Resources:</b>	<p>UNT Dallas Library: Phone: 972-338-1616 Website: <a href="http://www.untdallas.edu/our-campus/library">http://www.untdallas.edu/our-campus/library</a></p> <p>UNT Dallas Bookstore: <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241 Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a> <u>Website:</u> <a href="http://untdallas.bkstr.com">untdallas.bkstr.com</a></p> <p>Texas Education Agency Website <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a> Other ONLINE resources (TBA) TK20 <a href="http://www.coe.unt.edu/tk20">http://www.coe.unt.edu/tk20</a> (Student subscriptions are effective for 7 years from date of purchase)</p>
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<b>Course Goals or Overview:</b>	
	<p>The goals of this course provide the student an opportunity to...</p> <ol style="list-style-type: none"> <li>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."</li> <li>2. Recognize the importance of utilizing systems thinking to make decisions.</li> <li>3. Practice the role as an instructional leader in the education system.</li> <li>4. Apply a framework of action research for continuous improvement to school organization and individuals in order to promote student success.</li> <li>5. Develop and demonstrate academic scholarship knowledge and skills for successful practice as a campus principal.</li> </ol>

<b>Learning Objectives/Outcomes</b> 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. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009]</i>
2	Conduct/study applicable research in educational administration and related fields. <i>[Aligns with Texas Principal Certificate Standards: Competency 006; Competency 007]</i>
3	Analyze a variety of scenarios of situations faced by the site administrator, demonstrate leadership capacity, and make informed decisions to create solutions. <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 007.]</i>
4	Demonstrate an understanding of the liaison and leadership functions of a building administrator within an administrative hierarchy. <i>[Aligns with Texas Principal Certificate Standards: Competency 005; competency 007.]</i>
5	Create a portfolio in preparation for interviewing and for a comprehensive job search. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency</i>

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

## 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 † 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.

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read &amp; adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates &amp; acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal &amp; policy trends &amp; requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others &amp; adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience &amp; flexibility</p> <p>Identifies professional and personal strengths &amp; weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results &amp; plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Entrepreneurial Innovative Vision	<ul style="list-style-type: none"> <li>Actively seeks cultural diversity</li> <li>Articulates a vision of inclusion &amp; equity</li> <li>All inclusive vision</li> <li>Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures</li> <li>Establishes a culture of high expectations for all</li> </ul>	<ul style="list-style-type: none"> <li>Seeks personal growth opportunities</li> <li>Seeks and responds to feedback</li> <li>Results oriented</li> <li>Willing to take calculated risks in order to improve</li> <li>Embraces contradictions in problem solving</li> <li>Identifies innovation opportunities and develops strategic plans</li> </ul>	<ul style="list-style-type: none"> <li>Actively advocates with policy makers for all student &amp; staff</li> <li>Articulates &amp; demonstrates equity</li> <li>Articulates an all-inclusive vision framed by emancipatory leadership</li> <li>Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision</li> <li>Advocates for policies and programs that promote equitable learning opportunities for all students</li> <li>Ensures access to all school services (i.e Honors classes, AP classes, field trips, full academic and social curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable with both details &amp; the bigger picture</li> <li>Shows a balance between confidence &amp; humility</li> <li>Sets challenging goals &amp; takes initiative</li> <li>Has a history of personal success &amp; excellence in achievement</li> <li>Drive to achieve results/success</li> <li>Models culturally responsive and emancipatory leadership</li> <li>Models professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear vision of the successful K-12 student outcome</li> <li>Knowledge and skill in what is necessary to achieve high levels of student learning</li> <li>Sets high expectations for all students</li> <li>Develops and communicates a vision that includes the need for urgent change</li> <li>Measures excellence in academic curriculum through multiple modalities</li> <li>Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary)</li> <li>Leads improvement in literacy and numeracy for all students</li> <li>Facilitates engagement of all students</li> </ul>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Communication	<p>Language (oral &amp; written) is free of cultural bias</p> <p>Active &amp; Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully 'sells' the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language &amp; actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models &amp; encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, &amp; respectful relationships</p> <p>Demonstrates honesty &amp; integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage &amp; increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>



		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Technology & Other Resources	<p>Creates open access through a variety of technology portals</p> <p>Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)</p>	<p>Utilizes appropriate media for seeking &amp; sharing best practices (research and practice based evidence)</p> <p>Accesses current research and databases</p> <p>Uses technology for data analysis</p> <p>Stays current and updated in technology advancements (hardware and software)</p> <p>Evaluates information and sources critically</p>	<p>Actively ensures access to technology for all students &amp; families</p> <p>Matches technology expectations to students' specific resources and/or community resources</p> <p>Bridges technology gaps for students by acquiring technologies in the school</p> <p>Coordinates with community resources to provide access outside the school</p> <p>Effectively secures &amp; manages resources to ensure access to all students and families</p>	<p>Understands &amp; models appropriate/effective use of social networking tools and other technologies</p> <p>Socially responsible with technology (email content; text content; internet usage)</p> <p>Secures necessary resources through grant writing, advocacy, and effective management</p> <p>Uses public resources and funds appropriately and effectively</p>	<p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives)</p> <p>Uses technology to access and analyze achievement data</p> <p>Utilizes technologies to engage all stakeholders in learning</p>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Collaboration/ Team Building	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in &amp; facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness &amp; achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts &amp; recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds &amp; sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

## Course Outline

We will meet face-to-face seven times during the Summer 10W 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. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement, through email notification, and posted in BlackBoard.

TOPICS	TIMELINE
CLASS MEETING/ORIENTATION: Introductions, Overview of Course, Syllabus, Required Materials, Orientation to the Practicum - State Domains and Competencies; Code of Ethics; Philosophy, Vision, and Mission; Resume. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Thursday, May 8, 2014 - 5:30 - 8:20 pm NOTE: This first meeting date is a Thursday.
CLASS MEETING: Action Research (Sagor Text Chapters 1-7; Action Research articles) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Thursday, May 29, 2014 - 5:30 - 8:20 pm
Site Visits - Action Plan formalized at meeting <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	Between May 8 and May 30, 2014 as arranged
CLASS MEETING: Action Research (Sagor Text Chapters 8-10; Action Research articles) TExES Preparation (Complete practice test in Preparation Manual) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i> <b>[TExES Preparation Manual Practice Exam Due]</b>	Monday, June 2, 2014 - 5:30-8:20 pm
<b>Project Log Due</b> - Email to <a href="mailto:kay.forsythe@unt.edu">kay.forsythe@unt.edu</a> Template available in Blackboard.	June 6, 2014
Portfolio Checkpoint - Introductory Section and Competency 001: Vision, Mission, Philosophy <i>[Aligns with Texas Principal Certificate Standards: Competency 001]</i> <b>[Introductory Section and Competency 001 Due in TK20]</b>	June 13, 2014
CLASS MEETING: TExES Practice Exam <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	June 16, 2014 - 5:30 - 8:20 pm NOTE: Remaining classes will meet on Mondays.
<b>Project Log Due</b> - Email to <a href="mailto:kay.forsythe@unt.edu">kay.forsythe@unt.edu</a>	June 20, 2014
Portfolio Checkpoint - Domain I: Competencies 002 and 003 <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003]</i> <b>[Domain I: School Community Leadership due in TK20]</b>	June 27, 2014
<b>Project Log Due</b> - Email to <a href="mailto:kay.forsythe@unt.edu">kay.forsythe@unt.edu</a>	July 4, 2014
Portfolio Checkpoint - Domain II: Competencies 004, 005, 006, and 007	July 11, 2014

<i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; and Competency 007]</i> <b>[Domain II: Instructional Leadership Due in TK20]</b>	
<b>Project Log Due</b> - Email to <a href="mailto:kay.forsythe@unt.edu">kay.forsythe@unt.edu</a>	July 18, 2014
CLASS MEETING: Portfolio Presentations <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i>	July 21, 2014 - 5:30 - 8:20 pm
Portfolio Checkpoint - Domain III: Competencies 008 and 009 <i>[Aligns with Texas Principal Certificate Standards: Competency 008 and Competency 009]</i> <b>[Portfolio Due in TK20]</b>	July 25, 2014
CLASS MEETING: Action Research Project Report <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i> <b>[Action Research Report Due in TK20]</b>	July 28, 2014 - 5:30 - 8:20 pm
<b>Project Log Due</b> - Email to <a href="mailto:kay.forsythe@unt.edu">kay.forsythe@unt.edu</a>	August 1, 2014
CLASS MEETING: Field Projects Report <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009.]</i> <b>[Field Project Executive Summaries Due in TK20]</b>	August 4, 2014 - 5:30 - 8:20 pm

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Performance/Product -

- **Personal Educational Philosophy, Vision, Mission, and Resume'** - Each of these documents will be developed for use in the professional portfolio in TK20. Email to instructor by June 6, 2014, *(Optional)* if feedback is desired prior to submission in TK20 Portfolio.
- **Action Research Peer Teaching and Reflection** - Read the chapters and corresponding questions listed on the handout. Facilitate a discussion of a section of the book with the class. Be prepared to discuss the book with colleagues and instructor. This session should be a facilitation of the action research process allowing each class member to engage in the development of their personal action research project through the activities from the textbook. This information will form the foundation for the design and implementation of a major Action Research project with teachers/administrators at your site. Presentations will be scheduled for **May 22 and May 29**. In addition each student will locate one journal article addressing action research (either theory or practical example) to be incorporated into the group discussion. Email copies of each article to [kay.forsythe@unt.edu](mailto:kay.forsythe@unt.edu) to be posted in Blackboard.
- **Site-based Field Projects** - Three field projects will be identified and agreed upon between you, your mentor principal, and your UNTD professor/supervisor. These will be substantial projects and could 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 project that would require significant responsibility on your part. You will document from 25-35 hours for each project. Each project should be related to the state competencies, the UNT Dallas competency matrix, and could be included in the Portfolio. Prepare an executive summary of each of the projects summarizing the activities for the project and reflecting on what was learned. A reflection protocol is posted in Blackboard. **Due August 4, 2014.** In addition, prepare a 10 minute informal presentation of two of the three projects to be shared in class. Plan this presentation as a member of a professional learning community; you will participate in a team where you will share your projects and receive feedback and suggestions for increased success and will provide like feedback to your colleagues. **Due August 4, 2014.***

- **Action Research Project and Paper** - *In addition to the three field projects, a fourth project of significant importance will be designed around action research. It will be included in the time log and count as part of the 125 hours of required site based activities. You will prepare a power point presentation to be given to the class at the designated time in the course schedule. Because you may not be at the end of the action research project when you present your PP, include what you have accomplished up to the designated due date. A presentation Rubric is posted in Blackboard. **Due July 28, 2014.***

*You will write a research report that will cover the action research project and be written in correct APA format. Your action research paper will be your written explanation of your action research project. The paper should be 8-10 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 8-10 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. Further guidelines for reporting action research can be found in Chapter 10 of the Sagor textbook. Many action research projects extend beyond the timeframe of this course, so your report should include not only what has been accomplished but also what will be ongoing - all elements of the research report must be included for an exemplary (A) paper. A rubric for the research report is posted in TK20. **Due July 28, 2014.** Sources for APA style (in addition to the APA Manual) are:*

APA Style Guides

<http://owl.english.purdue.edu/owl/resource/560/01/>

[http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796)

John Daniels Tutorial:

<http://www.unt.edu/unt-dallas/campuslife/tutor.htm>

- **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 supervisor. It ensures you will have the support, resources and time to complete your 125 hours. E-mail draft copy of the action plan (available in BlackBoard) to instructor prior to site visit.**

***The Practicum student will E-mail the instructor a status report on each of the projects every other week on Fridays beginning June 6, 2014. Dates for the remaining status reports are: June 20, July 4, July 18, and August 1. A final Project Log documenting all hours will be due August 1, 2014. A log template is provided in Blackboard.***

- **Portfolio and Presentation** - Prepare and present your administrative portfolio (10-15 minutes) including a short video of you in an administrative/leadership role (optional). 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 in the description section of the competency artifact and at least **two** documents should be included that demonstrate the competency. **This is the portfolio that you will upload into TK20.**

Presentations of the portfolio will be to a team of classmates acting in the role of potential interview teams. You will present the portfolio as an interviewee applying for a leadership position. Your classmates will provide feedback on the strength and areas of improvement for your portfolio. **Presentations will take place July 21, 2014.**

Your portfolio should include the following:

**1. Introductory Material**

- a. Title Page
- b. Table of Contents
- c. Introductory Letter
- d. Resume or Vita
- e. Letters of Reference
- f. Professional Certifications
- g. Awards

**2. Leadership Framework** (philosophy, 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 explain how your artifact is a representation of the competency and what your involvement is in the artifact. **Portfolio due in TK20 July 25, 2014.** A scoring rubric is viewable in TK20.

**Projects and Participation -**

- **TExES Preparation** - Download the Preparation booklet, read the information, complete the practice exam, and score your results. The manual is available at [http://www.texas.ets.org/assets/pdf/testprep\\_manuals/068\\_principal\\_82762\\_web.pdf](http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf) Be prepared to discuss the competencies and practice exam items in class. **Due May 29, 2014.** Additionally, in class on **June 16, 2014**, the official practice exam will be administered in class.
- **Class Participation** - Attendance is required for all seven class meetings. Students are expected to be prepared for the scheduled class activities including all readings and assignments due on the designated class dates.

### Grading Matrix:

Activity/Project	Value (points)	%
Action Research Textbook Section Facilitation	25	12.5
Action Research Paper	25	12.5
Action Research Project Presentation	15	7.5
TExES Preparation	15	7.5
Field-Based Projects (Three Summaries-Presentation of 2 projects)	70	35
Portfolio (Presentation and Submission)	50	25
<b>Total:</b>	<b>200</b>	<b>100%</b>

### 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](mailto: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](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](http://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.*