Jeanne Walker, M.Ed.
Adjunct Professor/Field Supervisor

Educational Leadership Program
Phone: (214)232-4689
Email: jeanne.walker@sulross.edu

Virtual Office Hours Via Blackboard Collaborate:

Mon-Fri: 10:00m – noon (CST)
or by appointment

Course Description

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

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 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. 2

● 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

3 ● 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) 4**
 ● **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)**
ED 7102 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 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

Grading Policy and Assignments

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**
I&M Plan	Implementation and Monitoring Plan	13%
DT Meeting Pre-Work	Data Team Pre-Meeting Documents: i.e., Agendas, Materials, and Emails	25%
DT Meeting with Pre/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. Late assignments will lose 20% of possible points for each day it is late.
2. 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.

3. Extra credit points are not available.
4. ***There are no I's (incompletes) for this class.***
5. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
6. There are no optional assignments in this course. All assignments must be completed 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.)
7. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

ASSIGNMENTS

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	Points	Due Date
Class Begins			Aug 23
Module A,B,C			
Practicum Orientation Mandatory Meeting	Sup Meet w/Docs (22%)	100	August 26, 2021 4:30-6:30 PM (Central Time)/3:30-5:30 (Mountain Time)
Personal Contact Information	Adm Train/Forms (6%)	100	Aug 25
Practicum Agreement Form	Adm Train/Forms (6%)	100	Aug 25
Video Release Forms	Adm Train/Forms (6%)	100	Aug 25
AEL&T-TESS	Adm Train/Forms (6%)	100	Aug 25
Test Preparation, TExES 268 Practice Exam	Quizzes & Practice Tests (6%)	100	Aug 30
Test Preparation, Leverage Leadership 2.0	Quizzes & Practice Tests (6%)	100	Aug 30
Test Preparation, Wilmore text	Quizzes & Practice Tests (6%)	100	Aug 30
Module 1			
Mod B **Log and Reflection #7**	Sup Meet & Docs (25%)	100	Sept 6
Proposed Implementation & Monitoring Plan with Required Components (ED6355)-see detail in Appendix A-Module 1	I&M Plan (25%)		Sept 17
Individual Meeting with Field Supervisor; revise and resubmit I&M Plan with Artifacts	Sup Meet w/Docs (25%)	100	Sept 17-24
Submit updated I&M Plan with	I & M Plan (13%)	100	Sept 24

Assignment	Category	Points	Due Date
artifacts			
Data Team Meeting to Finalize Implementation and Monitoring Plan	DT Meet w/Post-Docs (25%)	100	Sept. 27
Mod C-Submit signed **Practicum Observation Form #6**	Adm Train/Forms (6%)	100	Oct. 4
Mod B **Log and Reflection #8**	Sup Meet & Docs (25%)	100	Oct. 4
Module 2			
DT Meeting, Submit artifacts from **Week 1** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Oct. 4
DT Meeting, Submit artifacts from **Week 2** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Oct. 11
DT Meeting, Submit artifacts from **Week 3** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Oct. 18
Submit signed Practicum **Observation Form #7**	Adm Train/Forms (6%)	100	Oct. 25
DT Meeting, Submit artifacts from **Week 4** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Nov. 1
DT Meeting, Submit artifacts from **Week 5** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Nov. 8
DT Meeting, Submit artifacts from **Week 6** Implementation & Monitoring (include written report)	DT Meet with Pre/Post-Docs (25%)	100	Nov. 15
Mod B-**Log & Reflection #9**	Sup Meet w/Docs (25%)	100	Nov. 15
Module 3			
Gather videos from Data Team written summary reflecting on Self-Growth as a Collaborative Member (PASL Task 3)	DT Meet w/Post-Docs (25%)	100	Nov. 22

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm

(CST) on the date listed on the syllabus. Students must complete all Practicum required hours, meetings, and paperwork.

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 willmeet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

Learning Environment

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