

EDLD 6392.794

Whole Summer 2020

Syllabus



Dr. Jessica Garrett

Associate Professor of Educational Leadership
University of Texas of the Permian Basin
College of Education
4901 E. University
Odessa, TX 79763
Office: MB 3100
Office Hours: Summer Hours by Appointment Only
Office Phone: 432.552.2169

Email: garrett_j@utpb.edu

Course Dates: May 26, 2020 through July 31, 2020

This course is a Web Course and is conducted within Canvas
<http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell. Information contained in the Practicum Handbook is an extension of this syllabus. While contradictions between the syllabus and the Handbook are unlikely, if one is found, students must contact the professor. In the event a contradiction is brought to the professor's attention, the professor will promptly address the contradiction and offer clarification.

Course Description

The Internship, or Practicum, is an opportunity for Principal as Instructional Leader certification candidates to have authentic field experiences in the principalship or related administrative leadership positions. This is a time when they work closely with administrators or other supervisors at their school or other educational setting. Interns must be able to display the knowledge, skills, and dispositions as framed in the Texas State Board for Educator (SBEC) Certification [Principal Domains and Competencies](#) [Principal Preparation Manual](#).

The [test framework](#) can be found at:
<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>

Interns will utilize and document these standards-based competencies in Practicum experiences and activities.

Other helpful preparation tools including practice materials can be found at this [link](#).

Measurable Learning Outcomes:

By the end of this course, you will be able to:

- 1) Apply principles of effective school leadership in the execution of a major school improvement project.
- 2) Develop tools that will support a pursuit of an entry-level school leadership role.
- 3) Complete (or nearly complete) the required accumulation of Practicum hours for the program.
- 4) Through application and reflection, demonstrate experience in various school leadership activities and be able to align that experience to the ELCC Standards and SBEC Competencies outlined below:

SBEC Competencies

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

INTEGRATION (Constructed Response Only)

The entry-level principal:

- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

ELCC Standards

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (K.1, K.8; S.7, S.9; D.5, D.6)

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (K.2;K.7;K.8;S.2;S.7;S.10;D.1;D.5;D.7)

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (K.1;K4;K.5;K.8; S.2;S.5;S.11;D.6;D.7;D.8)

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (K.4, K.5, K.6; S.4, S.9; D.5, D.6)

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (K.9; S.11; D.1, D.7)

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (K.8, K.9; S.9, S.11; D.6, D.7)

It is not necessary to document for Standard 7.

Standard 7: Candidates who complete the program are educational leaders who are provided significant opportunities to synthesize and applied the knowledge and practice and develop the skills identified in Standards 1 – 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. (K.1, K.8, K.9; S.2, S.9, S.11; D.3, D.5, D.6, D.7, D.8) Prerequisites:

Prerequisites:

Because this course is intended to serve as a capstone experience, students should have completed all other EDLD course work prior to taking the Practicum course.

Required Materials: None

Recommended Materials:

Martin, G., Wright, W., Danzig, A., Flanary, R., & Brown, F. (2005). *School leadership internship: Developing, monitoring and evaluating your leadership experience* (2nd Ed.). Larchmont, NY: Eye on Education Publishing. ISBN: 159667203X

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview/Internship Assignments

Forms A and B as well as on-site **supervisor's [SBEC cert report](#)**. Note: While the university will assign an external, university-based supervisor, it is the candidate's responsibility to select and secure an on-site supervisor for their Practicum experience. This on-site supervisor will serve as your mentor for this course. The terms mentor and "on-site" supervisor are used interchangeably and are synonymous for this course. Total – 15 pts

- **Maintain a log of a minimum of 75 school administrative hours in activities** demonstrating how the activities reflect SBEC 268 Principal as Instructional Leader Competencies and the 2011 ELCC Building-Level standards. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit. The alignment portion of this assignment is of critical importance. Please make sure you can align all your activities and hours with the appropriate ELCC standards and the TExES competencies. These hours will complement hours you've accumulated throughout your program in order to meet the full requirement of 160 total Practicum hours. Total – 15 pts

- **Service Record** – 13 pts

In order to be eligible for the SBEC Principal as Instructional Leader Certificate, an individual must be able to demonstrate two years of successful teaching experience. This is most effectively demonstrated by your Service Record. Your Service Record should be available through your district's Human Resources office. This document should be submitted as part of your Practicum. For those who are not seeking Principal as Instructional Leader Certification in Texas, you may submit a statement to that effect. In other words, this assignment requires that you either submit a copy of your service record showing at least 2 years of teaching experience or that you submit a statement that you are not pursuing your Principal Certificate in the state of Texas.

- **Personal Mission Statement:** Interns will develop a personal mission statement reflecting their personal values and ethics using the Personal Mission Statement Builder tool on the [Franklin Covey website](#).

These are to be edited and e-mailed to the practicum professor by the due date listed on the last page of this handbook. Total – 5 pts

- **TEExES Exam Practice:** Students will take the practice test located in the back of the [TEExES preparation manual](#) and self-report their score to the practicum professor. Students will be asked to submit a thorough diagnosis of their strengths and weaknesses and how they plan to address the weaknesses identified.

Moreover, students are expected to disaggregate and report their performance on the test by competencies (for each of the 11). If the test has 8 questions for a given competency, the student will report how many they got right out of the total possible and then write the percentage for each competency. This is in addition to reporting an overall score by percentage for each of the Domains (I through VI) and the overall score for the practice test. All scores should be reported in percentages and the student should report the number of questions correct compared to the number possible. Total - With disaggregated results and reflection – 10 pts

Students may be eligible to take an additional practice exam on the UTPB campus in the PASS office if they so desire. Students must contact the practicum professor if you are interesting in inquiring about this opportunity. These testing materials are secure and cannot be distributed outside of UT Permian Basin. This is a great opportunity to get some extra practice.

- **Dispositions Analysis (2):** Students will complete a self-report regarding their professional dispositions. This assessment is used throughout the College of Education in every program to ensure we are providing candidates who have the dispositions to positively affect the lives and learning of students in schools. The student will complete one, the supervising administrator will complete one, and the professor will complete one. These will be filled in the student files in Certification Office. – Total 10 pts

- Develop or update a professional quality **Resume** that highlights experience qualifying the intern for a school leadership role. **See the Calendar for Submission Date – 5 pts**

- Develop an introductory **Cover Letter** that will serve as a template for letters of interest when applying for school leadership positions. **See the Calendar for Submission Date – 5 pts**

Discussion Topic Participation: In order to support your preparation for interviews, Practicum interns will participate in one discussion board during the Practicum course. Keeping with the standard participation format, students will post one interview question a candidate may be asked during an interview for an Assistant Principal role. Questions should be solicited from your mentor or other experienced campus administrator. Students will respond with substantive answers to two questions posted by other students. This will provide students with an opportunity to practice their responses to

questions they may be asked during an interview. This activity is worth 15 pts of your total Practicum course grade.

Video-Based Observations and Coaching

• In order to complete the required Practicum observations, the intern will be required to prepare video files demonstrating their experiences in leadership during this course. Video files comprised of a minimum of 45 minutes apiece will need to be submitted to the field supervisor by the middle of the second week of the Practicum course, in the middle of the Practicum course, and no later than one week prior to completion of the Practicum course. A total of three video files will be submitted and will serve as observation tools for your Field Supervisor. Prior to each post-observation conference, the intern will complete a brief narrative reflection (no more than 4 to 5 pages) reflecting on the prompts below and submit their narrative response to their assigned Field Supervisor.

Pre-Observation Questions for the First Observation:

- 1) Why are you pursuing a role in school leadership?
- 2) What have your program experiences taught you about school leadership?
- 3) What surprises have you encountered?
- 4) What are your core values (no less than 2 and no more than 3 non-negotiable)
 - a. Why are those your non-negotiable values
 - b. Define what those values mean to you
 - c. Why is it important for a school leader to identify non-negotiable core values
- 5) What needs can you identify in your workplace and how might you address those? Please give at least 2 specific steps you could take.
- 6) What do you hope to learn more about as you progress through your Practicum?

Pre-Observation Questions for the Second Observation:

- 1) How is your Practicum project progressing?
- 2) What challenges have you encountered?
- 3) What resources (people or otherwise) have helped you address those challenges?
- 4) What important next steps need to be addressed?
- 5) What have you learned about yourself in the process?
- 6) To your log: What is one key experience you've had to this point and why was that experience so important?
- 7) How has your core, non-negotiable values been challenges or affirmed?

Pre-Observation Questions for the Third Observation:

- 1) Reflect on your Practicum experience. Offer a general narrative related to your experience
- 2) What has been the most rewarding aspect of your Practicum?
- 3) What has been the most challenging aspect of your Practicum?
- 4) What has been the most valuable experience during your Practicum course?
- 5) How has your Practicum better equipped you for the role of a school leader?
- 6) Was your Practicum project a success? Why or why not?
- 7) What are your most important next steps with this project?
- 8) What are the next steps in your development as a school leader?
- 9) What would you like to discuss during our final post-observation conference visit?
- 10) How has your core, non-negotiable values been challenged or affirmed?

In order to make your submission, you will need to access the submission link in your Canvas course shell. That link is titled Kaltura Video Submission, named for the number of observation (1,2, or 3), and is found in the Grades menu inside the Modules link in the course shell in Canvas. Once the video file(s) is recorded, you can submit via the process found in the linked document below:



Kaltura Video Submission Tutorial.

Figure 1 Kaltura Help Document

Once this is completed, your Field Supervisor will review the video and set a time to visit by phone in order to close the loop on the observation process.

Activities to be recorded:

Generally speaking, you should focus your video-based efforts around teacher and team leadership. Examples (not exhaustive) of experiences that could be appropriate for video submission include leading a PLC, leading a faculty meeting, leading PD with teachers, or leading a pre-observation or post-observation conference. **You should altogether avoid capturing students in your videos.** While Directory Information permissions may cover this, for our purposes, students should not be videoed. **Again, please avoid capturing students in your videos.** Having noted this, please speak with your principal/site-supervisor in order to determine what is allowable for your campus. Additionally, you will need to complete the FERPA release and have any adult subjects who appear in the video complete the FERPA release for submission with your video (see the form at the end of the Handbook before the PIP rubric).

Keep in mind, this is an activity that supports your preparation as a school leader and will only be used for evaluation purposes in the context of the course.

One final note:

In the busy rush that we all manage, keep in mind that while this may feel like another layer, you are already doing the work! Just carry your phone or another recording device with you to video 45 minutes/submission of the total number of hours you are already collecting!

Total with Credit for completion of each part of this activity – 50 pts

- Create, or enhance, a **professional resource file**, listing resources and tools that may aid aspiring Principal candidates to succeed as learner-centered educational leaders. The *SLI* text has some suggested readings on pages 153-158. Likewise, additional resources may be located in the [SBEC Principal as Instructional Leader Preparation Handbook](#) located at: Total 5 pts

- **Practicum Professional Improvement Project* (PIP):** The Practicum Professional Improvement Project (PIP) should focus on plans to improve the school or other educational setting. The project should reflect personal and professional interest and enthusiasm, and be mutually agreed to by the site supervisor and the University supervisor. The PIP may be a multi-semester project, and the Practicum may reflect the planning and initial implementation action. Total – 30 pts

The project must include a written summary reflecting the following:

1. Identify the project and describe its relation to principal or educational leadership standards (e.g., how the project correlates with SBEC Principal as Instructional Leader Competencies/Standards and Educational leadership Constituent Council (ELCC) standards).
2. Describe how the project will improve the school/educational setting, as well as explaining how it adds to the candidate's professional growth and development.
3. Provide a list of helpful resources emerging from your project. This list may be included in the resource file assignment described above.

Failure to successfully complete the PIP and submit a PIP report for assessment by the professor will result in a course grade of "U."

*For a more complete description of expectations, see the rubric.

- **Practicum reflection** – the intern will compose a brief reflection concerning their experience in Practicum. This reflection will serve as a self-analysis. It should include a self-appraisal of two perceived areas of strength and two perceived areas of weakness. For the strengths, the candidate should discuss how those strengths will contribute to their ability to effectively lead in the K-12 environment. Also, the candidate should discuss a specific plan of action to address the two perceived weaknesses so that the weaknesses do not hinder their ability to successfully lead in the K-12 environment. The strengths and weaknesses should be based on characteristics identified during or relevant to the Practicum. Total 10 pts

- **Mentor’s Evaluation** – This is not the Disposition Report your mentor will complete, but an additional evaluation of your preparedness to serve in a school leadership capacity. Instrument for the evaluation is available in the Practicum Handbook. Total 12 pts.

Assessment and Grading:

A variety of methods will be used to determine formal grades, including:

- Active participation and completion of **all** assignments as outlined above.
- Demonstrated cooperation with school/site supervisor and University supervisor through timely and professional responses.
- Taking the Principal Practice Examination and analysis of scores.
- Attention to established deadlines and schedules with assignments completed on time and in good order.
- Development of a professional resource file.
- Other Assignments as noted above.

Grading Scale:

Letter	Range
S	149-200
U	Less than 149

Failure to successfully complete the PIP and submit a PIP report for assessment by the professor will result in a course grade of “U.”

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Communication, Grading & Feedback:

The professor will endeavor to respond to all email inquiries within 48 hours. Be sure to use the email address provided in the syllabus. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email some information to the students. In case of emergencies, you may contact the professor at 713-446-5206 or leave a message with the UTPB College of Education at 432-552-2140.

Feedback on Assignments: Assignments are typically graded within one week of submission, individual feedback or general feedback will be provided. This will usually be in the form of comment bubbles and/or a copy of the rubric with notes.

Time Management:

The internship will require more time than most classes due to the obtaining the necessary hours for certification and completion. The summer schedule for schools and access to schools may also be limited for these hours. You should try to obtain about 10 hours a week, working in an active leadership role on your campus. This may include developing the master schedule, interviewing or mentoring new faculty, and auditing resources or inventory. Most of the assignments in this course are minimal and many will require fewer than 30 minutes to complete. The exceptions to this will be the PIP Project and taking the practice exam. It is important that you review all the assignments and develop a Time Management Plan to be successful. The PIP Project should be discussed with your site and field supervisors and decided during the first week. It will be critical to NOT leave this project until the last minute!

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.

- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Sample Syllabus

**University of Texas of the Permian Basin
College of Education
Educational Leadership Programs**

**PRACTICUM ADMISSION
AND ACCEPTANCE FORM A**

Name _____ UID _____

School name, address, & district: _____

School Telephone: _____

Home Telephone: _____ Cell Telephone: _____

Your home e-mail address: _____

Your work e-mail address: _____

Present position: _____ Total years teaching experience: _____

Preferred time of day for post-observation conferences with the university-assignment Field Supervisor:

Hours: _____ (10:00 A.M. – 4:00 P.M.)

Days: _____ (Monday – Friday)

Anticipated date of graduation/certification: (Semester) _____ (Year) _____

TExES Exam anticipated date: _____

On-site Supervisor's Name _____

On-site Supervisor's Position: _____

Acknowledgement: I have forwarded a copy of the Field and Site Supervisor Handbook to my Site Supervisor. _____ Intern's Initials

Intern's Signature _____

University of Texas of the Permian Basin
College of Education
Educational Leadership Program
PRACTICUM ADMISSION
AND ACCEPTANCE FORM B
Site Supervisor Statement of Intern Acceptance

Principal Intern Name: _____

I approve the above named intern and agree to assist with his or her assigned field experiences. I understand the Principal Internship involves a variety of administrative and supervisory experiences on-site in a school or central office setting. [I have also watched the training video and reviewed the Supervisor Handbook.](#)

I am willing to work with this intern and the supervising professor from the Educational Leadership graduate program in the College of Education at The University of Texas of the Permian Basin in developing an appropriate set of experiences. Some responsibilities are seen below:

- **Supervising the student during the field experiences.**
- **Meeting with the student on a regular basis as needed.**
- **Assisting and guiding the student if problems arise in completing the specified field experiences including but not limited to helping organize appropriate leadership opportunities for the intern's log and for video submission.**
- **Completing a dispositional evaluation of the candidate**
- **Completing an evaluation form on the student at the end of the practicum.**

Site supervisor's signature: _____

SITE SUPERVISOR INFORMATION

Name: _____

School, Agency or Institution: _____

School District: _____ Office Phone: _____

Preferred Email Address: _____

Degree and/or Certification Area(s): _____

Current Position: _____

Years of administrative experience: _____

Type of leadership evaluation preparation (e.g., AEL and T-TESS certifications):-

Training Video Available at the [EMBEDDED LINK](#).

**University of Texas of the Permian Basin
College of Education
Educational Leadership Programs**

SAMPLE

FORM C

Sample Log of Administrative Experiences*

ALL COMPETENCIES AND STANDARDS MUST BE ADDRESSED

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours
June 17, 2008	Staff Development – Lead professional development addressing understanding student learning needs and differentiation	005, 011	2,3,5	1.5 hours
June 18, 2008	Discipline Referrals – Managed student behavior referrals and used the district’s guidelines to administer consequences – Parent contact and notification	007, 010	2,3	45 minutes

*The above entries are examples of the following experiences:

Date and Activity:

June 17, 2008 Staff Development – Lead professional development addressing understanding student learning needs and differentiation

June 18, 2008 Discipline Referrals – Managed student behavior referrals and used the district’s guidelines to administer consequences – Parent contact and notification

Sample Texas SBEC Principal as Instructional Leader Competencies/CAEP/ELCC Standards:

Competency 005, 011/ELCC Standards 3&5

Competency 007, 010/ ELCC Standards 2 & 3

NOTE: The above format is recommended and available on the next page for the log of administrative experiences. The intern may modify the format with the agreement of the university supervisor.

Sample Syllabus

University of Texas of the Permian Basin
College of Education
Educational Leadership

LOG OF INTERNSHIP EXPERIENCES
FORM C

Name: _____

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Sample Syllabus

University of Texas of the Permian Basin
College of Education

Educational Leadership

School Professional Improvement Project (PIP)

Professional Improvement Project plans will include three sections detailed below, each of which is to be discussed with and approved by the site supervisor than the first post-observation conference. This proposed plan is not to be completed at the time of the first or second post-observation conferences but the intern should be able to explain it in detail with the Field Supervisor, including the three major components described below. It is subject to change or revision, based on the review by the Field Supervisor.

1. Brief description of the project plan, using measurable goals or outcomes. The objectives of your project should be clear and concise. Your project should be “do-able” within the time constraints you have, and it should be clear from your description that your success in reaching your stated goal(s) will be evident and documented. Keep this section relatively brief and to the point.
2. Action plan showing steps to be taken in conducting the project, including how project will be assessed as to whether stated goals have been reached. The purpose of this section is to assure that your stated goals can be reached within the time constraints that you have and that the steps you take can conclude with clear and measurable results as to the degree of your success.
3. By the due date for a report submission, the intern will produce a summative report in which you identify SBEC Principal as Instructional Leader Competencies/Standards addressed by the project, including a list of helpful resources, and your personal and professional reflections on the project experience regarding the value of the project in your professional development. This summary must be submitted to the on-line Learning Management System (Canvas) and shared with the intern’s Field Supervisor upon completion and no later than the due date published in the submission calendar found at the end of this Handbook.

NOTE: The summative report constitutes a major factor in determining the final grade for the intern. Failure to successfully complete the PIP and submit a PIP report for assessment by the professor will result in a course grade of “U.”

University of Texas of the Permian Basin
 College of Education
 Educational Leadership
PROFESSIONAL IMPROVEMENT PROJECT
ACTION PLAN

Interns will provide a complete account of a Professional Improvement Plan that in a measurable way generates improvement at the school. This project will reflect the school's particular vision or stated goals.

Interns will approach the project from the perspective of such established criteria as Instructional Leadership, Texas Teacher Evaluation and Support System, the SBEC domains and competencies, the ELCC standards, and their own leadership knowledge, experience and skills. Actual data such as test scores, TAPR Reports, etc. will be utilized to clearly establish project evaluation and measurable outcomes.

The project will include specific references to SBEC and ELCC competencies and standards, as applicable.

PROPOSED ACTION PLAN MODEL*

The following action plan model is for intern use. By developing the plan based on the following criteria, interns will be assured of a design that reflects established criteria.

SCHOOL VISION STATEMENT:

SCHOOL GOAL:

YOUR PROJECT:

Outcome	Activities	Resources Needed	Responsibility	Timeline	Assessment

* The chart above is only to support an action plan. For grading standards, see the rubric.

Make-Up/Late Submission Policy

Assignments are always due at 11:59 PM on the date listed in the course calendar. In the absence of a clear and documented agreement to the contrary (documentation must be in the form of email) late submissions may result in a grade deduction of 10% on the first day and an additional 5% each day late after the 3rd day. After the assignment is 8 days late, the most a student can expect to receive for a submission is 50%. The percentage will be deducted from 100% not from the final grade on the assignment. It will *always* be the student's responsibility to initiate communication when an assignment is late or if the student believes an assignment could be late. Moreover, it will *always* be the student's responsibility to maintain documentation related to agreements between the student and the teacher when there are issues with late submission. After 2 weeks late (that is after 11:59 PM 14 days after the initial due date), I may only accept submission for the purpose of allowing you to submit and a zero (0) may be assigned for the grade on the assignment. Again, any exceptions to this policy must be approved through email and should be arranged prior to the due date/time. Moreover, no assignments will be graded if they are submitted after noon on the last day of the course.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression

and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

The student should be sufficiently comfortable in an online environment to handle basic web navigation and to upload and download assignments.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by (non-graded but mandatory):

- 1) A clear image of yourself
 - a. In color
 - b. Well lit, and no shadows on your face or your ID that can obscure your image
 - c. Must be taken on the day you submit the photo to reflect your current appearance
 - d. Taken in full-face view directly facing the camera
 - e. With a neutral facial expression and both eyes open

- 2) Then a picture of your ID* with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**). just need to see you, then the image of you on the card with your name.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

For more about this [UTPB Distance Education Policy](#).

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Sample Syllabus

EDLD 6392: Whole Summer 2020

Principal Practicum Schedule

Assignments/Activities/Topics	Due Date
<p>Forms A and B as well as on-site supervisor's SBEC cert report retrievable at the embedded link</p> <p>Note: Your site supervisor must hold a valid Principalship Certification and have at least 3 years of experience in the role.</p> <p>15 points</p>	May 31, 2020
<p>First Kaltura Video Submission and Pre-Observation Reflection*</p> <p>(Post observation conference to follow)</p> <p>15 pts</p>	June 7, 2020
<p>Personal Mission Statement</p> <p>5 pts</p>	June 14, 2020
<p>Service Record (or alternative)</p> <p>13 pts</p>	June 14, 2020
<p>Resume and Cover Letter</p> <p>5 points each for 10 points total</p>	June 21, 2020
<p>Professional Dispositions Self-Report and Site Supervisor Report</p> <p>5 points each for 10 points total</p>	June 28, 2020
<p>Second Kaltura Video Submission and Pre-Observation Reflection*</p> <p>(Post observation conference to follow)</p> <p>15 pts</p>	July 5, 2020
<p>TExES Exam Preparation and Score Analysis</p> <p>5 points each for 10 points total</p>	July 12, 2020
<p>Interview Question Discussion Participation</p> <p>15 pts</p>	July 12, 2020

Assignments/Activities/Topics	Due Date
Third Kultura Video Submission and Pre-Observation Reflection* (Post observation conference to follow) 20 pts	July 19, 2020
Professional Improvement Project 30 pts	July 26, 2020
Professional Resource File 5 pts	July 26, 2020
On-site Mentor's Evaluation (Assessment) 12 pts	July 31, 2020
Practicum Reflection Paper 10 pts	July 31, 2020
Administrative Activities Log 15 pts	July 31, 2020

* Make sure you have access to leadership experiences that are relevant to the observation process on these dates.