

## Syllabus | ED7100 Practicum I Fall 2021

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Educational Leadership Program  
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Mon. and Weds. 10:00m – noon (CST)  
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or by appointment

### Course Description

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This course 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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**ED 7100 contributes to the following TExES Competencies Program, Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs), and Student Marketable Skills. This course is also aligned to the TExES Principal Standards outlined in Texas Administrative Code §149.2001 available at <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>.**

#### **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 7100 will address the following Student Learning Outcomes (SLOs):**

Upon successful completion of this course, the student will be able to:

- Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- Ensures that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaborations.

- Respond appropriately to diverse needs in shaping the campus culture.
- Use various types of information to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contribution of students, staff, parents, and community members toward realization of the campus vision.
- Communicates effectively with families and other community members in varied educational context.
- Apply skills for building consensus and managing conflict.
- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communication.
- Develop and implement a comprehensive community relations program.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Models and promotes the highest standard of conduct, ethical principles and integrity in decision-making, actions and behaviors.
- Implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators.
- Apply knowledge of ethical issues affecting education.
- Articulate the importance of education in a free democratic society.
- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
- Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision-making.
- Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for promoting collaborative decision-making and problem-solving, facilitating team building and developing consensus.
- Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

**ED 7100 will address the following Marketable Skills:**

- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Student will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

## Materials

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### Required Text

- Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2018). *The data coach's guide to improving learning for all students* (2018); Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5.  
  
Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0*; Jossey-Bass: San Francisco, CA. ISBN 978-1-119-49659-5.
- In addition to the textbook above, students must review the Sul Ross Educational Leadership Practicum Handbook. This Handbook contains the course requirements for the Practicum and is incorporated here.

### Assignments and Grades

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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.

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

CATEGORIES		
Abbreviations	Description of Categories	Percentage of Total Grade
DT Plan	Data Team Selection Plan	13%
DT Meeting Pre-Work	Data Team Pre-Meeting Documents: i.e., Agendas, Materials, and Emails	25%
DT Meeting w/Post-Docs	Data Team Meetings, Participation Points, and Post-Meeting Documents: i.e., surveys, meeting evaluations, conversation tracker, plans for subsequent meetings	25%
Sup Meet & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections	25%
Quizzes & Practice Tests	CertifyTeacher and Practice Tests	6%
ADM Training & Forms	Administrative Practicum Forms	6%

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.

### 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 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.

<b>Module 1 Assignments</b>	<b>Category with Category % of Grade</b>	
Practicum Overview & Active Listening Workshop (Mandatory)	Sup Meets w/Docs (22%)	Saturday, July 27 (All Day)
Orientation Meeting (Mandatory)	Sup Meets w/ Docs (25%)	Saturday, August 28, (9:45-12:00 pm CST; 8:45-11:00 am MST)
First Day of Class		Aug. 23
Submit Integrated Calendar to Field Supervisor	Sup Meet w/Docs (25%)	Aug. 23
Personal Contact Information	Adm Train/ Forms (6%)	Aug. 23
Practicum Agreement Form	Adm Train/Forms (6%)	Aug. 23
Kognito (Mental Health Training)	Adm Train/Forms (6%)	Aug. 27
Dyslexia Training	Adm Train/Forms (6%)	Aug. 27
Northstar Training	Adm Train/Forms (6%)	Aug. 27
AEL and T-TESS Training Certificates	Adm Train/Forms (6%)	Aug. 27
IRB Submission	Adm Train/Forms (6%)	Aug. 27
Site Supervisor Training Verification	Adm Train/Forms (6%)	Aug. 27
Consent Forms for Video Recordings	Adm Train/Forms (6%)	Aug. 27
<b>Module 2 Assignments</b>	<b>Category with Category % of Grade</b>	
<ul style="list-style-type: none"> <li>• Communicate with administrators to</li> </ul>	Sup Meet w/Docs	Aug. 27

<ul style="list-style-type: none"> <li>add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #1</b> and Calendar for this week and upcoming week to Site and Field Supervisor</li> </ul>	(25%)	
<ul style="list-style-type: none"> <li>• Pre-work for Data Team Selection Meeting;</li> <li>• Submit proposed selection plan with qualifications chart, emails, and other prework.</li> </ul>	DT Plan (25%)	Aug. 25
<ul style="list-style-type: none"> <li>• Meeting with Site Supervisor, Field Supervisor, and Intern to discuss selection of Data Team Members.</li> </ul>	Sup Meet & Docs (25%)	Aug 25-Aug 27
<ul style="list-style-type: none"> <li>• Meet with Individual Potential Data Team Members and submit post-meeting work</li> </ul>	DT Meet & Docs (25%)	Aug 26-Sept 3
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar;</li> <li>• Submit <b>Weekly Log &amp; Reflection #2</b> and Calendar for this week and upcoming week to Site and Field Supervisor</li> </ul>	Sup Meet w/Docs (25%)	Sept. 3
<ul style="list-style-type: none"> <li>• Selection of Data Team Members Narrative Report with Appendices</li> </ul>	DT Plan (13%)	Sept. 7
<ul style="list-style-type: none"> <li>• Submit Pre-work for <b>Practice</b> 1st Data Team Meeting</li> </ul>	DT Meeting Pre-Work (25%)	Sept. 7
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #3</b> and Calendar for this week and upcoming week to Site and Field Supervisor</li> </ul>	Sup Meet w/Docs (25%)	Sept. 10
<b>Virtual Class Meeting</b> – Residents will practice their 1 <sup>st</sup> Data Team Meeting with other residents	DT Meeting w/Post-Docs (25%)	<b>CLASS MEETING Saturday, Sept. 11 9:00 AM-Noon Central Time</b>  <b>Post-Docs due Sept. 13</b>
<b>Module 3 Assignments</b>	<b>Category with Category % of Grade</b>	
<ul style="list-style-type: none"> <li>• Submit Prework for Data Team Meeting -updated &amp; revised Data &amp; Item Analysis presentation; agenda, emails, and pre-meet docs to Data Team</li> </ul>	DT Meeting Pre-Work (25%)	Sept. 13
<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Data Team Meeting with Data Team</b>; Submit post-meet documents</li> </ul>	DT Meets w/Post-Docs (25%)	Sept. 15-20 Post-Meet Docs due Sept. 20
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> </ul>	Sup Meet w/Docs (25%)	Sept. 17

<ul style="list-style-type: none"> <li>• Submit <b>Weekly Log &amp; Reflection #4 and Calendar</b> for this week and upcoming week to Site and Field Supervisor</li> </ul>		
<ul style="list-style-type: none"> <li>• Meet with Site Supervisor &amp; submit <b>1st Observation Form</b> (rec'd from Field Supervisor)</li> </ul>	Sup Meet w/Docs (25%)	Signed due Sept. 23
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #5 and Calendar</b> for this week and upcoming week to Site and Field Supervisor</li> </ul>	Sup Meet w/Docs (25%)	Sept. 24
<ul style="list-style-type: none"> <li>• Pre-Work for 2<sup>nd</sup> Data Team Meeting – Root Cause Analysis</li> </ul>	DT Meeting Pre-work (25%)	Sept. 27
<ul style="list-style-type: none"> <li>• <b>2nd Data Team Meeting</b> -Root Cause with Post-meeting docs, artifacts, presentations, emails, agenda</li> </ul>	DT Meet w/Post-Docs (25%)	Sept. 28-Oct. 2
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #6 and Calendar</b> for this week and upcoming week to Site and Field Supervisor.</li> </ul>	Sup Meet w/Docs (25%)	Oct. 1
<ul style="list-style-type: none"> <li>• Meet with Site Supervisor and submit 2nd Observation Form (rec'd from Field Supervisor)</li> </ul>	Sup Meet w/Docs (25%)	Signed due Oct. 10
<ul style="list-style-type: none"> <li>• Pre-Work for 3<sup>rd</sup> Data Team Meeting – Authoritative Sources for Potential Solutions (Instructional Strategies)</li> </ul>	DT Meeting Pre-work (25%)	Oct. 4
<ul style="list-style-type: none"> <li>• <b>3rd Data Team Meeting</b> – Potential Solutions with post-meeting docs, artifacts, presentations, emails, agenda</li> </ul>	DT Meets w/Post-Docs (25%)	Oct. 5-12
<ul style="list-style-type: none"> <li>• Meet with Site Supervisor and submit 3rd Observation Form (rec'd from Field Supervisor)</li> </ul>	Sup Meet w/Docs (25%)	Signed due Oct. 15
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #7 and Calendar</b> for this week and upcoming week to Site and Field Supervisor</li> </ul>	Sup Meet w/Docs (25%)	Oct. 8
<ul style="list-style-type: none"> <li>• Communicate with administrators to add tasks to next week's calendar</li> <li>• Submit <b>Weekly Log &amp; Reflection #8 and Calendar</b> for this week and upcoming week to Site and Field</li> </ul>	Sup Meet w/Docs (25%)	Oct. 14



Supervisor. <b>Ensure all Logs are signed by the Site Supervisor and submitted by this date.</b>		
<b>Module 4 Assignments</b>	<b>Category with Category % of Grade</b>	
<ul style="list-style-type: none"> <li>Complete Certify Teacher Quizzes</li> </ul>	Quizzes & Practice Tests (6%)	Oct. 15

## 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.

### SRSU Disability Services:

ADA Statement (Americans with Disabilities Act): Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services.

### Students seeking accessibility services must contact:

Rebecca Greathouse Wren, M.Ed., LPC-S,  
Counseling & Accessibility Services,

Telephone: 432-837-8203, or E-mail: [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu).

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>