


**Syllabus | ED7100 Practicum I  
Spring 2022**

<p><b>Jennifer M. Haan, Ph.D.</b> Assistant Professor/Coordinator Educational Leadership Program Phone: 575.636.7237 (mobile) Email: <a href="mailto:jennifer.haan@sulross.edu">jennifer.haan@sulross.edu</a></p>		<p style="text-align: center;"><b>Virtual Office Hours</b></p> <p>T/W/Th, 12:00pm – 4:00pm (Alpine-CST) T/W/Th, 11:00am – 3:00pm (El Paso-MST)</p> <p style="text-align: center;"><b>If above times are inconvenient, please contact me to set up an alternative time</b></p> <p style="text-align: center;">Join Zoom Meeting <a href="https://zoom.us/j/95444166379">https://zoom.us/j/95444166379</a> Meeting ID: 954 4416 6379</p>
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### Course Description

This semester-long 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 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**

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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

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self, students and staff.

- 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.

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- 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.

**Materials**

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**Required Texts**

1. Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0*; Jossey-Bass: San Francisco, CA. ISBN 978-1-119-49659-5.
2. 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.
3. In addition to the textbooks above, students must review the Sul Ross Educational Leadership Practicum Handbook. This Handbook contains the course requirements for the Practicum and is incorporated here.

**Highly Recommended Text**

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615.

**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.

<b>CATEGORIES</b>		
<b>Abbreviations</b>	<b>Description of Categories</b>	<b>Percentage of Total Grade</b>
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%
Admin Training & Forms	Administrative Practicum Forms	6%

**Grading Policy**

Students must complete all Practicum required hours, meetings, and paperwork.

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.

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5. ***There are no I's (incompletes) for this class.***
6. After 11:59 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.

### Grading Scale

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.

#### Internet Web Resources

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.

Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

#### Format Requirements for Submittals

All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for

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publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

### **Academic Integrity**

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with not option to redo for credit.

### **Diversity Statement**

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I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Students With Special Needs**

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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>

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**Course Schedule**

Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
<b>Mod1 Assn1</b> Practicum I Overview	1. Attend Virtual Class Meeting/Workshop (Mandatory)	Saturday, January 8 12:00pm – 4:00pm (CST) 11:00am – 3:00pm (MST) 100 points
<b>Mod1 Assn2</b> Weekly Integrated Calendar Assignment	1. Link to Integrated Calendar. 2. Each week you will either update the calendar to show your scheduled practicum activities OR you will take screen shots of your calendar for the current week and the following week. There will be a total of 16 submissions (1 for each week of the semester).	Wednesday, April 29 Before 11:59pm 100 points
<b>Mod1 Assn3</b> Personal Contact Information Sheet	1. Personal Contact Information Sheet	Wednesday, January 12 Before 11:59pm 100 points
<b>Mod1 Assn4</b> Practicum Certification Agreement Form	1. Practicum Certification Agreement Form	Wednesday, January 12 Before 11:59pm 100 points
<b>Mod1 Assn5</b> Kognito (Mental Health Training)	1. Kognito (Mental Health Training) Certificate	Wednesday, January 19 Before 11:59pm 100 points
<b>Mod1 Assn6</b> Dyslexia Training	1. Dyslexia Training Certificate	Wednesday, January 19 Before 11:59pm 100 points
<b>Mod1 Assn7</b> Northstar Digital Literacy Assessment	1. Northstar Assessment Score Report	Wednesday, January 19 Before 11:59pm 100 points
<b>Mod1 Assn8</b> Site Supervisor Practicum Overview Training	1. Site Supervisor Practicum Overview Training Verification	Wednesday, January 26 Before 11:59pm 100 points
<b>Mod1 Assn9</b> Consent Forms for Data Team Video Recordings	1. Consent Forms for Data Team Video Recordings	Wednesday, January 26 Before 11:59pm 100 points
<b>Mod1 Assn10</b> AEL and T-TESS Training	1. If you have completed AEL and T-TESS Training, submit certificates	Wednesday, April 27 Before 11:59pm 100 points
Module 2 Assignments	Items to Submit	Due Date/Time and Point Value
<b>Mod2 Assn1</b> Meeting with Site Supervisor (Principal Mentor) to Finalize Problem and Data Team Selection	<b>SUBMIT TO YOUR SRSU OneDrive prior to the meeting:</b> 1. Emails setting up the meeting with your Field Supervisor, Site Supervisor (your principal/mentor) and self	Wednesday, February 2 Before 11:59pm 100 points

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	<ol style="list-style-type: none"> <li>2. The <b>Data Analysis PowerPoint</b> you will be presenting with your notes on the key points</li> <li>3. <b>Data Selection Table</b></li> <li>4. The agenda for the meeting</li> </ol> <p><b>SUBMIT to Module (BEFORE THE MEETING)</b></p> <ol style="list-style-type: none"> <li>5. The agenda for the meeting</li> <li>6. The Link to the SRSU OneDrive</li> </ol> <p><b>SUBMIT to Module (AFTER THE MEETING)</b></p> <ol style="list-style-type: none"> <li>7. The completed <b>Conversation Tracker</b></li> </ol>	
<b>Mod2 Assn2</b> Bambrick/Active Listening Workshop	<ol style="list-style-type: none"> <li>1. Attend Virtual Class Meeting/Workshop (Mandatory)</li> </ol>	<p>Saturday, January 22 12:00 – 3:00pm (CST) 11:00am – 2:00pm (MST) 100 points</p>
<b>Mod2 Assn3</b> Pre Work for Practicing Data Team Meeting	<p><b>SUBMIT to Module</b></p> <ol style="list-style-type: none"> <li>1. Agenda, email and prepared 1st Meeting PowerPoint</li> <li>2. Link to SRSU OneDrive folder</li> </ol> <p>NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log. Reflect on the feedback forms in your weekly reflection.</p>	<p>Wednesday, February 2 Before 11:59pm 100 points</p>
<b>Mod2 Assn4a</b> Class Participation for Practicing Data Team Meeting	<p><b>SUBMIT TO SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>1. Feedback forms provided to you from other residents.</li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>1. Complete a <b>self-reflection</b> on your "glows and grows" from the feedback of your colleagues, as well as your own self-analysis. Include any changes, if any, that you might make to your presentation.</li> <li>2. Link to SRSU OneDrive</li> </ol>	<p>Wednesday, February 9 Before 11:59pm 100 points</p>
<b>Mod2 Assn4b</b> Post Work for Practicing Data Team Meeting	<ol style="list-style-type: none"> <li>1. Complete the Blackboard post-practice for 1st meeting survey</li> </ol>	<p>Wednesday, February 9 Before 11:59pm 0 points</p>
<b>Mod2 Assn5</b> Log and Reflection #1	<p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>1. Turn in your Log and Reflection.</li> </ol>	<p>Wednesday, February 16 Before 11:59pm 100 points</p>
<b>Mod2 Assn6</b> Log and Reflection #2	<p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>1. Turn in your Log and Reflection.</li> </ol>	<p>Wednesday, February 16 Before 11:59pm 100 points</p>
<b>Mod2 Assn7</b>	<p><b>SUBMIT to Module:</b></p>	<p>Wednesday, February 16</p>



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Log and Reflection #3	1. Turn in your Log and Reflection.	Before 11:59pm 100 points
<b>Module 3 Assignments</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Value</b>
<b>Mod3 Assn1</b> Pre Work for First Data Team Meeting	<p><b>SUBMIT TO SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>All revised 1st Meeting materials used in the Practice meeting</li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>Stop &amp; Jots for <i>Driven by Data 2.0</i> excerpts</li> </ol> <p><b>NOTE: Remember to have Data Team Members complete</b></p> <ol style="list-style-type: none"> <li>The Meeting Evaluation Form at the end of the Data Team Meeting attached.</li> <li>The Meeting 1 Conversation Tracking Sheet</li> </ol>	Wednesday, Feb 23 Before 11:59pm 100 points
<b>Mod3 Assn2</b> Post Work for First Data Team Meeting	<p><b>Submit to SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>All artifacts completed during the meeting.</li> <li><b>Emails</b> to Data Team members of these final reports</li> <li>48-minute recording of meeting</li> <li><b>PASL Permission Forms</b></li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>Finalized <b>Data Team Meeting Report &amp; Reflection</b></li> <li>Completed <b>Data Team Feedback Forms</b></li> <li>Completed <b>Conversation Tracker</b></li> <li><b>Link to the SRSU OneDrive</b></li> </ol> <p><b>SUBMIT to Module (AFTER THE MEETING)</b></p> <ol style="list-style-type: none"> <li>The Field Supervisor will review the video recording of the meeting and will email you a Practicum Observation Report. Sign it, have your principal mentor/Site Supervisor sign it, scan it, and submit it here.</li> </ol>	Wednesday, March 2 Before 11:59pm 100 points
<b>Mod3 Assn3</b> Pre Work for Second Data Team Meeting-Root Cause Analysis	<p><b>SUBMIT TO THE SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>Agenda and email to Data Team members</li> <li>All completed materials prepared for the meeting: 8 Root Cause Process Steps, Questions to Drive Root Cause Analysis, Root Cause Analysis, SRCA Handouts, Systematic Root Cause Analysis PowerPoint</li> <li>Recording of practice session</li> <li>Feedback forms</li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>Link to SRSU OneDrive</li> </ol>	Wednesday, March 16 Before 11:59pm 100 points

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	2. Self-reflection	
<b>Mod3 Assn4</b> Post Work for Second Data Team Meeting-Root Cause Analysis	<p><b>Submit to SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>5. All artifacts completed during the meeting.</li> <li>6. <b>Emails</b> to Data Team members of these final reports</li> <li>7. 48-minute recording of meeting</li> <li>8. <b>PASL Permission Forms</b></li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>5. Finalized <b>Data Team Meeting Report &amp; Reflection</b></li> <li>6. Completed <b>Data Team Feedback Forms</b></li> <li>7. Completed <b>Conversation Tracker</b></li> <li>8. <b>Link to the SRSU OneDrive</b></li> </ol> <p><b>SUBMIT to Module (AFTER THE MEETING)</b></p> <ol style="list-style-type: none"> <li>1. The Field Supervisor will review the video recording of the meeting and will email you a Practicum Observation Report. Sign it, have your principal mentor/Site Supervisor sign it, scan it, and submit it here.</li> </ol>	<p>Wednesday, March 23 Before 11:59pm 100 points</p>
<b>Mod3 Assn5</b> Pre Work for Third Data Team Meeting-Selection of Instructional Strategies	<p><b>SUBMIT TO THE SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>1. Scope &amp; Sequence</li> <li>2. Past Lesson Plans</li> <li>3. Researched Instructional Strategies</li> <li>4. CIA &amp; Individual Teacher Data Templates</li> <li>5. Common Assessments</li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>1. Practicum 1 Process Template</li> <li>2. Bambrick scripted agenda and email</li> </ol>	<p>Wednesday, March 30 Before 11:59pm 100 points</p>
<b>Mod3 Assn6</b> Post Work for Third Data Team Meeting-Selection of Instructional Strategies	<p><b>Submit to SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>9. All artifacts completed during the meeting.</li> <li>10. <b>Emails</b> to Data Team members of these final reports</li> <li>11. 48-minute recording of meeting</li> <li>12. <b>PASL Permission Forms</b></li> </ol> <p><b>SUBMIT to Module:</b></p> <ol style="list-style-type: none"> <li>9. Finalized <b>Data Team Meeting Report &amp; Reflection</b></li> <li>10. Completed <b>Data Team Feedback Forms</b></li> <li>11. Completed <b>Conversation Tracker</b></li> <li>12. <b>Link to the SRSU OneDrive</b></li> </ol> <p><b>SUBMIT to Module (AFTER THE MEETING)</b></p>	<p>Wednesday, April 6 Before 11:59pm 100 points</p>

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	<p>1. The Field Supervisor will review the video recording of the meeting and will email you a Practicum Observation Report. Sign it, have your principal mentor/Site Supervisor sign it, scan it, and submit it here.</p>	
<p><b>Mod3 Assn7</b> Log and Reflection #4</p>	<p><b>SUBMIT to Module:</b> 1. Turn in your Log and Reflection.</p>	<p>Wednesday, April 13 Before 11:59pm 100 points</p>
<p><b>Mod3 Assn8</b> Log and Reflection #5</p>	<p><b>SUBMIT to Module:</b> 1. Turn in your Log and Reflection.</p>	<p>Wednesday, April 13 Before 11:59pm 100 points</p>
<p><b>Mod3 Assn9</b> Log and Reflection #6</p>	<p><b>SUBMIT to Module:</b> 1. Turn in your Log and Reflection.</p>	<p>Wednesday, April 13 Before 11:59pm 100 points</p>
<p><b>Mod3 Assn10</b> Log and Reflection #7</p>	<p><b>SUBMIT to Module:</b> 1. Turn in your Log and Reflection.</p>	<p>Wednesday, April 20 Before 11:59pm 100 points</p>
<p><b>Mod3 Assn11</b> Log and Reflection #8</p>	<p><b>SUBMIT to Module:</b> 1. Turn in your Log and Reflection.</p>	<p>Wednesday, April 20 Before 11:59pm 100 points</p>
<b>Module 4 Assignments</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Value</b>
<p><b>Mod4 Assn1</b> Certify Teacher Quizzes</p>	<p><b>SUBMIT to Module:</b> 1. Certify Teacher Practice Quiz Results</p>	<p>Wednesday, April 27 Before 11:59pm 100 points</p>
<b>Module 5 Assignments</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Value</b>
<p><b>Mod5 Assn1</b> Update Portfolio</p>	<p><b>Include in Portfolio (in SRSU OneDrive):</b> 1. Data Analysis PowerPoint and all linked documents</p> <p><b>SUBMIT to Module:</b> 1. Link to Portfolio folder in SRSU OneDrive - submit in Comment box.</p>	<p>Wednesday, April 27 Before 11:59pm 100 points</p>