

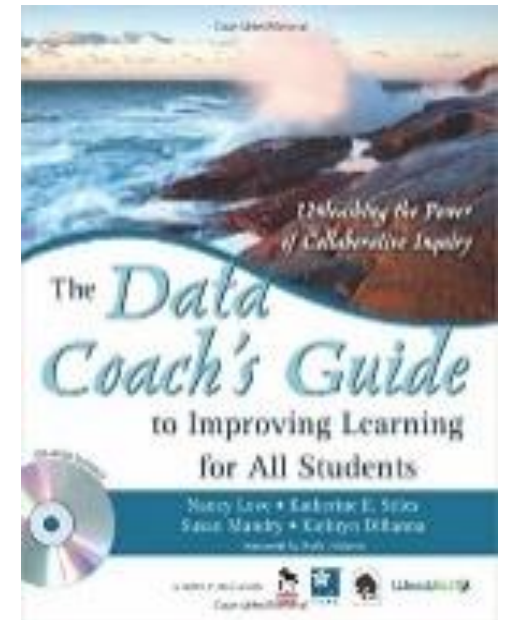
ETS PASL



SR

Welcome!

ED 7100-Practicum I Overview



Agenda

- Welcome and Introductions
- Role of Field Supervisors and Site Supervisors
- Action Research Process Model
- Practicum Overview
- Practicum Syllabus Reminders
- Technical/Formatting Requirements
- Blackboard Assignment Structure
- Review of Modules and Assignments
- Questions/Clarification



Field Supervisor and Site Supervisor Duties

- Field Supervisors coach and mentor your work
 - Plan data team meetings
 - Observe facilitation of meetings
 - Provide feedback
- Site Supervisors ensure campus resources
 - Assign and supervise practicum activities
 - Provide feedback
 - Handbook will be sent to site supervisors/principals, along with PPT presentation

Field Supervisor Assignments

Field Supervisor	Interns
Professor Jeanne Walker	Sandra Martinez Quintana (Waco ISD) Bryan Wersterfer (Comal ISD) Gabriel Trujillo (IDEA-El Paso)
Professor Robin Garcia	Veronica Mendoza (Pecos-Barstow-Toyah ISD)
Professor Robert Flores	Susan Millan (Socorro ISD) Dominique Lopez (Ysleta ISD)



A landscape photograph showing a wide, snow-covered field in the foreground. In the middle ground, there is a dense line of dark evergreen trees. The background features rolling hills or mountains under a bright, overcast sky. The overall scene is serene and wintry.

Practicum Overview

Practicum I

- Finalize Action Research Plan with Site Supervisor and Field Supervisor
- Creation of the Data Team
- Facilitation of Data Team Meetings
 - 1st Data Team Meeting: Data Analysis
 - TAPR
 - Item Analysis
 - 2nd Data Team Meeting: Root Cause Analysis
 - Student Learning Problem
 - SMART Goal
 - 3rd Data Team Meeting: Select Research-Based Solutions (instructional strategies)
 - Gather input on research-based solutions from the data team
 - Data Team Selection of research-based solutions

Practicum II

- Review the SMART Goal and selected strategy/ies with your Field Supervisor
- Complete targeted improvement plan, including professional development, monitoring & implementation cycles, and assessment dates
- Finalize your professional development plan
- Deliver the professional development

Practicum III

- Meeting to review the monitoring & implementation plan with the data team
- 6-8 weeks of monitoring and implementation (includes lesson delivery using selected strategy and post-lesson assessment) with weekly data team meetings to review the student performance data and implementation process
- Give final post-implementation assessment
- Final data team meeting to review all data collected, *review whether SMART Goal was met, and discuss the overall* experience of the Data Team
- One-on-One Interviews with Data Team members focusing on the individual's professional growth experienced as a result of participating in the Data Team
- Action Research Presentation-Portfolio Presentation

Syllabus Reminders

- Late submissions
 - Automatic “0”
 - 10 pt. deduction per day late
- Incompletes
 - Extreme circumstances
- No “C”s
- Course Withdrawal



Formatting and Technical Requirements

File Naming Protocol

- Put your name and the assignment number in the document's file name.
- To do this, click on "Save as" and under "File name" put your name and assignment number
- Last name_First name_Assignment_ED7100_Submission date
- EXAMPLE: Haan_Jennifer_Conversation Tracker_ED7100_24jan2023
- **Please be advised that if you do not follow the correct naming protocol, your assignment will not be graded.**


Sharing Links to OneDrive



- You will be required to house your work in an SRSU OneDrive Folder. You should create a folder for each practicum.
- You will then share the link to this OneDrive folder with your field supervisor.
 - Submit links in Blackboard. [Click on this link](#) to see the instructions
 - Email link directly to field supervisor

Email link directly to others


Send link

Highlight Clip ✕

 People you specify can view >

To: Name, group or email  


Message...

 Send

Click send

Type in email of person you want to share with.

Copy link

 People you specify can view > Copy



A landscape photograph of a snowy mountain range. The foreground is a snow-covered field with several evergreen trees. In the middle ground, there is a dense line of evergreen trees. In the background, there are snow-capped mountains under a clear blue sky. The text "Blackboard Assignment Structure" is overlaid in white on the dark green trees in the middle ground.

Blackboard Assignment Structure

Assignment Title Matches Syllabus

Resources
Handouts and forms
needed to complete
assignment

Mod3 Assn4-Log & Reflection #4

Attached Files:  Domains & Competencies(1).pdf (116.921 KB)  Log and Reflection Form.docx (28.515 KB)

Overview of Assignment:

As required by TEA, you must provide evidence that you have completed at least 160 hour of practicum activities (by the end of Practicum III) related to the domains and co principal preparation. Each week you will complete the Log and Reflection that includes all activities/events included in your weekly calendar, which are related to the domains and competencies. Your site supervisor will review and sign the form each week.

Suggested Steps for Completion

1. Familiarize yourself with the domains and competencies for principal certification.
2. Download the Log and Reflection Form and save to your desktop.
3. Record all activities from your calendar that are related to the domains and competencies.
4. Write a reflection about the activities you completed, noting which domains and competencies you have not yet addressed. (You must address ALL domains and competencies by the end of Practicum III).
5. Ask your site supervisor to review the log and obtain a signature from your site supervisor/principal-mentor.
6. Upload the form to Blackboard.
7. File the form in your Portfolio Folder in your SRSU OneDrive.

SUBMIT to Blackboard:

1. Log and Reflection form (must be signed by your site supervisor).

A scenic landscape with a blue sky, green hills, and a white foreground. The text "Module 1" is centered in the middle of the image.

Module 1

Mod1 Assn 1

Practicum Overview Meeting

You will earn full point value for attendance at this meeting.

Mod1 Assn 2

Link to Weekly Calendar

- Each week you should update your calendar to reflect practicum activities listed in your weekly logs and reflections.
- There should be a total of 16 week of activities listed in your calendar

Mod1 Assn 3 Personal Contact Information Sheet

STUDENT CONTACT SHEET

STUDENT/INTERN NAME:

MOBILE PHONE:

EMAIL ADDRESS:

WORK ADDRESS:

WORK PHONE:

PRACTICUM SITE (CAMPUS):

PRACTICUM SITE (CAMPUS) ADDRESS:

SITE SUPERVISOR (CAMPUS PRINCIPAL):

SUPERVISOR' (CAMPUS PRINCIPAL'S) EMAIL:

SUPERVISOR'S (CAMPUS PRINCIPAL'S) PHONE NUMBER

Mod1 Assn 4 Practicum Certification Agreement Form

CERTIFICATION FORM

This section to be completed by student seeking Principal Certification at SRSU:

Student Name: _____
Student A#: _____
Student Contact # (Cell): _____
Student SRSU email address: _____

This section to be completed by Principal and Superintendent (or his/her designee) where the student is employed.

By signing below, the principal and superintendent or his/her designee do hereby acknowledge that this student _____ (name of student) will serve in a leadership role, as defined, on the campus _____ (name of campus) during the student's enrollment in the Educational Leadership Program at SRSU.

A leadership role, for purposes of this certification, means that the student will serve:

- As an Assistant Principal or Principal (with a Probationary Certificate)
- On a Leadership Committee
- On a CIP Committee
- As Department Chair
- As a Curriculum Specialist
- Other (with permission of the Educational Leadership Coordinator at SRSU)

Please specify the leadership position that this student currently holds:

By signing below, the principal and superintendent or his/her designee do also acknowledge and agree to assist the student in completing the following tasks during the Certificate Program (as part of the student's Practicum coursework):

- 1) work with a collaborative committee or PLC to explore an identified campus problem that is data-driven,
- 2) participate in the creation, implementation, and monitoring of a professional development that is selected based on an identified campus need that is data-driven, and
- 3) participate in the creation, implementation, and monitoring of a campus improvement plan for one identified campus need that is data-driven.

Superintendent, or designee

Date

Principal

Date

For SRSU USE ONLY

Full Admission to Certification Program – in Educational Leadership Program at SRSU
(Yes) _____ (No) _____

Coordinator of Educational Leadership Program

Date

Mod 1 Assn 5

Site Supervisor Practicum Overview Training

Site Supervisor will be sent handbook, PPT, and recording.

They will sign a form confirming they understand the requirements of the program. It will be given to you and you will submit it in Blackboard

Module1 Assn6

Log and Reflection

- Interns will maintain a Weekly Log & Reflection Form
- Interns must follow-up and ensure that the Site Supervisor signs each Weekly Log
- Interns must upload each signed Weekly Log to Blackboard

Weekly Logs and Reflections

Must total at
least 160 hours

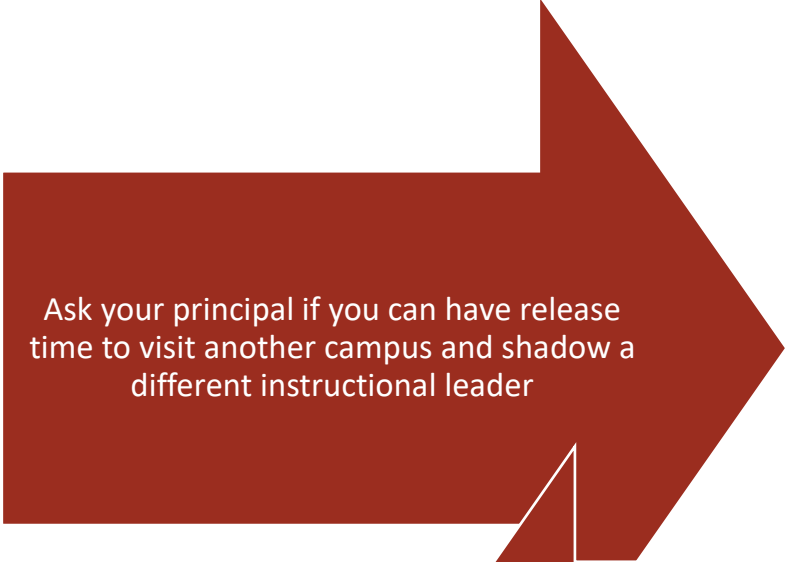
Must represent
experience in
ALL domains

Must be signed
by your site
supervisor

Must write a
reflection!

Principal Competencies Domains I - VI

- Get out of your comfort zone
 - ARD meetings
 - 504 meetings
 - Discipline hearings
 - PLCs led by other leaders
 - Board meetings
 - District-level meetings (with your principal)
 - PTO/PTA
 - Master schedule development
 - Budget development
 - Physical plant/Maintenance
 - Hiring committees



Ask your principal if you can have release time to visit another campus and shadow a different instructional leader



Don't keep doing the same things

- Lunch duty
- Athletic/Extracurricular Supervision
- Field Trips
- Test Coordination

Domain (6) & Competencies (11)

The Test Framework (Knowledge and Skills Statements)

The content assessed by the TExES Principal as Instructional Leader Certification Assessment (268) is provided below.

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).

- A. ***Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals**
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. ***Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment**
- H. ***Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture**
- I. ***Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students**
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale



Module 2

Mod2

Assn 1:

Meet and Greet

Meeting between field supervisor and site supervisor

Approval from site supervisor/principal for:

- Student Learning Problem
- Data Team Members
- Sign Checklist form

Module2 Assn2 and 3

Log and Reflections

- Interns will maintain a Weekly Log & Reflection Form
- Interns must follow-up and ensure that the Site Supervisor signs each Weekly Log
- Interns must upload each signed Weekly Log to Blackboard



Module 3

Data Team Meetings

Data Team Meetings in Practicum I

1st Meeting: Data Analysis

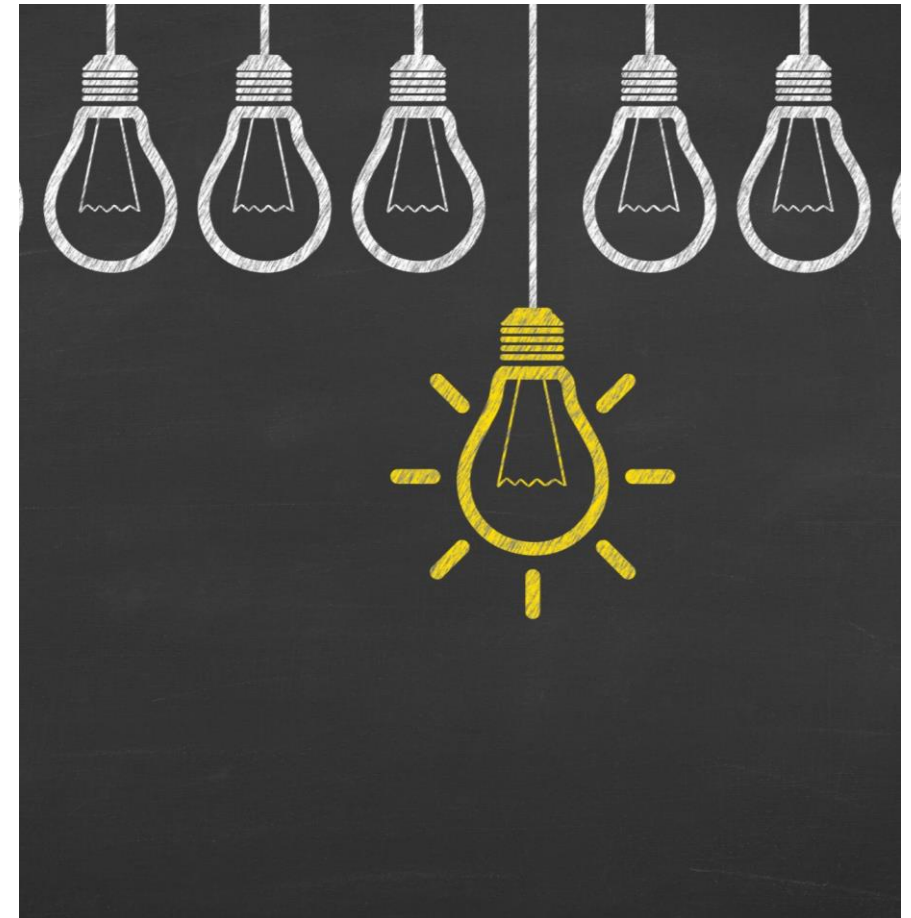
- TAPR
- Item Analysis (eduphoria, DMAC, etc.)

2nd Meeting: Root Causes Analysis

- 5 Why Process
- Fishbone Diagram
- Why? Why? Why?
- Verify Causes Tree
- Problem Statement
- SMART Goals

3rd Meeting: Instructional Strategies to Solve the Problem

IMPORTANT: Read Data Coach's Guide Before Planning the Meetings



Data Team Meeting Expectations

Pre-Work (Before Data Team Meeting)

- Schedule Pre-Conference with Field Supervisor
- Schedule Data Team Meetings Early
- Share Meeting Dates with Field Supervisor
- Include Field Supervisor in any e-mail communication with your Data Team
- Communication with Site Supervisor & Field Supervisor
- Submit meeting materials on Blackboard for feedback
 - Agenda
 - Presentation Materials

Post-Work (After Data Team Meeting)

- Reflection Form
- Feedback Forms
- Conversation Tracker

Practicum Observation Meeting Recordings and Reports

Video Recording of Meeting

- If field supervisor is unable to attend the meeting “in person” you will record the meeting and post link to Video Recording and all relevant documentation in Blackboard Module
 - Recommend recording each meeting for PASL
 - MUST be at least 45 minutes

Observation Report

- FS emails you report
- Complete reflection and get signatures from site supervisor
- Submit signed document to Blackboard
- Email document to Education Reports
- You must submit to BB and Education Reports to get a grade for assignment



Sul Ross State University Practicum Observation Form
Educational Leadership Program, Alpine, Texas

Observation No. _____ Practicum: _____ Semester/Year: _____
 Field Supervisor/Email/Phone: _____
 Intern: _____ Practicum Start Date: _____
 Site Supervisor: _____ District/Campus: _____

Date of 1st Contact: _____
(Note: 1st Contact is the Data Team Selection Meeting with Intern, Site Supervisor, and Field Supervisor required in ED7100, which must take place within the first 3 weeks of the Practicum Start Date and cannot be used as a formal observation.)

Pre-Conference: Held Prior to Observation

Intern	Orientation Date	Notes

Observation: Intern's Facilitation of the Data Team Meeting

Intern	Date	Start Time	Ending Time	Face to Face (F2F)/Virtual
Observation Summary:				

Revised 08/2020

Page 1 of 3

Intern's Progress Towards Mastery of the State Board of Educator Certification Standards Required for the Principal Certificate

Below, is an evaluation of the Principal as Instructional Leader Intern's progress towards mastery of the State Board of Educator Certification Standards for the Principal Certification. Please complete an evaluation for each Principal Standards (TAC 241.15) by checking the appropriate box that reflects the Intern's mastery at the time of this Observation.

Principal Standards (TAC 241.15)	Exceeds Expectation	Meets Expectation	Below Expectation
Domain I: School Cultures (School and Community Leadership)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain II: Leading Learning (Instructional Leadership/Teaching and Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain III: Human Capital (Human Resource Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain IV: Executive Leadership (Communication and Organizational Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain V: Strategic Operations (Alignment and Resource Allocation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain VI: Ethics, Equity, and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Any area receiving a Below Expectation Designation will be addressed immediately.*

Post-Conference:

Date:	Areas of Strength:
Notes:	
	Areas in Need of Reinforcement:

Debrief Intern Activity Log & Reflection:

Total # of Hours Completed as of this Observation	
--	--

Revised 08/2020

Page 2 of 3

Intern Comments/Concerns/Questions:	Field Supervisor Comments:

Plan for next observation (Pre-conference if applicable):

--

Intern Signature: _____ **Date:** _____

Field Supervisor Signature: _____ **Date:** _____

Rubric for Practicum Observation Ratings

Presenter's Name:

Evaluator:

	Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
Domain I: School Cultures (School and Community Leaderships)	<ul style="list-style-type: none"> Leverages <i>all</i> staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused Uses <i>multiple</i> quantitative and qualitative data sources Establishes aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions <i>Consistently</i> uses the plan to guide decision making and adjusts accordingly. 	<ul style="list-style-type: none"> <i>Collaboratively</i> develops a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, <i>metrics</i> and task owners Includes <i>multiple</i> sources of data Ensures the plan is rigorous and instructionally focused. Uses the plan to guide decision-making and adjust accordingly <i>most of the time</i>. 	<ul style="list-style-type: none"> Develops an improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, <i>metrics</i> and task owners. Includes <i>minimal</i> sources of data. Uses the plan to guide decision-making and adjust accordingly <i>occasionally</i>. 	<ul style="list-style-type: none"> Develops an improvement plan based on <i>limited</i> data and provides staff with the plan. Sources of data are not included.
Domain II: Leading Learning (Instructional Leadership/Teaching and Learning)	<ul style="list-style-type: none"> <i>Effectively</i> communicates in an understandable and <i>thorough</i> manner the types of data, analysis of the data, and identification of problems. <i>Thoroughly</i> reviews the process for selecting a targeted problem from the data in an <i>understandable</i> and <i>effective</i> way. <i>Consistently creates</i> plans for professional development that impacts school priorities and student outcome goals 	<ul style="list-style-type: none"> Communicates <i>generally</i> the types of data, analysis of the data, and identification of problems. <i>Generally</i> reviews the process for selecting a targeted problem from the data. <i>Generally creates</i> plans for professional development that impacts school priorities and student outcome goals. 	<ul style="list-style-type: none"> Communicates <i>some</i> the types of data, analysis of the data, and identification of problems. <i>Minimal</i> review is provided of the process for selecting a targeted problem from the data. Professional development plan provided. 	<ul style="list-style-type: none"> Data is not communicated. No review is provided of the process for selecting a targeted problem from the data. Professional development is not provided.



Module 4

Portfolio Defense

Portfolio Defense

In each class you take (except for ED5319 School Law), you will add Pillar Assignments and Action Research assignments to the Portfolio.

These Pillar Assignments are **ALIGNED TO THE PASL** and will also assist in preparing you to take the TExES 268. So, please read comments and make recommended changes.

The Portfolio Rubric is your guide to what to include in the Portfolio. **ALL SUBHEADINGS ON THE RUBRIC ARE MANDATORY AND MUST BE INCLUDED.**

The slide information should summarize your narrative reports and artifacts which will be attached by link.

PORTFOLIO DEFENSE POWERPOINT AND PRESENTATION SCORING RUBRICS

Student Name:		Student E-mail:	
Date of Defense:		Student phone:	
Panel Members:		Submitted by:	

No.	Assignment Name	Exceeds Expectations 4-5 points Student addresses all aspects of the question thoroughly and provides specific examples from the assignment to support his/her answer. Student clearly knows and understands the content.	Meets Expectations 2-3 points Student partially addresses the question with some specificity and may provide an example that partially supports his/her answer. Students indicates some understanding of content.	Below Expectations 0-1 Point Student does not address the question asked or does not demonstrate an adequate understanding of the information or provide supporting example(s) for his/her answer.
PORTFOLIO POWERPOINT/WRITTEN ARTIFACTS				
1.	Introduction and Resume			
PILLAR ASSIGNMENTS				
2.	Pillar 1 School Culture & Vision			
3.	Pillar 2 Communication with Stakeholders			
4.	Pillar 6 Hiring, Selection & Retention			
5.	Pillar 7 Diversity & Equity			
ACTION RESEARCH				
DATA ANALYSIS (Pillar 3-ED5332, ED7304 & ED7100) Cut & Paste the Entire Data Analysis PowerPoint here INCLUDING THE FOLLOWING ARTIFACTS:				
6.	TAPR Data Collection Templates (Demographics, Student Achievement-TAPR) (ED5332)			

Mod4 Assn 1

Collaborative Review of Portfolio

- Practice with a partner/small group
 - To be assigned by instructor
- Write presentation script
- Take turns presenting PowerPoint
- Provide feedback using presentation rubric

Mod4 Assn 2

Mock Portfolio Presentation to Field Supervisor

- Revise presentation script and/or PowerPoint based on feedback from colleagues
- Present to field supervisor
- Use feedback to improve presentation script and/or PowerPoint



Module 5

Mod 5 Assn 1

Certify Teacher

Quizzes

Pathway to Success!

ED 5309: Full Length Practice Test



ED7100: Practice Quizzes in Study Mode

Domain 2

Domain 3

Domain 4



ED7101: Practice Quizzes in Study Mode

Domain 1

Domain 5

Domain 6

About our Products

[Computer Simulated Exams](#)

[Exam Preparation Tips](#)

[Study and Exam Modes](#)

[Flashcards](#)

[Test Development Professionals](#)

Licenses

[Study Material](#)

[Return Policy](#)

Administrative

[Test Item Writer](#)

[How to become an Author](#)

We know how hard it is to pass an educator certification exam and what it takes to get there -- knowledge

Our Solutions are 100% compliant with the most current state standards and required test technology

Let us help you!



List of Interactive Practice Tests for Texas

Exam name	Exam code	Online access	Order
Principal as Instructional Leader	268	\$180	Buy Now
English Language Arts and Reading/Social Studies 4-8	113	\$80	Buy Now



Words of Wisdom

Amber McWilliams

Class of Spring 2022

- "I would say the most important thing is to stay organized. Save everything by course and name of assignment as well as the course number (it will save you hours in the end). The second thing I would say is to make a plan at the beginning of each week of what you want/need to get done that week and make a schedule. That helped me stay organized with completing the most important things. Lastly, make friends with your colleagues! Manny and I became extremely great friends through this process and bounce ideas off each other all the time. It helps to have someone else who has gone through the process with you. Take it one semester at a time! You can do this. Use the guidance of the leadership and teachers in this program and you will be successful!"

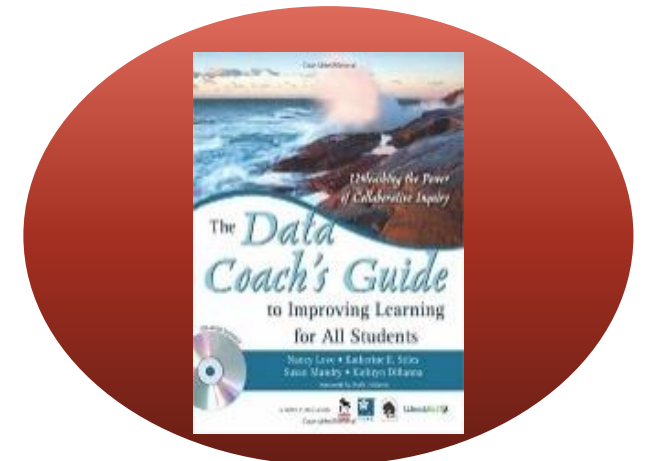


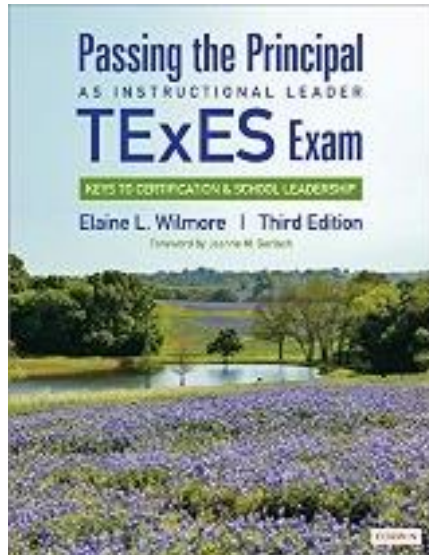
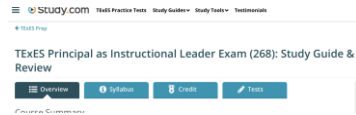
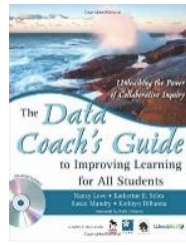
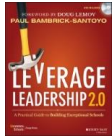
Questions???





Practicum III Overview



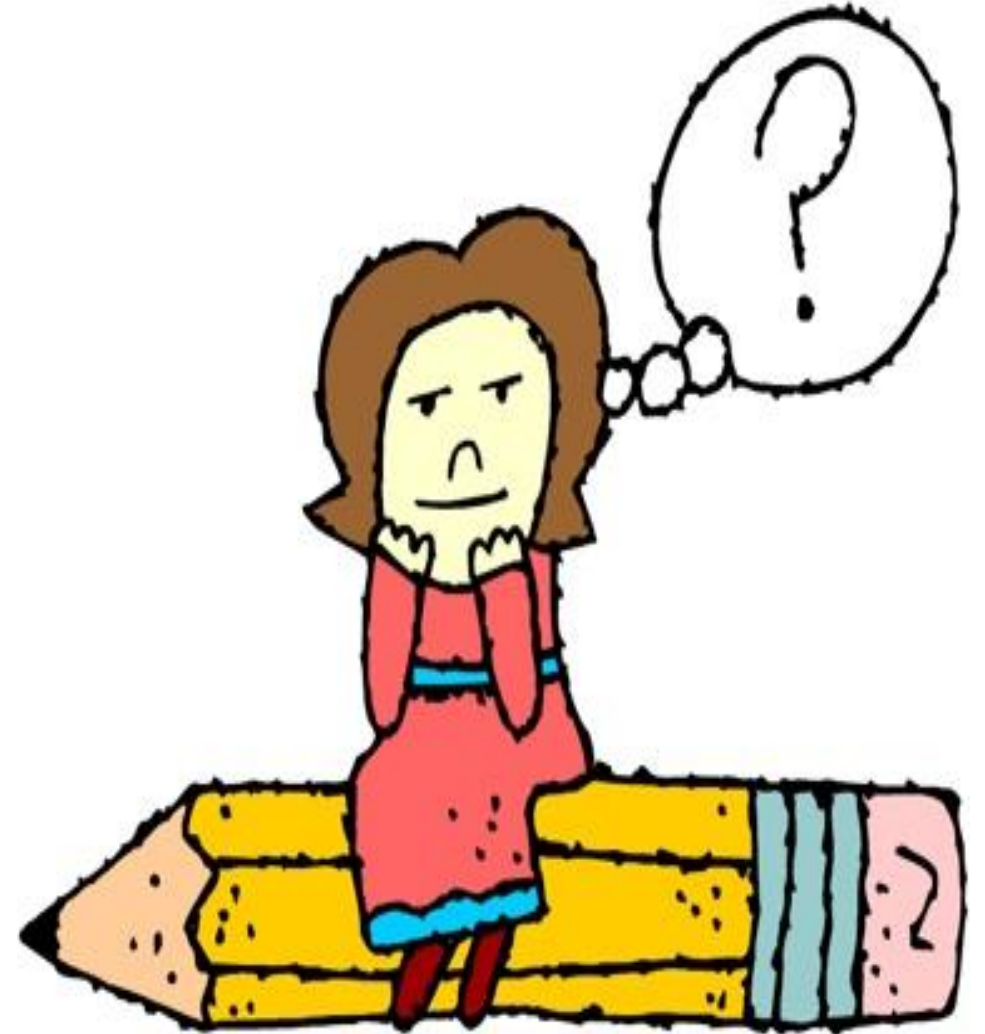


Welcome!


ED 7102-Practicum III

Agenda

- **Reflections**
- **Practicum III Requirements and Timelines**
 - Data Team Meetings
 - Weekly Logs/Reflection
- **TExES 268 Certify Teacher Practice Test**
- **TExES 268 Pearson Practice Test**
- **TExES 368 PASL Overview**
- **Portfolio Defense Overview**
- **ED6355 Syllabus and Textbooks**
- **Blackboard Upgrade: Ultra Base**



What does it feel like to facilitate a Data Team Meeting/Training?



Synectics

- Choose one of the following pictures that reflect your thoughts on working with data. Type your response in the Chat feature.

Reference: Activity 1.1: Connect as a Team, Data Coach's Guide

Synectics: a problem-solving technique that seeks to promote creative thinking, typically among small groups of people of diverse experiences and expertise.

Data Team Meetings

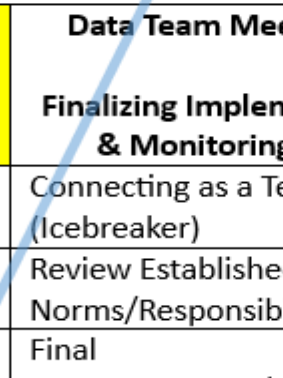
ED 7100: Practicum 1

Data Team Meeting #1 Building the Foundation	Data Team Meeting #2 Discovering the Problem	Data Team Meeting #3 Finding the Root Cause & Possible Solutions
Connecting as a Team (Icebreaker) Visual Synectics	Connecting as a Team (Icebreaker) Review Established Norms/Responsibilities	Connecting as a Team (icebreaker) (Review Established Norms Icebreaker/Responsibilities)
Using Data Process (PPT)	Data Team Roles/Responsibilities/Norms	Prioritize Student Learning Problems
Data Analysis Findings (PPT)	Establish Collaborative Norms	Draft Student learning Goal Statement
Intro to Data Team Roles/Responsibilities/Norms	Identifying Student Problem and Data Collection (Deeper Dive into Data)	Cause & Effect Analysis
Pre-PD Survey	Feedback Survey	Feedback Survey
Feedback Survey	Closure	Closure
Closure		

ED 7101: Practicum 2

Data Team Meeting #4 Exploring Solutions/Strategies	Data Team Meeting #5 Building the Implementation & Monitoring Plan	Data Team Meeting #6 Planning the Professional Development	mid-yr PD Survey-TBD
Connecting as a Team (Icebreaker) /Responsibilities	Connecting as a Team (Icebreaker) /Responsibilities	Connecting as a Team (Icebreaker) /Responsibilities	
Review Established Norms	Review Established Norms	Review Established Norms	
Review Student Learning Problem and Goal	Review Solutions/Strategies	Review Logic Model	
Review Root Cause	Build the Logic Model	Complete I & M Plan	
Explore Possible Solutions/Strategies	Introduce Implementation/Monitoring Plan	Finalize PD agenda/date/participants	
Feedback Survey	Feedback Survey	Feedback Survey	
Closure	Closure	Closure	

ED7102: Practicum 3



Data Team Meeting #7 Delivering the Professional Development	Data Team Meeting #8 Finalizing Implementation & Monitoring Plan	Weekly Data Team Meeting #9 Mid-point (End of Cycle 1) Results/Adjustments	Data Team Meeting #10 Celebrating Results
Connecting as a Team (Icebreaker)	Connecting as a Team (Icebreaker)	Connecting as a Team (Icebreaker)	Connecting as a Team (Icebreaker)
Review Established Norms/Responsibilities	Review Established Norms/Responsibilities	Review Established Norms/Responsibilities	Review Established Norms/Responsibilities
Professional Development Session Observation is Meeting #7 (only one observation)	Final Implementation/Monitoring Plan <ul style="list-style-type: none"> ○ Strategy Implementation ○ Observation Protocol ○ PASL Observation Schedule ○ Assessment Plan ○ Weekly Data Team Meeting Schedule 	Mid-point Assessment Results <ul style="list-style-type: none"> ○ Student Achievement Worksheet ○ Review of Strategies implemented Adjustments to I & M plan	<ul style="list-style-type: none"> ○ Review Process ○ SMART Goal ○ Identified Causes ○ Strategies Implemented/I & M Calendar ○ Student Achievement Worksheet ○ Celebrate Success-SMART Goal ○ Next Steps—Moving Forward
Feedback Survey	Post PD Survey	Feedback Survey	
Closure	Feedback Survey	Closure	
	Closure		
			Feedback Survey/Closure

Weekly Logs and Reflections

Must total at
least 160 hours

Must represent
experience in
ALL domains

Must be signed
by your site
supervisor

Principal Competencies

Domains I - VI

- Get out of your comfort zone
 - ARD meetings
 - 504 meetings
 - Discipline hearings
 - PLCs led by other leaders
 - Board meetings
 - District-level meetings (with your principal)
 - PTO/PTA
 - Master schedule development
 - Budget development
 - Physical plant/Maintenance
 - Hiring committees
- Ask your principal if you can have release time to visit another campus and shadow a different instructional leader
- Don't keep doing the same things
 - Lunch duty
 - Athletic/Extracurricular Supervision
 - Field Trips
 - Test Coordination

There is a specific pathway to prepare for the TExES 268 Pearson Practice Test

- In ED5309 you took the TExES 268 Certify Teacher full-length Practice test in to establish a baseline.
- In ED7100-Practicum I, you took additional practice tests in Study Mode for Certify Teacher Domains II, III, and IV.
- In ED7101-Practicum II, you will take additional practice tests in Study Mode for Certify Teacher Domains I, V, and VI.
- In ED3333, for any domains in which you scored below 80%, you will go back and study examples for those competencies. You must log-in at least 6 hours of study time. You can track these hours with the “Study Plan Tracker” tab. You will retake any quizzes until you score an 80% or higher.
- In ED5333, you will submit your 6 hours of Certify Teacher study certificate.
- In ED5333, you will take the PEARSON full-length TExES 268 Exam (the cost is \$10.00). You do not need to take another Certify Teacher Practice exam.
- **If you score 80% on the Pearson TExES 268 exam, your work is finished for this assignment. If not, you must complete supplemental coursework to fulfill this requirement. Please see your instructor for details.**

Certify Teacher Resources

- [Purchase Certify Teacher Here](#)

- **OTHER USEFUL LINKS:**

[ETS Performance Assessment for School Leaders \(PASL\) - Assessment Overview](#)

[Preparation Manual \(nesinc.com\)](#)


[Resources and Test Prep for the PASL Assessment \(ets.org\)](#)

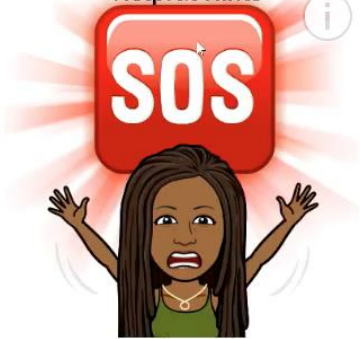
The screenshot shows the Certify Teacher web application interface. At the top left is the logo for 'Certify Teacher' with the tagline 'Practice Software for Educator Certification'. The top right corner displays a user greeting: 'Welcome, Jennifer Haan'. Below the header is a navigation bar with a home icon and the text 'Home > How to Use This Product', along with the 'Last Login : 05/09/2022 16:10:23'. A left-hand navigation menu lists several options: Exam, Main Menu, How to Use This Product (which is currently selected), Exam History, Test-Taking Tips, Competencies, Study Plan Tracker, My Messages (with a notification badge), and Test Software. The main content area features a large blue graphic with the text 'Certify Teacher provides Focused Time & way to identify the information' and a link 'How to Use This Product'.

TE_xES 268: Constructed Response Resources

[Coaching Up with Tina H.](#)

Press **Esc** to exit full screen

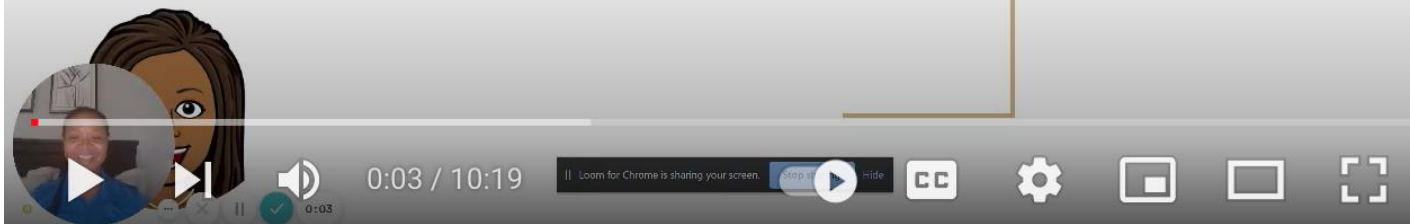
Helpful Hints 



Preparing for the
TE_xES 268 Exam *part 2*
Constructed Response #1
Format

Helpful Hint #23

SUBSCRIBE



0:03 / 10:19

Loom for Chrome is sharing your screen. [stop it](#) [hide](#)

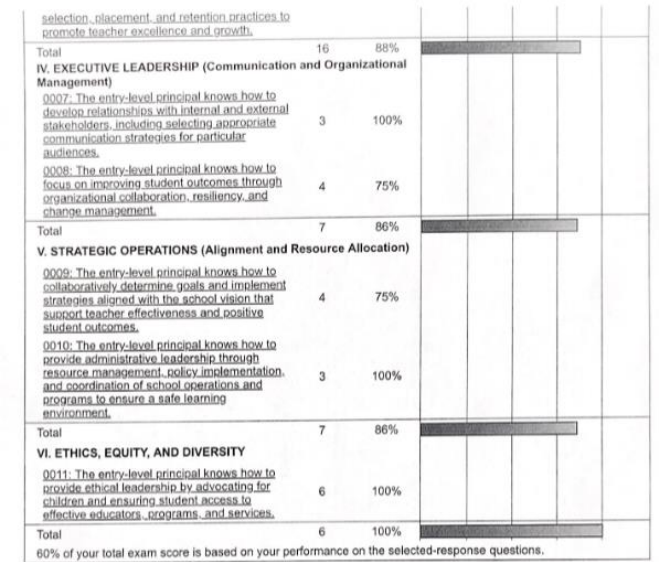
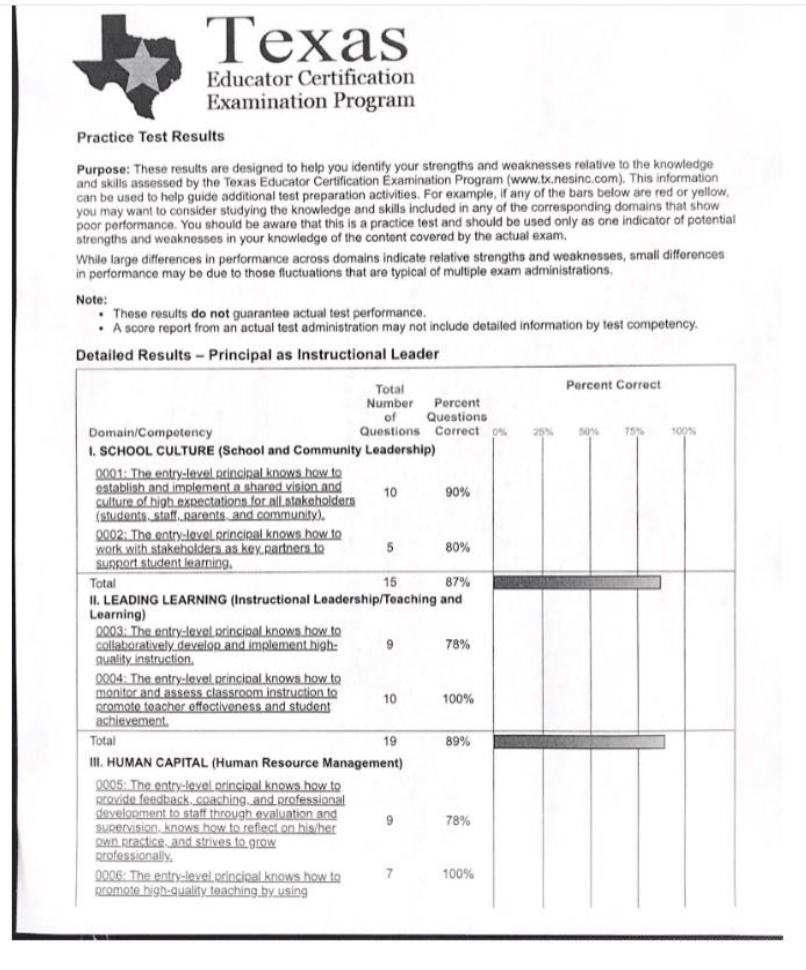
CC

Settings

Fullscreen

Pearson Practice Exam

- [Purchase Practice Exam Here](#)



Graph Legend:

- a green bar indicates 76% to 100% correct
- a yellow bar indicates 51% to 75% correct
- a red bar indicates 0% to 50% correct

CONSTRUCTED-RESPONSE

Domain II and III
Constructed-Response Question 1

Domain II
Constructed-Response Question 2

Domain II
Constructed-Response Question 3

Domain I
Constructed-Response Question 4

TAKE THIS LAST!!! You need to score 80% or higher in each domain!

The *ETS*® Performance Assessment for School Leaders (PASL)

PPAT Assessment

Performance Assessment for School Leaders (PASL)

➤ [About the PASL](#)

[Register](#)

[Task Requirements](#)

[Prepare](#)

[Building and Submitting Your Tasks](#)

[Scores](#)

[Frequently Asked Questions](#)

School leadership candidates required to submit a performance assessment now have another assessment choice — the *ETS*® Performance Assessment for School Leaders (PASL).

The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders.

The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. A video of you facilitating a collaborative team during your internship experience is required as one of the components for Task 3. Task responses can be created throughout your clinical experience rather than at the end, allowing you to continually refine your professional practice.

You will complete tasks by entering and submitting a written response and uploading artifacts via an online submission system. Within the online system, you can:

- enter a written response to each task
- link the required documents and artifacts to the written response
- upload the required video
- upload the required permission forms
- edit, save, delete and change responses up until submission

PASL Task 1

The Focus Statement

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 1: Problem Solving in the Field

In this task, you will demonstrate your ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders website](#).

Step and Task Textbox Numbering

- Step 1: Identifying a Problem/Challenge
 - ✓ Textbox 1.1.1: Identifying the Problem
- Step 2: Researching and Developing a Plan
 - ✓ Textbox 1.2.1: Researching the Plan
 - ✓ Textbox 1.2.2: Developing the Plan
- Step 3: Implementing the Plan
 - ✓ Textbox 1.3.1: Strategies
 - ✓ Textbox 1.3.2: Analysis
- Step 4: Reflecting on the Plan and the Resolution
 - ✓ Textbox 1.4.1: Reflecting on the Plan and the Resolution



PASL Task 2

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 2: Supporting Continuous Professional Development

In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders website](#).

Task 2

Overview of the Structure: The Steps

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analyzing Three Participants' Responses

Step 4: Reflecting on Building-level Professional Development

PASL Task 3

ETS® Performance Assessment for School Leaders (PASL)

Task Requirements

Task 3: Creating a Collaborative Culture

In this task, you will demonstrate your ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement and the school culture.

Standards

Each of the guiding prompts to which you will be responding is directly aligned to the standards upon which this task was developed. To read your specific state or national standards before beginning your work, access them on the [Performance Assessment for School Leaders website](#).

Task 3

Overview of the Structure: The Steps

Step 1: Identifying the Collaborative Team

Step 2: Developing a Plan to Improve Instruction, Student Learning and the School Culture

Step 3: Implementing the Plan to Improve Instruction, Student Learning and the School Culture

Step 4: Reflecting on the Collaborative Team and the School Culture

ETS PASL Overview Videos

- [PASL Video One](#)
- This video reviews the following topics:
 - Introduction to PASL
 - Score Reporting Process
 - Score Reporting to Candidate and Preparation Programs (University)
 - PASL Resources
- [PASL Video Two](#)
- This video reviews the following topics:
 - Structure of the PASL Tasks
 - Overview of Each PASL Task
 - Resources for Candidates and Preparation Programs (Universities)

Sign up in ED5333

- Saturday, April 20

OR

- Sunday, April 21

Practice Session
with Field
Supervisors
scheduled in
Practicum III

ED6355: Instructional Leadership

1

Review

- Review syllabus

2

Purchase

- Purchase required texts

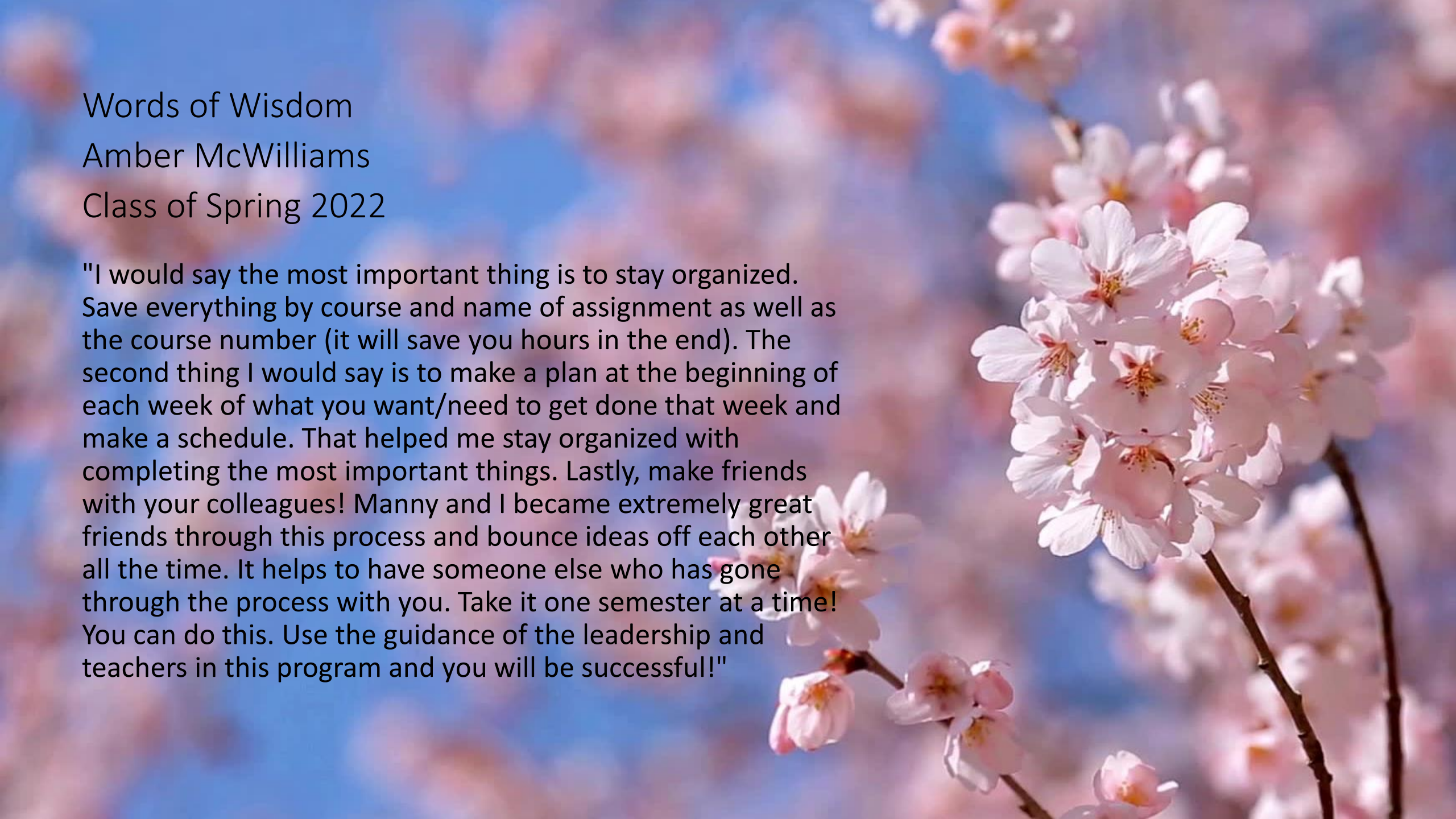
3

Review

- Review due dates

- Mandatory Workshops (via Teams): February 3
 - Observation/Feedback & Coaching
 - 10:00am – 2:00pm (CST)
 - 9:00am – 1:00am (MST)
- 100 points - Includes 45-minute working lunch

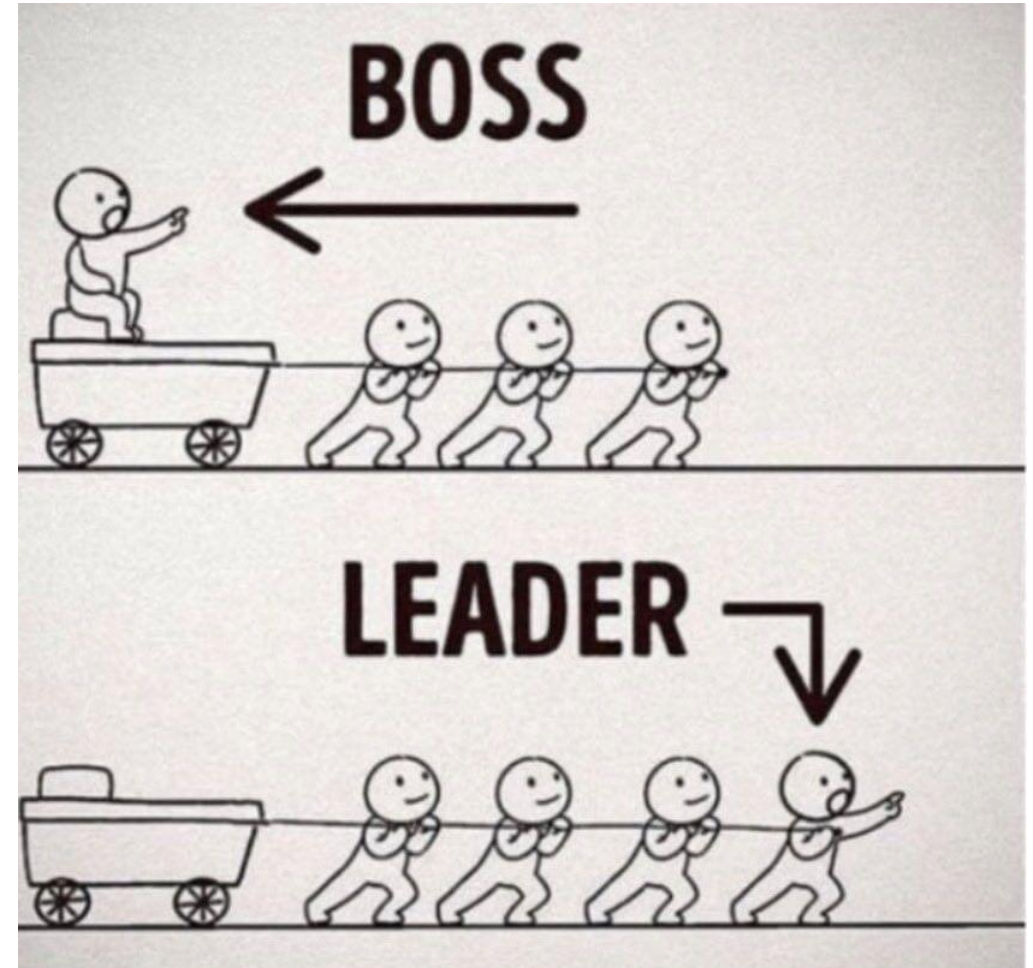




Words of Wisdom
Amber McWilliams
Class of Spring 2022

"I would say the most important thing is to stay organized. Save everything by course and name of assignment as well as the course number (it will save you hours in the end). The second thing I would say is to make a plan at the beginning of each week of what you want/need to get done that week and make a schedule. That helped me stay organized with completing the most important things. Lastly, make friends with your colleagues! Manny and I became extremely great friends through this process and bounce ideas off each other all the time. It helps to have someone else who has gone through the process with you. Take it one semester at a time! You can do this. Use the guidance of the leadership and teachers in this program and you will be successful!"

Leading
with *heart*
is about engagement.
It's about seeing
your people
through the eyes
*of **empathy first***
*then through the eyes of **culture**,*
and finally through the eyes of
impact.



S U C C E S S

isn't just about
what you accomplish
in your life,
it's about
what you **INSPIRE**
others to do.