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Virtual Office Hours
T/W/Th, 2:30pm – 4:30pm (CST)
If above times are inconvenient, please contact me to set up an alternative time

Join Zoom Meeting
https://us02web.zoom.us/j/82181546669

Meeting ID: 821 8154 6669

Course Description

This 8-week 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 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.

- 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 campusdecision-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.
- 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

Required Texts

1. Bambrick-Santoyo, P., Lemov, D. (2018). Leverage leadership 2.0: Practical guide to building exceptional schools (2nded.). San Francisco, CA: Jossey-Bass. ISBN 9781119496595. (Same as ED5309)
2. Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2008). *The data coach's guide to improving learning for all students*; Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5. (Same as ED5309)
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

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, andpaperwork.

CATEGORIES		
Category	**Description of Categories**	**Percentage of Total Grade**
Data Team Selection	Artifacts demonstrating the process you followed for creating a data team	13%
Data Team Meeting Pre-Work	Data Team Pre-Meeting Documents: i.e., Agendas, Materials, and Emails	25%
Data Team Meeting w/Post-Work	Data Team Meetings, Participation Points, and Post-Meeting Documents: i.e., surveys, meeting evaluations, conversation tracker, plans for subsequent meetings	25%
Supervisor Meetings & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections, Updating Portfolio	25%
Quizzes & Practice Tests	CertifyTeacher Practice Quizzes	6%
Admin Training & Forms	Administrative Practicum Forms	6%

Grading Policy
Students must complete all Practicum required hours, meetings, andpaperwork.

1. No late assignment will be accepted after its due date without prior instructor consent.
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 11:59 pm on the date for any assignment due is considered late.
6. 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.)

7. 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

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.

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 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

My goal is 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

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soonas we can during working hours), or email mschwartze@sulross.edu

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI RossState University, Alpine. Texas, 79832.

Course Schedule

Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 Assn1 Practicums I and II Overview	Attend mandatory orientation Join Zoom Meeting https://zoom.us/j/95444166379 Meeting ID: 954 4416 6379	Saturday, August 20 9:00am – 11:00am (CST) 8:00am – 10:00am (MST) 100 points
Mod1 Assn2 Link to Weekly Calendar	**SUBMIT to Blackboard:** Link to Integrated Calendar-type in Comment box. NOTE: Each week you should have updated your calendar to show scheduled practicum activities listed in your weekly logs and reflections. There should be a total of 8 weeks of activities listed on your calendar.	Saturday, October 15 Before 11:59pm 100 points
Mod1 Assn3 Student Contact Sheet	**SUBMIT to Blackboard:** 1. Student Contact Sheet	Saturday, August 27 Before 11:59pm 100 points
Mod1 Assn4 Practicum Certification Agreement Form	**SUBMIT to Blackboard:** 1. Practicum Certification Agreement Form	Saturday, August 27 Before 11:59pm 100 points
Mod1 Assn5 Site Supervisor Practicum Overview Training and Agreement Form	**SUBMIT to Blackboard:** 1. Site Supervisor Practicum Overview Training Verification	Saturday, August 27 Before 11:59pm 100 points
Mod1 Assn6 Log and Reflection #1	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Saturday, August 27 Before 11:59pm 100 points
Module 2 Assignments	**Items to Submit**	**Due Date/Time and Point Value**
Mod2 Assn1 Meeting with Site Supervisor (Principal Mentor) and Dr. Salazar to Finalize Problem and Data Team Selection You are exempt from this assignment if you already completed this assignment in ED5332.	**SUBMIT TO YOUR SRSU OneDrive prior to the meeting:** 1. Emails setting up the meeting with your Field Supervisor, Site Supervisor (your principal/mentor) and self 2. The **Data Analysis PowerPoint (updated)** 3. **Data Team Selection Chart (updated)** 4. **Agenda for Meeting (updated)** **SUBMIT to Blackboard:** 1. The completed **Conversation Tracker** 2. Link to Portfolio Folder in SRSU OneDrive	Saturday, September 3 Before 11:59pm 100 points
Mod2 Assn2	**SUBMIT to Blackboard:**	Saturday, September 3

Log and Reflection #2	Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Before 11:59pm 100 points
Mod2 Assn3 Pre-Work for Practicing Data Team Meeting Workshop	**SUBMIT to Blackboard** 1. Agenda for the Practice Meeting (From Workshop) 2. Emails setting up the Practice Meeting (from Workshop) 3. Prepared Data Analysis PowerPoint (From ED5332)	Tuesday, September 13 Before 11:59pm 100 points
Mod2 Assn4a Post Work for Practicing Data Team Meeting	**SUBMIT TO SRSU OneDrive:** 1. Feedback forms provided to you from your partner 2. Complete a **self-reflection** 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.	Saturday, September 17 Before 11:59pm 100 points
Mod2 Assn4b Post Work Completion of Survey	Complete the Blackboard post-practice for 1st meeting survey	Saturday, September 17 Before 11:59pm
Mod2 Assn5 Log and Reflection #3	**SUBMIT to Blackboard** Turn in your Log and Reflection with signature from your site supervisor**.** NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Saturday, September 17 Before 11:59pm 100 points
Module 3 Assignments	**Items to Submit**	**Due Date/Time and Point Value**
Mod3 Assn1 Pre-Work for First Data Team Meeting	**SUBMIT TO SRSU OneDrive:** 1. All revised 1st Meeting materials used in the Practice meeting 2. Scripted Agenda for Meeting #1 **SUBMIT to Blackboard** 1. Stop & Jots for *Driven by Data 2.0 clips 2, 3, 5, and 6*	Tuesday, September 20 Before 11:59pm 100 points
Mod3 Assn2 Post Work for First Data Team Meeting	**Submit to SRSU OneDrive:** 1. All artifacts completed during the meeting. 2. **Emails** to Data Team members of these final reports 3. Link to 48-minute recording of meeting 4. **PASL Permission Forms (if needed)** **SUBMIT to Blackboard** 1. Finalized **Data Team Meeting Report & Reflection** 2. Completed **Data Team Feedback Form** 3. Completed **Conversation Tracker** 4. **Professional Development Surveys** 5. **Link to the SRSU OneDrive-** submit in Comment box.	Saturday, September 24 Before 11:59pm 100 points
Mod3 Assn3 Practicum Observation Report 1	**SUBMIT to Blackboard (AFTER YOU RECEIVE THE REPORT)** **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	Saturday, September 24 Before 11:59pm 100 points

	sign it, scan it, and submit it here.	
Mod3 Assn4 Log and Reflection #4	**SUBMIT to Blackboard** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Saturday, September 24 Before 11:59pm 100 points
Mod3 Assn5 Pre-Work for Second Data Team Meeting-Root Cause Analysis	**SUBMIT TO THE SRSU OneDrive:** 1. Agenda and email to Data Team members for Meeting #2 2. All completed materials prepared for the meeting: SRCA Handouts, Systematic Root Cause Analysis PowerPoint **SUBMIT to Blackboard** 1. Link to SRSU OneDrive- submit in Comment box.	Tuesday, September 27 Before 11:59pm 100 points
Mod3 Assn6 Post Work for Second Data Team Meeting-Root Cause Analysis	**Submit to SRSU OneDrive:** 1. All artifacts completed during the meeting. 2. **Emails** to Data Team members of these final reports 3. Link to 48-minute recording of meeting 4. **PASL Permission Forms (if needed)** **SUBMIT to Blackboard:** 1. Finalized **Data Team Meeting Report & Reflection** 2. Completed **Data Team Feedback Form** 3. Completed **Conversation Tracker** 4. **Link to the SRSU OneDrive-** submit in Comment box.	Saturday, October 1 Before 11:59pm 100 points
Mod3 Assn7 Practicum Observation Report 2	**SUBMIT to Blackboard (AFTER YOU RECEIVE THE FORM)** **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.	Saturday, October 1 Before 11:59pm 100 points
Mod3 Assn8 Log and Reflection #5	**SUBMIT to Blackboard** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Saturday, October 1 Before 11:59pm 100 points
Mod3 Assn9 Pre-Work for Third Data Team Meeting-Selection of Instructional Strategies	**SUBMIT TO THE SRSU OneDrive:** 1. Agenda and emails to team for Meeting #3 2. Scope & Sequence 3. Past Lesson Plans 4. Researched Instructional Strategies 5. CIA & Individual Teacher Data Templates 6. Common Assessments	Tuesday, October 4 Before 11:59pm 100 points
Mod3 Assn10 Post Work for Third Data Team Meeting-Selection of	**Submit to SRSU OneDrive:** 5. Logic Model 6. Process PowerPoint 7. Template #3	Saturday, October 8 Before 11:59pm 100 points

Instructional Strategies	8. Mid-Year PLC Survey Results 9. **Emails** to Data Team members of these final reports 10. Link to 48-minute recording of meeting 11. **PASL Permission Forms (if needed)** **SUBMIT to Blackboard:** 5. Finalized **Data Team Meeting Report & Reflection** 6. Completed **Data Team Feedback Form** 7. Completed **Conversation Tracker** 8. **Summary of analysis of Mid-Year PLC Survey Results** 9. **Template #3** 10. **Link to the SRSU OneDrive-** submit in Comment box.	
Mod3 Assn11 Practicum Observation Report 3	**SUBMIT to Blackboard (AFTER YOU RECEIVE THE FORM)** **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.	Saturday, October 8 Before 11:59pm 100 points
Mod3 Assn12 Log and Reflection #6	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Saturday, October 8 Before 11:59pm 100 points
Module 4 Assignments	**Items to Submit**	**Due Date/Time and Point Value**
Mod4 Assn1 Certify Teacher Practice Quizzes (in Study Mode)	**SUBMIT to Blackboard** Certify Teacher Practice Test Results for Domains 2, 3, and 4.	Tuesday, October 11 Before 11:59pm 100 points
Mod4 Assn2 Log and Reflection #7	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Practicum Hours: Log all preparation, class time, and post-class work time in your Practicum Log.	Tuesday, October 11 Before 11:59pm 100 points
Module 5 Assignments	**Items to Submit**	**Due Date/Time and Point Value**

Mod5 Assn1
Update Portfolio
	Add the following slide(s) to your Portfolio Defense PowerPoint (SRSU OneDrive):
	
	Pillar 3: Data Analysis- summary + links to the following:
	   • Updated Data Analysis PowerPoint
	   • SMART Goal Template
	   • Completed Logic Model
	
	Pillar 3: Data Team Creation and Collaboration- summary + links to the following:
		Saturday, October 15
		Before 11:59pm
		100 points

	• Data Team Selection Chart • Template #2: Data Collection Process • Effective Collaboration Strategies Template Pillar 3: Root Cause Analysis- summary + links to the following: • CIA and Individual Teacher Data Templates • Verifying Causes Tree Graphic • Proven Strategies Template • Causation and Solution Paper **SUBMIT to Blackboard:** Link to Portfolio Folder in SRSU OneDrive (if you haven't submitted already)	
Mod5 Assn2 Log and Reflection #8	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor	Saturday, October 15 Before 11:59pm 100 points