

Syllabus | ED7102 Practicum III

Spring 2020

Connie F. Vasquez M.Ed.

Instructor

Educational Leadership Program

Phone: (915) 449-7471 (cell)

Email: conniefattorini@yahoo.com



Virtual Office Hours Via Blackboard Collaborate:

Tues and Thurs, 6:00pm – 9:00pm (MST)

Or by appointment

Course Description

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

Course Performance Standards, Knowledge and Skills and Learning Objectives:

ED 7102 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 nows 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 7102 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.

Student Learning Objectives: At the conclusion of this course, students will be able to do the following:

Data Driven Instruction

- Components of quality assessments, including alignment and rigor (K)
- Multiple forms of assessment (K)
- Definition of “highest leverage” (K)
- Qualities of a strong student exemplar aligned to the standard (K)
- Components of a strong reteach plan (K)
- Data collection tools and analysis protocols (K)
- Implement consistent systems for the collection of student achievement data at regular intervals (formative and summative) (S)
- Intentionally plan all components of the data meeting, including anticipated teacher responses. (S)
- Establish strong systems and protocols to ensure that all teachers have a clear understanding of their role, in order to ensure participation and timeliness. (S)
- Deeply understand the focus standard and define the aligned exemplar response. Create or identify an exemplar response so that all can see the bar for rigor. (S)
- Analyze student work to identify the gaps between student performance and the exemplar, to identify the highest leverage misconception. (S)
- Leverage reflective questioning to support the teacher in uncovering the highest leverage error and conceptual misunderstanding (S)
- Identify the most appropriate approach to teach highest leverage misconception. (S)
- Plan intentional practice to support teachers in their ability to address the misconception during the reteach (S)
- Provide in-the-moment feedback to support teachers in ensuring their reteach effectively addresses the highest leverage misconception (S)
- A conceptual adjustment involves the need to know each student’s mastery, or lack of, after every lesson and concept has been taught (M)
- Leaders should push teachers to develop a better understanding of why students are not performing well on content that has been taught and what action is needed(M)
- The use of rubrics containing a progressive continuum of performance expectations that better supports teacher reflection and development is best practice (M)
- Data driven instruction can serve student achievement in multiple formats – it should look different to support different ages and ability groups (M)
- To effectively address student errors and misunderstandings, students should receive feedback and practice until they demonstrate mastery of the skill entirely on their own (M)

Observation and Feedback

- Standard criteria for teacher performance on a continuum of proficiency (K)
- Developmental process of acquiring pedagogical skills in terms of both management and rigor (K)
- Definition of “highest leverage” (K)
- Characteristics of high quality action steps (K)
- Qualities of a strong exemplar (K)

- Qualities of strong reflective questions (K)
- Develop structures to support the scheduling and implementation of observation and feedback cycles (S)
- Develop systems to track teacher action steps (S)
- Observe instruction through the lens of standard criteria for teacher performance (S)
- Collect low inference data throughout the observation (S)
- Identify the highest leverage gap in teacher performance in relation to standard criteria for teacher performance. (S)
- Develop an aligned action step which is bite-sized, high leverage, and observable and clearly “name it” in plain language. (S)
- Identify or define the exemplar implementation of the highest leverage action step, so that the teacher can “see it”. (S)
- Leverage reflective questioning and low inference evidence to support the teacher in identifying the key elements of the exemplar. (S)
- Analyze teacher actions in relation to the exemplar to identify the highest leverage gaps in the teacher’s performance. (S)
- Leverage reflective questioning to support the teacher in uncovering the highest leverage gaps in their performance. (S)
- Intentionally plan for the practice, with the teacher, ensuring practice aligns to stated action step and the exemplar. (S)
- Facilitate teacher practice in alignment with the stated action step. (S)
- Provide in-the-moment feedback to the teacher to ensure that practice aligns to the stated action step and the exemplar. (S)
- Intentionally plan for a follow-up observation to ensure implementation of the action step. (S)
- Teachers deserve consistent feedback around their practice to fine tune their skills and improve (S)
- Feedback is most effective when it includes concrete action steps, which can be implemented within a week (K)
- Short-cycle, bite-sized feedback allows teachers to develop knowledge and skills rapidly (K)
- Practice is the most impactful component of the coaching conversation in supporting teachers in the development of new skills (K)

TExES Standards: 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:

- (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
- (II) implement a rigorous curriculum aligned with state standards;
- (III) 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;
- (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) 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.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) 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:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) 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;

(V) facilitate professional learning communities to review data and support development;

(VI) 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

(VII) 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 Texts

Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press. ISBN-13: 978-1412950015; ISBN-10: 1412950015

Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). San Francisco, CA: Jossey-Bass.

Wilmore, E.L. (2019). *Passing the principal as instructional leader TExES Exam* (3rd ed.). Thousand Oaks: Corwin. ISBN: 9781544342153.

RECOMMENDED

Bambrick-Santoyo, P. (2016) *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.

TExES principal as instructional leader (268) secrets study guide: TExES test review for the Texas Examinations of Educator Standards (2019). Mometrix Test Preparation. ISBN-13: 978-15167104

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	Points	Due Dates
Class Begins		Jan. 13
Class Meeting: Jan. 14, 5:00pm – 6:00pm MST		Jan. 14
Turn in Research IRB form with signatures		Jan. 18
Module A-Test Preparation, Assn 1-TEExES 268 Practice Exam	11	Jan. 19
Module A-Test Preparation, Assn 2-Leverage Leadership 2.0	3	Before April 15
Module A-Test Preparation, Assn 3-Wilmore text	4	Before April 15
Module A-Test Preparation, Assn 4-Retest	3	Before April 15
Mod1Assn1-Data Team Meeting to Finalize Implementation and Monitoring Plan	20	Jan. 31
Mod2Assn1-Week 1 Implementation & Monitoring	5	Feb. 14
Mod2Assn2-Week 2 Implementation & Monitoring	5	Feb. 21
Mod2Assn3-Week 3 Implementation & Monitoring	5	Feb. 28
Mod2Assn4-Week 4 Implementation & Monitoring	5	March 6
Mod2Assn5-Week 5 Implementation & Monitoring	5	March 13
Mod2Assn6-Week 6 Implementation & Monitoring	5	March. 20
Mod3Assn1-Gather videos from Data Team reflecting on Self-Growth as a Collaborative Member	5	March 27
Mod4Assn1-Action Research Presentation	13	April 5
Mod4Assn2-Presentation Participation	11	Tentative April 10, 11, 12
CLASS MEETING		
TOTAL POINTS:	100%	

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

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

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.

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor's office hours. Please note that instructors are not allowed

to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact:

Accessibility Services Coordinator
(432) 837-8203
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832

The Counseling & Accessibility Services office also offers personal counseling services for students, faculty and staff.