

Syllabus/ ED7102 Practicum III
Summer 2023 Session I

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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 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**

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- **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):

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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,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 proficiency, 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 proficiency in 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)

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- 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.
- Students will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

Materials

Required Texts

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*.

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(7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615.

2. Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). San Francisco, CA: Jossey-Bass.
3. 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
4. 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

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		
Category	Description of Categories	Percentage of Total Grade
Data Team Meeting Documents and Artifacts	Data Team Meetings, Participation Points, Pre-Meeting Document and Post-Meeting Documents: i.e., surveys, meeting evaluations, conversation tracker, plans for subsequent meetings	60%
Supervisor Meetings & Docs	Class/Field Supervisor/Mentor-Site Supervisor Meetings and Signed Observations, Logs & Reflections; Portfolio Update	30%
Admin Training & Forms	Administrative Practicum Forms	10%

Grading Policy:

1. 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.
2. Extra credit points are not available.
3. ***There are no I's (incompletes) for this class.***
4. After 11:59 pm on the date for any assignment due is considered late.
5. 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.)
6. 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.

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“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 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 video conferencing software. 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

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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 do not 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 of 1973. 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 (Licensed Professional Counselors), SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartz@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, Sul Ross State University, Alpine, Texas, 79832.

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Course Schedule

Module 1 Assignments	Items to Submit	Due Date/Time and Point Value
Mod1 Assn1 Practicum III Overview- Mandatory	1. Attend the mandatory practicum overview	Thursday, June 1 9:00am – 10:30am (CST) 8:00am – 9:30am (MST) 100 points
Mod1 Assn2 Weekly Calendars	SUBMIT in this Blackboard course: 1. Link to your weekly calendar (Must reflect all activities that you completed in your logs and reflections)	Thursday, June 1 Before 11:59pm 100 points
Mod2 Assn3 Log and Reflection #12	SUBMIT to Blackboard Log and Reflection Form (must be signed by your site supervisor and principal-mentor).	Saturday, June 3 Before 11:59pm 100 points
Module 2 Assignments	Items to Submit	Due Date/Time and Point Value
Mod2 Assn1 Pre/Post-Work for Implementation and Monitoring- Cycle 1	SUBMIT to Blackboard (and save in your SRSU OneDrive): 1. Link to 5-minute unedited video recording of Data Analysis Meeting 2. Representative student work samples that reflect growth or lack of growth. (Name them by week) 3. The updated Student Achievement Growth Chart 4. The updated Implementation Adjustment Template 5. The updated PD Growth Chart 6. PASL Observation Forms 7. Any Bambrick Reteaching Templates 8. Data Team Feedback forms 9. Bambrick Weekly Data Analysis Meeting Agenda 10. Conversation Tracker 11. Finalized Data Team Meeting Report & Reflection Template 12. Video Recording Permission forms (for new members) 13. The link to your SRSU OneDrive with updated Week forms and video.	Monday, June 5 Before 11:59pm 100 points
Mod2 Assn2 Log and Reflection #13	SUBMIT to Blackboard 1. Log and Reflection Form (must be signed by your site supervisor and principal-mentor).	Monday, June 5 Before 11:59pm 100 points
Mod2 Assn3 Pre/Post-Work Implementation and Monitoring- Cycle 2	SUBMIT to Blackboard (and save in your SRSU OneDrive): 1. Link to 5-minute unedited video recording of Data Analysis Meeting 2. Representative student work samples that reflect growth or lack of growth. (Name them by week) 3. The updated Student Achievement Growth Chart 4. The updated Implementation Adjustment Template	Monday, June 12 Before 11:59pm 100 points

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	<ul style="list-style-type: none"> 5. The updated PD Growth Chart 6. PASL Observation Forms 7. Any Bambrick Reteaching Templates 8. Data Team Feedback forms 9. Bambrick Weekly Data Analysis Meeting Agenda 10. Conversation Tracker 11. Finalized Data Team Meeting Report & Reflection Template 12. Video Recording Permission forms (for new members) 13. The link to your SRSU OneDrive with updated Week forms and video. 	
Mod2 Assn4 Log and Reflection #14	SUBMIT to Blackboard: 1. Log and Reflection Form (must be signed by your site supervisor and principal-mentor).	Monday, June 12 Before 11:59pm 100 points
Mod2 Assn5 Pre/Post-Work Implementation and Monitoring-Cycle 3	SUBMIT to Blackboard (and save in your SRSU OneDrive): <ul style="list-style-type: none"> 1. Link to 5-minute unedited video recording of Data Analysis Meeting 2. Representative student work samples that reflect growth or lack of growth. (Name them by week) 3. The updated Student Achievement Growth Chart 4. The updated Implementation Adjustment Template 5. The updated PD Growth Chart 6. PASL Observation Forms 7. Any Bambrick Reteaching Templates 8. Data Team Feedback forms 9. Bambrick Weekly Data Analysis Meeting Agenda 10. Conversation Tracker 11. Finalized Data Team Meeting Report & Reflection Template 12. Video Recording Permission forms (for new members) 13. The link to your SRSU OneDrive with updated Week forms and video. 	Monday, June 19 Before 11:59pm 100 points
Mod2 Assn6 Log and Reflection #15	SUBMIT to Blackboard: 1. Log and Reflection Form (must be signed by your site supervisor and principal-mentor).	Monday, June 19 Before 11:59pm 100 points
Module 3 Assignments	Items to Submit	Due Date/Time and Point Value
Mod3 Assn1 Pre/Post-Work Data Team Meeting to Reflect on Results This meeting will be observed by your Field Supervisor.	SUBMIT to Portfolio Folder in your SRSU OneDrive: <ul style="list-style-type: none"> 1. 5-Minute video of Data Analysis Meeting (edited from 48-minute recording) 2. Representative student work samples that reflect growth or lack of growth. (Name them by week) 3. PASL Observation Forms 4. Conversation Trackers referenced in Effective Data Team Collaboration Template 5. PD Feedback Surveys (one for each data team member) 	Monday, June 26 Before 11:59pm 100 points

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<p>Please see "Rubric for Practicum Observation" to review how your performance will be evaluated.</p>	<p>6. Bambrick Weekly Data Analysis Meeting Agenda</p> <p>SUBMIT to Blackboard (and save in your SRSU OneDrive):</p> <ol style="list-style-type: none"> 1. The completed Student Achievement Growth Chart 2. The completed Implementation Adjustment Template 3. Table and summary of Midyear PLC survey data 4. PD Feedback Survey table (compiling findings for PD Survey #1, #2 and #3) and report 5. Finalized Effective Data Team Collaboration Template 6. Professional Learning Team Data-Literacy Survey Table and summary 7. TEMPLATE #9 PD I&M PROCESS ED7102 <ol style="list-style-type: none"> 1. The link to your SRSU One Drive with updated forms 	
<p>Mod3 Assn2 7th Observation Report</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 2. The Field Supervisor will evaluate your performance during the meeting either by reviewing the video/audio recording or referring to documentation collected in a "face to face" meeting. They will email you a Practicum Observation Report. Sign it, have your Site Supervisor/Principal Mentor sign it, scan it, and submit the signed Observation Report here. 	<p>Monday, June 26 Before 11:59pm 100 points</p>
<p>Mod3 Assn3 Implementation Reflections</p>	<p>SUBMIT to Blackboard (and save in your SRSU OneDrive):</p> <ol style="list-style-type: none"> 3. Video Interview Reflection Summary. <p>Link to the SRSU One-Drive and indicate in the Bbd comment box the Interview Reflection Videos you have summarized by name.</p>	<p>Friday, June 30 Before 11:59pm 100 points</p>