

**Syllabus | ED7102 Practicum III  
Spring 2023**

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**Course Description**

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This full-semester course (16 weeks) 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 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)**

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- **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.

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- 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 Instruction3 • 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 (formativeand 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 anexemplar 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 thehighest 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 thereteach (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 wellon content that has been taught and what action is needed(M)
- The use of rubrics containing a progressive continuum of performance expectations that better supportteacher reflection and development is best practice (M)
- Data driven instruction can serve student achievement in multiple formats – it should look different tosupport different ages and ability groups (M)
- To effectively address student errors and misunderstandings, students should receive feedback and practiceuntil 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)

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- 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 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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### Materials

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#### Required Texts

1. Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). San Francisco, CA: Jossey-Bass.
2. Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press. ISBN-13: 978-1412950015; ISBN-10: 1412950015
3. Wilmore, E.L. (2019). *Passing the principal as instructional leader TExES Exam* (3rd ed.). Thousand Oaks: Corwin. ISBN:9781544342153.

#### Recommended Texts

1. Bambrick-Santoyo, P. (2016) *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.
2. TExES principal as instructional leader (268) secrets study guide: TExES test review for the Texas Examinations of Educator Standards (2019). Mometrix Test Preparation. ISBN-13: 978-1516710454

#### Highly Recommended Text

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

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### 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, and paperwork.

CATEGORIES		
Abbreviations	Description of Categories	Percentage of Total Grade
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	60%
Sup Meet & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections	30%
Admin Training & Forms	Administrative Practicum Forms	10%

#### 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.

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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.

### 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.

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### 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

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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

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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 III Overview	1. Mandatory Attendance	Saturday, January 21 10:30am – 11:30am (CST)
<b>Mod1 Assn2</b> Weekly Calendars	<b>SUBMIT to Blackboard:</b> Post a link to your calendar in the comments box of this assignment.	1/21 Before 11:59pm  100 points
<b>Mod1 Assn3</b> Log and Reflection #12	<b>SUBMIT to Blackboard:</b> 1. Log and Reflection Form (must be signed by your site supervisor and principal-mentor).	1/21 Before 11:59pm 100 points
<b>Mod1 Assn4</b> Administrative Forms	<b>SUBMIT to Blackboard:</b> 1. Practicum Certification Agreement Form 2. Student Contact Sheet 3. Video Recording Consent Forms	1/22 Before 11:59pm 100 points
Module 2 Assignments	Items to Submit	Due Date/Time and Point Value
<b>Mod2 Assn1</b> Data Team Meeting to Finalize I&M Plan	<b>SUBMIT the link to your SRSU OneDrive</b> (in the Bbd Assignment Comment box): Any revisions to the following documents previously submitted in ED6355; delete the older versions from your SRSU OneDrive and substitute the completed versions.  1. Weekly Data Analysis Bambrick Agendas (for the 6-week implementation period using Bambrick scripting agendas) 2. Common Assessments: (Pre-assessment, formative assessment, post-assessment) 3. 4-6 weeks of Lesson Plans 4. 4-6 weeks of PASL (Performance Assessment for School Leaders) Observation Form (for each teacher, for each week) 5. Pre/Post Observation Conference Forms (for each teacher, for each week) 6. Bambrick Reteaching Templates partially completed. 7. Partially completed Student Achievement Worksheet Template 8. PowerPoint Presentation and any handouts to be distributed  <b>SUBMIT in this Blackboard Course:</b> 1. Bambrick Agenda for Meeting 2. Updated I&M Calendar 3. Link to Portfolio SRSU OneDrive Put link in the Comment	1/28 Before 11:59pm 100 points

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<p><b>Mod2 Assn2</b> Implementation and Monitoring-Week 2</p>	<p><b>SUBMIT to the SRSU Blackboard:</b></p> <ol style="list-style-type: none"> <li>1. The Field Supervisor will evaluate your performance during the meeting and will email you a Practicum Observation Report. Sign it, have your Site Supervisor/Principal Mentor sign it, and submit the signed <b>Observation Report</b>.</li> </ol>	<p style="text-align: center;">1/28 Before 11:59pm 100 points</p>
<p><b>Mod2 Assn3</b> Implementation and Monitoring-Week 3</p>	<p><b>SUBMIT to Blackboard and save to SRSU OneDrive:</b></p> <ol style="list-style-type: none"> <li>1. Link to 5-minute unedited video recording of Data Analysis Meeting</li> <li>2. Representative student work samples that reflect growth or lack of growth. (Name them by week)</li> <li>3. The updated Student Achievement Worksheet Template</li> <li>4. The updated Implementation Adjustment Template-if needed</li> <li>5. The updated PD Growth Chart</li> <li>6. PASL Observation Forms</li> <li>7. Pre and Post Observation Conference Forms</li> <li>8. Any Bambrick Reteaching Templates-if needed</li> <li>9. Data Team Feedback forms</li> <li>10. Bambrick Weekly Data Analysis Meeting Agenda</li> <li>11. Conversation Tracker</li> <li>12. Finalized Data Team Meeting Report &amp; Reflection Template</li> <li>13. Video Recording Permission forms (for new members)</li> <li>14. The link to your SRSU OneDrive with updated Week forms and video.</li> </ol>	<p style="text-align: center;">2/4 Before 11:59pm 100 points</p>
<p><b>Mod2 Assn4</b> Log and Reflection #13</p>	<p><b>SUBMIT in this Blackboard Course (and in your SRSU OneDrive):</b></p> <ol style="list-style-type: none"> <li>1. Log and Reflection form (must be signed by your site supervisor/principal-mentor).</li> </ol>	<p style="text-align: center;">2/16 Before 11:59pm 100 points</p>
<p><b>Mod2 Assn5</b> Pre-Post work Implementation and Monitoring-Plan Cycle 2</p>	<p><b>SUBMIT to the SRSU OneDrive and Blackboard:</b></p> <ol style="list-style-type: none"> <li>1. Link to 5-minute unedited video recording of Data Analysis Meeting</li> <li>2. Representative student work samples that reflect growth or lack of growth. (Name them by week)</li> <li>3. The updated Student Achievement Worksheet Template</li> <li>4. The updated Implementation Adjustment Template-if needed</li> <li>5. The updated PD Growth Chart</li> <li>6. PASL Observation Forms</li> <li>7. Pre and Post Observation Forms</li> <li>8. Any Bambrick Reteaching Templates-if needed</li> <li>9. Data Team Feedback forms</li> <li>10. Bambrick Weekly Data Analysis Meeting Agenda</li> <li>11. Conversation Tracker</li> <li>12. Finalized Data Team Meeting Report &amp; Reflection Template</li> </ol>	<p style="text-align: center;">2/18 Before 11:59pm 100 points</p>

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	<p>13. <b>Video Recording Permission forms (for new members)</b></p> <p>14. The link to your SRSU OneDrive with updated Week forms and video.</p>	
<p><b>Mod2 Assn6</b> Log and Reflection #14</p>	<p><b>SUBMIT to the SRSU OneDrive and Blackboard:</b></p> <p>1. Log and Reflection form (must be signed by your site supervisor/principal-mentor).</p>	<p>2/18 Before 11:59pm 100 points</p>
<p><b>Mod2 Assn7</b> Pre/Post Work for I&amp;M Plan Cycle 3</p>	<p><b>SUBMIT to your Blackboard and SRSU One-Drive:</b></p> <ol style="list-style-type: none"> <li>1. 1. 5-minute video recording of Data Analysis Meeting</li> <li>2. Representative student work samples that reflect growth or lack of growth. (Name them by week)</li> <li>3. The updated Student Achievement Worksheet Template</li> <li>4. The updated Implementation Adjustment Template-if needed</li> <li>5. The updated PD Growth Chart</li> <li>6. PASL Observation Forms</li> <li>7. Pre and Post Observation Conference Forms</li> <li>8. Any Bambrick Reteaching Templates</li> <li>9. Feedback forms</li> <li>10. Bambrick Weekly Data Analysis Meeting Agenda</li> <li>11. Conversation Tracker</li> <li>12. Post Meeting Report &amp; Reflection Template completed</li> <li>13. The link to your SRSU OneDrive with updated Week forms and video.</li> </ol>	<p>3/25 Before 11:59pm 100 points</p>
<p><b>Mod2 Assn8</b> Pre/Post Work Data Team Meeting to Reflect on Results</p>	<p><b>SUBMIT to your Blackboard and SRSU One-Drive:</b></p> <ol style="list-style-type: none"> <li>1. Link to 5-Minute video of Data Analysis Meeting (edited from 48-minute recording)</li> <li>2. RepresentLink to 5-Minute video of Data Analysis Meeting (edited from 48-minute recording) Representative student work samples that reflect growth or lack of growth. (Name them by week)</li> <li>3. PASL Observation Forms</li> <li>4. Conversation Trackers referenced in Effective Data Team Collaboration Template</li> <li>5. PD Feedback Surveys (one for each data team member)</li> <li>6. Pre and Post Observation Conference Forms</li> </ol> <p><b>SUBMIT to Blackboard (and in SRSU OneDrive):</b></p> <ol style="list-style-type: none"> <li>1. Bambrick Weekly Data Analysis Meeting Agenda</li> <li>2. The completed Student Achievement Worksheet Template</li> <li>3. The completed Implementation Adjustment Template</li> <li>4. MidyearPLC survey data-Table and Summary</li> <li>5. PD Feedback Survey Report (compiling findings for PD Survey #1, #2 and #3)</li> <li>6. Mid-Year PLC Survey Table and Summary</li> <li>7. Finalized Effective Data Team Collaboration Template</li> </ol>	<p>3/25 Before 11:59pm 100 points</p>

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	8. Professional Learning Team Data-Literacy Survey Table and summary 9. TEMPLATE #9 PD I&M PROCESS ED7102 10. The link to your SRSUOneDrive with updated forms	
<b>Mod2 Assn9 7<sup>th</sup> Observation Report</b>	1. The Field Supervisor will evaluate your performance during the meeting and will email you a Practicum Observation Report. Sign it, have your Site Supervisor/Principal Mentor sign it, and submit the signed <b>Observation Report</b> .	3/27 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> Update Portfolio	<b>SUBMIT to Blackboard ONE WEEK Prior to Scheduled Meeting:</b> 1. PowerPoint Presentation 2. Presentation script	4/8 Before 11:59pm 100 points
<b>Mod3 Assn2</b> <b>Implementation Reflections</b>	<b>SUBMIT to Blackboard:</b> <b>1. Video Interview Reflection Summary</b> 2. A link to the SRSU One-Drive and indicate in the Bbd comment box the <b>Interview Reflection Videos</b> you have summarized by name.	4/29 Before 11:59pm 100 points
<b>Mod3 Assn3-Log and Reflections #15</b>	<b>SUBMIT to Blackboard:</b> Log and Reflection form (must be signed by your site supervisor/principal-mentor).	5/6 Before 11:59pm 100 points