

# Syllabus | ED7100 Practicum I

Fall 2019



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## Course Description

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A course which provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours under the supervision of school personnel (principals and superintendents) and university faculty.

## Performance Standards, Goals, and Learning Objectives

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### Course Performance Standards, Knowledge and Skills and Learning Objectives:

ED 7313 will contribute to the following Program Learning Outcomes (PLOs):

- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**

- **Competency 5-The beginning 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 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning 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.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a “leader” and a “manager.”
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

**ED 7313 will address the following Student Learning Outcomes (SLOs):**

The practicum serves as a capstone course for the principal certification program. It is designed to allow the intern the opportunity to practice the knowledge gained under the supervision of a certified principal or superintendent in the field and university faculty. Interns will be supervised in the role of principal in the public schools.



- Interns will receive direct practice in executing the daily activities which public school principals routinely face in the day to day operation of a public school campus.
- Interns will complete written activities which carefully chronicle the specific activities which are encountered in their work with their principal mentor.
- Interns will reflect on the various practices in their practicum which help to shape them as a public school campus leader such that they can demonstrate a comprehensive understanding of what a principal in a public school is expected to do on a daily basis.
- Interns will demonstrate a clear understanding of how budgets as a matter of practice as a public school campus leader impact the daily and long range operations of the campus.

### **TEExES Standards:**

The Texas Principal Standards have been developed and utilized in T-PESS in accordance with [Chapter 149 of the Texas Administrative Code](#).

### **Chapter 149. Commissioner's Rules Concerning Educator Standards**

#### **Subchapter BB. Administrator Standards**

#### **§149.2001. Principal Standards.**

- (a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.
- (b) Standards.
- (1) Standard 1—Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- (A) Knowledge and skills.
- (i) Effective instructional leaders:
- prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
  - implement a rigorous curriculum aligned with state standards;
  - analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
  - model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and
  - routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
- (B) Indicators.
- Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
  - Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
  - Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
- (2) Standard 2—Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- (A) Knowledge and skills.
- (i) Effective leaders of human capital:
- treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
  - ensure all staff have clear goals and expectations that guide them and by which they are assessed;
  - are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
  - ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
  - facilitate professional learning communities to review data and support development;
  - create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
  - use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.



- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
- (A) Knowledge and skills.
- (i) Effective leaders of strategic operations:
- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
- (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
- (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.
- (B) Indicators.
- (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.
- Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.
- Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

## Materials

### Required Text

- There is no required text for this course but students must review the Sul Ross Educational Leadership Practicum Handbook. This Handbook contains all of the course requirements for the Practicum and is incorporated here.

### Assignments and Grades

The Assignments are listed below. Descriptions are found in the Educational Leadership Practicum Handbook which is incorporated into this Syllabus. Students should read the Handbook carefully.

Assignment	Category/Percentage	Due Dates
<b>CLASS MEETING-Orientation</b>	Class/Orientation	April 27
Completed Personal Contact Info	Forms	May 29
Summary of Problem Challenge/Data	Report	May 29
AEL & T-TESS Certificates	Forms	Once

Practicum Agreement Form	Forms	Completed May 29
Item Analysis Report	Data Team	Sept. 9
Meet with Dr. Medellin to review the Conclusions of your Item Analysis Report	Data Team	Sept. 9-12
<b>Class meeting for 2-hour to prepare for Class Presentation of Practice Data Team Meeting</b>	Class—you will do this with me	Sept. 15
<b>CLASS MEETING – PRACTICE DATA TEAM MEETING submit group activity templates and individual data report.</b>	Class	<b>Sept. 17</b>
1st Log & Reflection	Forms	Sept. 17
<b>Meeting with Site &amp; Field Supervisors (and Intern)</b> to Determine Selection of Data Team; Submit templates completed.	Selection & Meeting	Sept. 20
Submit 1 <sup>st</sup> Observation Report-signed within 1 week of receipt of form	Forms	
Data Team Meetings – scheduled by Intern with communication with Field Supervisor	Must have at least one completed	Sept 20-28
2 <sup>nd</sup> Log & Reflection	Forms	Sept. 30
Submit materials generated from 1 <sup>st</sup> Data Team Meeting no later than 1 week after meeting; copy Field Supervisor on all scheduling emails and calendar	Data Team Forms	According to established calendar with team
If a 1a Data Team Meeting is need, submit materials generated from 2 <sup>nd</sup> Data Team Meeting no later than one week after meeting	Data Team	According to established calendar with team
Submit materials generated from 2 <sup>nd</sup> Data Team Meeting no later than 1 week after meeting	Data Team	According to established calendar with team
Submit materials generated from the 3 <sup>rd</sup> Data Team Meeting no later than Oct. 7; 2 <sup>nd</sup> Observation – Video Review; 3 <sup>rd</sup> Log & Reflection	Data Team	Oct. 14—all meetings and reports completed and posted; continue with Practicum II requirements
<b>TOTAL POINTS:</b>	<b>100%</b>	

The **grading policy** for this course is as follows: Students must complete all Practicum required hours, meetings, and paperwork.

### Categories:



- Groups 20%**
- Meetings 25%**
- Data Reports 35%**
- Forms 10%**
- Orientation-Topic Defense 10%**

100-90% equate to an A,  
89-80% equate to a B  
79-70% equate to a C  
69-60% equate to a D  
59-50% or less receive an F.

"Cs" are not accepted in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

## Blackboard and Online Access

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This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

## Learning Environment & Grading Policy

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Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.

7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartzze, M.Ed., LPC  
Accessibility Services Coordinator  
Counseling & Accessibility Services  
Ferguson Hall, Rm #112  
P.O. Box C-122  
Alpine, TX. 79832  
[mschwartzze@sulross.edu](mailto:mschwartzze@sulross.edu)

And don't forget, we offer personal counseling services for students, faculty and staff.