Roberto Flores, M.ED. Field Supervisor Educational Leadership Program Phone: 915.910.8526 (mobile) Email: robert.flores@sulross.edu	**SR**	**Virtual Office Hours** T/W/Th, 3:00pm – 7:00pm (Alpine-CST) T/W/Th, 2:00pm – 6:00pm (El Paso-MST) **If above times are inconvenient, please contact me to set up an alternative time**

Course Description

This course provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours under the supervision of school personnel (principals and superintendents) and university faculty.

Performance Standards, Goals, and Learning Objectives

ED 7101 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 7101 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.
- 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.
- 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 theirchildren.
- Communicate and work effectively with diverse groups in the school community to ensure that all students havean 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 andStandard 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 anddeveloping consensus.
- Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

ED 7101 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 adiverse 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*. (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 Grade

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Assignment descriptions are found in the Educational Leadership Practicum Handbook which isincorporated into this Syllabus. Students should read the Handbook carefully.

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. After 11:59 pm on the date for any assignment due is considered late. If submission is not included by due date, the instructor will assign a grade of "0". Student must contact instructor to submit the late assignment. 10 points will be deducted from the grade for each day late.

2. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APAcitation 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 unless there are unusual circumstances. No incompletes will be given without the approval of the field supervisor and program coordinator.**

5. 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.)

6. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

7. not pass this course.

Grading Scale

100-90% equate to an A,
89-80% equate to a B
79-70% equate to a C69-
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 courseto 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.

Student and Instructor Expectations for Online Course

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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 must have a microphone and camera.

Student Expectations of Instructor:

- Instructor will provide weekly communication with the class through announcements (video and text), email notifications, virtual office hours, and weekly Zoom group chats.
- Instructor will provide weekly email responses within 24-hours of receipt during the hours of 9:00AM-4:00PM, Monday-Friday (CST).
- Instructor will provide grades to assignments and projects within two weeks of the submissions date.
- Instructor will provide feedback to journals and discussion boards as needed, on a weekly basis.
- Instructor will provide clear and concise instructions on how to complete the online requirements.
- Instructor will provide a range of opportunities to engage in the course content in a meaningful way.

Instructor Expectations of Students:

- Successful students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Successful students will complete all coursework on assigned due date.
- Successful students will engage in the course, with their peers, and the instructor and with open communication and active participation.
- Students should be diligent to use both oral and written communication that respects peers and instructor.
- Students should respond to instructor communication requests regarding course progress and for general inquires in a timely manner.
- Successful students will not plagiarize the work of other or use the work of their peers and claim it as their own.
- Successful students will pre-plan for testing situations and ensure they are able to access the internet to complete the exam during its assigned date and time.
- Students will be proactive and resourceful to problem solve in case of internet or technical issues.

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 (fromEBSCO), 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. (Example: Last name_First name_Assignment name_ED7100_Submission date). *****Please be advised that if you do not follow the correct naming protocol, your assignment will not be graded.**

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.

Course Withdrawal

The Last day to drop a course with a 'W' is **Friday, September 29**. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must

re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status.

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 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 classAlpine 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 will 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 Practicum II—2nd 8 weeks

Module 1 Assignments	Items to Submit-Documents & Forms	Due Date/Time and Point Values
Mod1 Assn1 Student Contact Sheet	**SUBMIT to Blackboard:** Student Contact Sheet *Update if needed*	Saturday, October 21 Before 11:59pm 100 points
Mod 1 Assn2 Practicum Certification Agreement Form	**SUBMIT to Blackboard:** Practicum Certification Agreement Form	Saturday, October 21 Before 11:59pm 100 points
Mod 1 Assn3 Link to Weekly Calendars	**SUBMIT to Blackboard:** Link to Weekly Calendar 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. Weekly Calendars with upcoming events must be shared with site supervisor and filed in Blackboard	Saturday, October 21 Before 11:59pm 100 points
Mod1 Assn4 Retake scores for Certified Teacher Practice Exam for Domains 2, 3, and 4 ONLY	**SUBMIT to Blackboard:** Score for retaking Certified Teacher Exam if original scores were below 80% (ED7100)	Saturday, October 28 Before 11:59pm 100 points
Mod1 Assn5 Link to Portfolio Folder	**SUBMIT to Blackboard:** When you are finished sharing your link, type the following in the submission box: "I have shared my Prtfolio PPT Folder with you." Then Click on "Submit".	Saturday, October 21 Before 11:59pm 100 points
Mod1 Assn6 PASL Video permission	**SUBMIT to Blackboard:** PASL Video permission forms (for new Data Team members)	Saturday, October 21 Before 11:59pm 100 points
Mod1 Assn7 Site Supervisor Practicum Overview Training and Agreement Form	**SUBMIT to Blackboard:** 1. Site Supervisor Practicum Overview Training Verification 2. Must contain all required signatures before submission. ***(Resubmit the form submitted at the beginning of ED7100 if Site Supervisor has not changed. If there is a change, complete and submit a new form)***	Saturday, October 21 Before 11:59pm 100 points
Mod1 Assn8 Clinical Experience Assignment Report	**SUBMIT to Blackboard** 1. Clinical Experience Assignment Report 2. Must contain all required signatures before submission. ***(Resubmit the form submitted at the beginning of ED7100 unless there has been a change in Site Supervisor. If you have a new Site Supervisor, complete a new form.)***	Saturday, October 21 Before 11:59pm 100 points

Mod1 Assn9 Practicum II Meeting-Field Supervisor, Site Supervisor, Intern	**SUBMIT to Blackboard:** Submit agenda for meeting with your notes and next steps	Saturday, October 21 Before 11:59pm 100 points
Module 2 Assignments	**Items to Submit-Log & Reflections**	**Due Date/Time and Point Values**
Mod 2 Assn1 Log and Reflection #6	**SUBMIT to Blackboard:** Turn in your log and reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class time in your Log and Reflection. (See detail regarding Log and Reflection in module. Reflection section should address one of the guiding prompts listed at the end of the form).	Saturday, October 28 Before 11:5pm 100 points
Mod 2 Assn2 Log and Reflection #7	**SUBMIT to Blackboard:** Turn in your log and reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class time in your Log and Reflection. (See detail regarding Log and Reflection in module. Reflection section should address one of the guiding prompts listed at the end of the form).	Saturday, November 11 Before 11:5pm 100 points
Mod 2 Assn3 Log and Reflection #8	**SUBMIT to Blackboard:** Turn in your log and reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class time in your Log and Reflection. (See detail regarding Log and Reflection in module. Reflection section should address one of the guiding prompts listed at the end of the form).	Saturday, November 25 Before 11:5pm 100 points
Mod 2 Assn4 Log and Reflection #9	**SUBMIT to Blackboard:** Turn in your log and reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class time in your Log and Reflection. (See detail regarding Log and Reflection in module. Reflection section should address one of the guiding prompts listed at the end of the form).	Saturday, December 2 Before 11:5pm 100 points
Mod 2 Assn5 Log and Reflection #10	**SUBMIT to Blackboard:** Turn in your log and reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class time in your Log and Reflection. (See detail regarding Log and Reflection in module. Reflection section should address one of the guiding prompts listed at the end of the form).	Saturday, December 13 Before 11:5pm 100 points
Module 3 Assignments	**Items to Submit-Data Team Meetings**	**Due Date/Time and Point Values**
Mod3 Assn 1 Pre-Work for Data Team Meeting #4: ~~Exploring Solutions/Strategies~~ **Finalizing Student**	**SUBMIT to Blackboard:** 1. Scripted Agenda including the following: • Time Frames • Icebreaker • Review Roles/Responsibilities/Norms 2. PPT of student learning problem and goal with	Saturday, October 21 Before 11:59pm 100 points 60 points for work; 40 points for required pre-

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Learning Goal and Root Cause **Resources:** *Data Coach's Guide, pp.276-307.* ***No Observation***	focus TEK(s) noted 3. PPT of work on establishing root cause with possible solutions and Strategies (Fish Bone, 5 Whys) 4. Targeted Improvement Plan (ED6305) Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). **REQUIRED**	conference with Field Supervisor no less than less than 5 days prior to meeting. *Agenda must contain all sections required in Data* ***Meeting #4*** ~~*Exploring Solutions/Strategies*~~ **Finalizing Student Learning Goal and Root Cause**
Mod3 Assn2 Post-Work for Data Team Data Meeting #4: ~~**Exploring Solutions/Strategies**~~ **Finalizing Student Learning Goal and Root Cause**	**SUBMIT to Blackboard:** 1. Scripted Agenda with the following included: • Time Frame • Icebreaker • Review of Roles/Norms/Responsibilities 2. PPT of student learning problem/goal/TEK(s) 3. Completed Fish Bone, Five Whys 4. Completed feedback surveys-one from each participant. 5. Complete Self-Reflection Journal Entry based on Feedback Survey form and strategies chosen to eliminate the learning problem and root cause	Saturday, October 28 Before 11:59pm 100 points
Mod3 Assn3 Pre-Work for Data Team Meeting #5, ~~**Building the Implementation & Monitoring Plan**~~ **Building the Logic Model** **Resources:** *Data Coach's Guide, pp. 287-288; pp.292-297* *This meeting will be observed by your Field Supervisor.* *Please see "Rubric for Practicum Observation" to review how your performance will be evaluated.*	**Submit to Blackboard:** 1. Scripted agenda with the following included: • Time Frames • Ice Breaker • Review Roles/ Responsibilities/Norms 2. Review Solutions and Strategies discussed in Meeting #4 3. PPT/Materials to be used in building the Logic Model 4. Targeted Improvement Plan (ED6305) 5. Introduce TIP PPT, TIP Calendar, Agenda (ED6305) 6. Introduce Implementation & Monitoring Plan (From ED 6324) 7. Implementation & Monitoring Calendar (From ED6324) Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). **REQUIRED**	Saturday, November 4 Before 11:59pm 100 points 60 points for work; 40 points for required pre-conference with Field Supervisor a minimum of 5 days prior to meeting. Agenda must contain all sections required in **Data Meeting #5:** ~~**Building the Implementation and Monitoring Plan**~~ **Building the Logic Model**

Mod3 Assn-4 Post-Work for Data Team Meeting #5: ~~Building the Implementation and Monitoring Plan~~ **Building the Logic Model** **Resources:** *Data Coach's Guide, pp.287-288; pp.292-297* ***This is a required observation***	**SUBMIT to Blackboard:** 1. Scripted agenda with the following included: • Time Frames • Ice Breaker • Review Roles/ Responsibilities/Norms 2. PPT/Materials to be used in building the Logic Model 3. Finalized Data Team Meeting Report & Reflection 4. Copy of update Logic Model 5. Copy of updated Implementation and monitoring plan and Calendar 6. Finalized TIP Calendar 7. *Template #6 TIP Process (ED7101) Completed* 8. Completed PLC Surveys-one for each participant. 9. Complete Self-Reflection Journal Entry of PLC Survey Results (second administration of survey); reflection on the solutions and strategies selected and next steps	Saturday, November 11 Before 11:59pm 100 points
Mod3 Assn 5 Practicum Observation Meeting #5 Recording and Observation **Report #3**	**SUBMIT to Blackboard:** **1. After placing video in One Drive, email** the link to the field supervisor. The meeting must be a minimum of **45 minutes**. 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	Wednesday, November 15 Before 11:59pm 100 points
	SUBMIT to Blackboard AND "Education Reports" Site 1. Intern signs report and completes required sections including *Site supervisor signature* and Intern's Signature. 2. Document is scanned, submitted to Blackboard 3. Document is uploaded to the SRSU Education Department website "Education Reports". Specific information for uploading will be found in the Module. ***You will not receive credit for this assignment unless the signed report is uploaded to both locations specified above.	
Mod3 Assn6 Pre-Work for Data Team Meeting #6: **Planning the Professional Development** **(to occur in Practicum III)** **Resources:** *Leverage Leadership 2.0, pp 181-217*	**SUBMIT to Blackboard:** 1. Scripted agenda including: • Time Frames • Ice Breaker • Review Roles/ Responsibilities/Norms 2. Template 3A-Leading PD Template. (Proposed Agenda)	Tuesday, November 21 Before 11:59 pm 100 points 60 points for work; 40 points for required pre-conference with Field Supervisor no less than less than 5 days prior to meeting. *Agenda must contain all sections required in **Data Meeting #6 Planning the Professional Development***

3. <u>Template 4A-PD Planning Template</u> (selection of materials to be used during the PD)

Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting). **REQUIRED**

Mod3 Assn7	SUBMIT to Blackboard:	Saturday, December 2
Post-Work Data Team	1. Completed Agenda with all sections noted in Template 3A; include date and participants	Before 11:59pm
#6 Planning the Professional Development	**2.** Revised Logic Model	100 points
	3. Updated <u>Template #6 PD Process</u> ED 7101	
	4. Completed feedback survey- one for every participant.	
	5. Complete Self-Reflection Journal Entry based on feedback Survey form	

Module 4 Assignments	Items to Submit	Due Date/Time and Point Values
Mod4 Assn1	SUBMIT to Blackboard:	Saturday, December 2
Certify Teacher Quizzes (in study mode) for Domains 1, 5, and 6 ONLY	Certify Teacher Practice Quiz Results for Domains 1, 5, and 6	Before 11:59pm
	Must score 80% in each Domain; if not, retake quiz in Practicum III	100 points

Mod4 Assn2 Mock Portfolio Presentation to Field Supervisor	***Consult with your field supervisor about a date and time. Send a meeting link to your field supervisor. **SUBMIT to Blackboard:** 1. Revised Portfolio Power Point Presentation (no more than 60 minutes) 2. Revised Presentation Script	Saturday, December 9 Before 11:59pm 100 points

Edited: 07/21/2023 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.