

Instructor Information

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Educational Leadership
School of Education
College of Education & Psychology
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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 (268)*. One hundred twenty hours (120) of coursework is required during the practicum as a school administrator in a Texas school setting. Practicum experiences are guided by the university instructor; site-based mentor who meets the following requirements: (1) holds a valid Texas Principal certificate, (2) has 3 years of verifiable principal experience in Texas, and (3) has verifiable success in student achievement; and field supervisor. The university instructor has final approval of all activities.

Student Learning Objectives

Upon completing this course, the student will be able to:

Objective	Texas Principal Standard
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)
Identify positive attributes of exemplary teachers.	1(A)(i)(1),
Reflect upon areas in which they personally must improve to take leadership positions.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide strategies for doing so.	3(A)(i)(VII)
Recognize the importance of hiring great teachers and complete an interview procedure that	1(B)(ii), 2(A)(i)(III), 2(B)(i)

determines traits needed for teaching success.	
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)
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)

Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module <ul style="list-style-type: none"> Faculty Information Course Syllabus Class Introduction Open Forum Discussion Intern Introduction Packet Reading Assignment: Chapters 1, 2, & 3 	January 13	January 26 *Class Introduction *Open Forum Discussion *Permission Form *Leadership & Management Activities List
Module 1 <ul style="list-style-type: none"> Reading Assignment: Chapters 4, 5, & 6 	January 27	February 2 *eJournal Entry #1
Module 2 <ul style="list-style-type: none"> Reading Assignment: Chapters 7, 8, & 9 	February 3	February 9 *eJournal Entry #2
Module 3 <ul style="list-style-type: none"> Reading Assignment: Chapters 10, 11, & 12 	February 10	February 16 *Zoom Session #1
Module 4 <ul style="list-style-type: none"> Reading Assignment: Chapters 13, 14, & 15 	February 17	February 23 *eJournal Entry #3
Module 5 <ul style="list-style-type: none"> Reading Assignment: Chapters 16, 17, & 18 	February 24	March 1 *eJournal Entry #4
Module 6	March 2	March 15 *Video Entry
Module 7	March 16	March 29 *eJournal Entry #5
Module 8	March 30	April 12 *eJournal Entry #6
Module 9	April 13	April 26 *eJournal Entry #7
Module 10	April 27	May 2 *Zoom Session #2

Evaluation & Grading

- *Intern Introduction Packet*
 - Refer to “Practicum in the Principalship II EDLR 5371 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 as Instructional Leader TExES Exam: Keys to Certification and School Leadership (3rd ed.)* is the required textbook.
 - *Reading assignments* are **not** graded.

- *eJournal Entries*
 - Refer to “eJournal Entries” in **Appendix 2** for instructions, formatting, and scoring.
 - eJournal Entries are graded as **A (Completed) / I (Incomplete)**.
- *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 **A (Completed) / I (Incomplete)**.
- *Zoom Sessions*
 - Select one of three dates (to be announced) during that week to join in a live discussion (1 hour and 30 minutes) with your colleagues on your practicum experiences.
 - *Zoom Sessions* are graded as **A (Completed) / I (Incomplete)**.
- *TExES Principal Certification Exam (268)*
 - Take the exam by the end of the semester; however, students do not have to pass the exam. More details about registering for the exam will be announced in Canvas later during the semester.
 - *TExES Principal Certification Exam (268)* is graded as **A (Completed) / I (Incomplete)**.
- *Field Supervisor Activities*
 - Participate in 1 Field Supervisor observation (residency grant students participate in 3 Field Supervisor observations)
 - *Field Supervisor Activities* are graded as **A (Completed) / I (Incomplete)**.

Assessment Specifics & Assignments

- | | |
|---|--------------------------------|
| • <i>Intern Introduction Packet</i> | No point value |
| • <i>Reading Assignments</i> | No point value |
| • <i>eJournal Entries</i> | A (Completed) / I (Incomplete) |
| • <i>Zoom Sessions</i> | A (Completed) / I (Incomplete) |
| • <i>Video Entry</i> | A (Completed) / I (Incomplete) |
| • <i>TExES Principal Certification Exam (268)</i> | A (Completed) / I (Incomplete) |
| • <i>Field Supervisor Activities</i> | A (Completed) / I (Incomplete) |

Final Grade Calculations

- **A (Completed)**
 - **Completion of all eJournal Entries, Zoom Sessions, Video Entry, Field Supervisor Activities, and taking the TExES Principal Certification Exam (268) before the end of the semester.** However, students **do not** have to **pass** the *TExES Principal Certification Exam (268)*. More details about registering for the exam will be announced during the semester.
- **I (Incomplete)**
 - **If a student does not complete all of the eJournal Entries, Zoom Sessions, Video Entry, and Field Supervisor Activities that student will receive an “I” for the course regardless of the student’s TExES Principal Certification Exam (268) status.**

Teaching Strategies

- *Canvas* is the primary online learning management system used to teach and manage course assignments for Practicum in Principalship II EDLR 5371.

Related Field Experiences

- Students will intern at a campus setting directing instructional teacher practice and support programming in the role of the educational leader under the guidance of the site-based mentor (i.e., campus principal) and field supervisor.

Required Textbook

- Wilmore, B. (2019). *Passing the principal as instructional leader TExES exam: Keys to certification and school leadership* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc. (ISBN 978-1-5443-4215-3)

Optional Related Reading

- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA; Corwin Press, Inc. (ISBN-13: 9781412927246)

UNIVERSITY POLICIES

Withdrawal Policy

The last day to withdraw for the Spring Semester without penalty is **Monday, March 30, 2020**.

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.

Access the list of university guidelines, links, and policies, including information related to the topics listed below, [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

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, an 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.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the **Texas Education Standards for Principals** [here](#).

Access the **Code of Ethics and Standard Practices for Texas Educators** [here](#).

Appendix 1

Practicum in the Principalship III EDLR 5371

Introduction Packet

Overview for the Student Intern

It is important for you to notify your site-base mentor (i.e., principal on your campus) 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 site-based mentor (pages 2-4):

- **Cover Letter** – personalized with your name and mentor’s name.
 - Use the Word formatted **Cover Letter** document located in the **Resources** folder.
- **Permission Form** – signed by your site-base mentor.
- **Leadership & Management Activities** – suggested activities agreed upon with your site-base mentor.
 - Refer to the **Practicum Activities** document located in the **Resources** folder for additional ideas.
- **Course instructor has final approval of all practicum activities.**

After your site-based mentor signs the permission form and reaches an agreement with you on the practicum activities you will upload the documents in Canvas under their respective assignments.

ADDITIONAL POINTS:

- Your site-base mentor must hold a valid Texas Principal certificate.
- Your site-base mentor must have 3 years of verifiable principal experience in Texas.
- Your site-base mentor must have verifiable success in student achievement (i.e., STAAR).
- As the semester progresses, submit to me for approval, adjustments to the activities as needed.
- I trust that your site-base mentor will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.



THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799

COLLEGE OF EDUCATION
AND PSYCHOLOGY

School of Education
Educational Leadership

RE: Site-base mentor

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 the Principalship II EDLR 5371*. 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

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The University of Texas at Tyler
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THE UNIVERSITY OF TEXAS AT TYLER IS AN EQUAL OPPORTUNITY EMPLOYER

Practicum in the Principalship II EDLR 5371 12/21/19

**Practicum in the Principalship III
EDLR 5371**

Permission Form

I hereby agree to serve as the site-base mentor for_____.

As the site-base mentor, I understand that my responsibilities include:

- Supervising the student during the site (i.e., campus) experiences.
- Meeting with the student on a regular basis.
- Assisting and guiding the student if problems arise.
- Completing an evaluation form on the student at the end of the practicum.

As the site-base mentor, qualifications include:

- Valid Texas Principal certificate.
- At least 3 years of verifiable principal experience in Texas.
- Verifiable success in student achievement (i.e., STAAR).

Signature

Site-base Mentor

Print Name

Site-base Mentor

School Email

Site-base Mentor

School Name

Campus

Gary Miller, Ed.D.
Assistant Professor

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The University of Texas at Tyler
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Practicum in the Principalship III EDLR 5371

Leadership & Management Activities

The practicum requires students to accrue **120 hours** of practicum activities focusing on a variety of school leadership topics (some suggested topics are listed below). This list provides examples; you and your site-base mentor (i.e., principal on your campus) may come up with other meaningful activities. The leadership topics and specific activities proposed will be determined in collaboration with your site-base mentor. **The course instructor has final approval of all practicum activities.**

General Leadership

- Serve as principal-for-a-day
- Serve as chair for a site-base 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

- 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

eJournal Entries

Instructions

eJournal Entries Format:

- For eJournal Entries #1 - #4
 - Log – listing your internship activities
 - Reflection – Passing the Principal TExES Exam – relating your field experiences to the principles and concepts discussed in the reading assignments. Additionally, any comparisons between your experiences and one or more of the five principal standards.
- For eJournal Entries #5 - #7
 - Log – listing your internship activities
 - Reflection – Code of Ethics and Standard Practices for Texas Educators – relating your field experiences to the “enforceable standards” (i.e., [1] Professional Ethical Conduct, Practices and Performances, [2] Ethical Conduct Toward Professional Colleagues, and [3] Ethical Conduct Toward Students).

The eJournal Entries allows for reconstruction of activities and reflections 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.

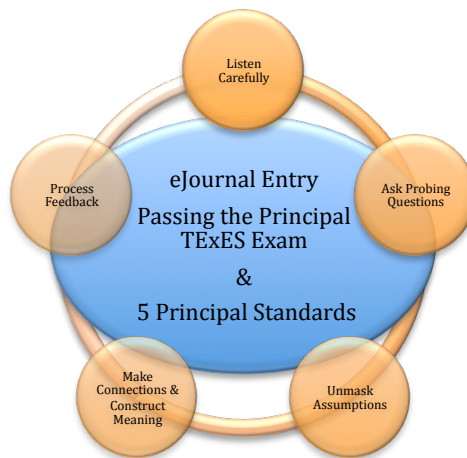
Note:

- **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 were logged. If that is the case, complete “II. Reflection” only.**

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, any comparisons 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*

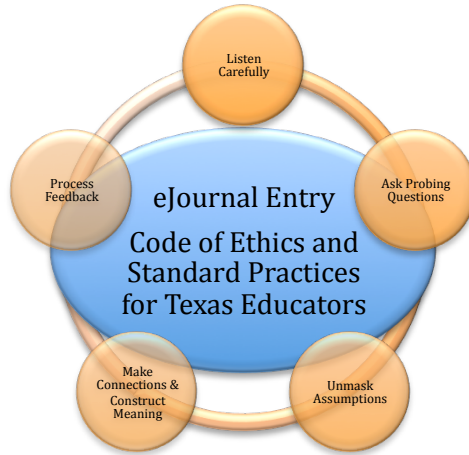
Refer to the document “Principal Self-Assessment and Goal Setting Forms” in the Resource folder for a complete discussion on the five principal standards beginning on page 5. Provide examples in your reflection.

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

II. Reflection: *Referring to the document “Code of Ethics and Standard Practices for Texas Educators” found in the Resources folder, relate your field experiences to the “enforceable standards” (i.e., [1] Professional Ethical Conduct, Practices and Performances, [2] Ethical Conduct Toward Professional Colleagues, and [3] Ethical Conduct Toward Students). How are you meeting these standards? 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.

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <i>(Value: 1=Credit)</i>	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. <i>(Value: 1=Credit)</i>	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. <i>(Value: 0=No Credit)</i>
Writing	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. <i>(Value: 1=Credit)</i>	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. <i>(Value: 1=Credit)</i>	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. <i>(Value: 0=No Credit)</i>

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