

Syllabus | ED7100 Practicum I
Spring 2024-16 Weeks

<p>Jeanne A. Walker, M. Ed Adjunct Professor/Field Supervisor Educational Leadership Program Phone: 214.232.4689 (mobile) Email: jeanne.walker@sulross.edu</p>		<p style="text-align: center;">Virtual Office Hours</p> <p>T/W/Th, 12:00pm – 4:00pm (Alpine-CST) T/W/Th, 11:00am – 3:00pm (El Paso-MST)</p> <p style="text-align: center;">If above times are inconvenient, please contact me to set up an alternative time</p>
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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 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.**

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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 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.

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- Use various types of information to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contribution of students, staff, parents, and community members toward realization of the campus vision.
- Communicates effectively with families and other community members in varied educational context.
- Apply skills for building consensus and managing conflict.
- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communication.
- Develop and implement a comprehensive community relations program.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Models and promotes the highest standard of conduct, ethical principles and integrity in decision-making, actions, and behaviors.
- Implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators.
- Apply knowledge of ethical issues affecting education.
- Articulate the importance of education in a free democratic society.
- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
- Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision-making.
- Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for promoting collaborative decision-making and problem-solving, facilitating team building and developing consensus.
- Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

ED 7100 will address the following Marketable Skills:

- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Student will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.
- 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.

Required Texts

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1. Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). 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.
2. Bambrick-Santoyo, P. (2016) *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.

Assignments and Grades

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

Grading Policy

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

1. No late assignment will be accepted after its due date without prior instructor consent. 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 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 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.

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.

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 inquiries 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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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.

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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.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

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, April 12**. 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

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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.

Support Statement

My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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 contact me. I want to be a resource for you.

Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Americans with Disability Act Statement (ADA)

Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling Services

Sul Ross has partnered with TimelyCare where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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Course Schedule

Module 1 Assignments	Items to Submit-Orientation & Forms	Due Date/Time and Point Value
Mod1 Assn1 Practicum I Overview	Attend the mandatory practicum overview Link to Microsoft Teams Meeting will be forthcoming. <ul style="list-style-type: none"> • PASL Material • Texas 268 • Certify Teacher • How to Submit to Links to OneDrive • How to Create a Portfolio Folder 	Saturday, January 13; 9:30 am – 11:00am (CST) 8:30 am – 10:00am (MST) 100 points
Mod1 Assn2 Student Contact Sheet	SUBMIT to Blackboard: 1. Student Contact Sheet	Saturday, January 20; Before 11:59pm 100 points
Mod1 Assn3 Practicum Certification Agreement Form	SUBMIT to Blackboard: 1. Practicum Certification Agreement Form 2. Must contain all required signatures before submission.	Saturday, January 20; Before 11:59pm 100 points
Mod1 Assn4 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.	Saturday, January 20; Before 11:59pm 100 points
Mod1 Assn 6 First Contact Form	SUBMIT to Blackboard: The signed "First Contact Form" between field supervisor and intern. (After Meet & Greet Meeting-Mod 3 Assn)	Saturday, February 3; Before 11:59pm 100 points
Mod1 Assn7 PASL Video Permission Forms	SUBMIT to Blackboard PASL Video Permission Forms (One from each data team member)	Saturday, February 3; Before 11:59pm 100 points
Mod 1 Assn8 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 Portfolio PPT Folder with you." Then Click on "Submit".	Saturday, February 3; Before 11:59pm 100 points
Module 2 Assignments	Items to Submit-Log & Reflections	Due Date/Time and Point Value
Mod2 Assn 1 Log and Reflection #1	SUBMIT to Blackboard Turn in your Log and Reflection with <i>your signature and your site supervisor</i> . NOTE: Record all preparation, class time, and post-class work time in your Log and Reflection. (See detail regarding log and reflections in modules.) Reflection section should address one of the guiding prompts listed at the end of the form.	Saturday, February 3; Before 11:59pm 100 points

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Mod2 Assn 2 Log and Reflection #2	SUBMIT to Blackboard Turn in your Log and Reflection with <i>your signature and your site supervisor</i> . NOTE: Record all preparation, class time, and post-class work time in your Log and Reflection. (See detail regarding log and reflections in modules.) Reflection section should address one of the guiding prompts listed at the end of the form.	Saturday, February 24; Before 11:59pm 100 points
Mod2 Assn 3 Log and Reflection #3	SUBMIT to Blackboard Turn in your Log and Reflection with <i>your signature and your site supervisor</i> . NOTE: Record all preparation, class time, and post-class work time in your Log and Reflection. (See detail regarding log and reflections in modules.) Reflection section should address one of the guiding prompts listed at the end of the form.	Saturday, March 9; Before 11:59pm 100 points
Mod2 Assn 4 Log and Reflection #4	SUBMIT to Blackboard Turn in your Log and Reflection with <i>your signature and your site supervisor</i> . NOTE: Record all preparation, class time, and post-class work time in your Log and Reflection. (See detail regarding log and reflections in modules.) Reflection section should address one of the guiding prompts listed at the end of the form.	Saturday, April 6; Before 11:59pm 100 points
Mod2 Assn 5 Log and Reflection #5	SUBMIT to Blackboard Turn in your Log and Reflection with <i>your signature and your site supervisor</i> . NOTE: Record all preparation, class time, and post-class work time in your Log and Reflection. (See detail regarding log and reflections in modules.) Reflection section should address one of the guiding prompts listed at the end of the form.	Saturday, May 4; Before 11:59pm 100 points
Module 3 Assignments	Items to Submit-Meetings	Due Date/Time and Point Value
Mod3 Assn1 Meet and Greet: Introductory Meeting- Field Supervisor and Site Supervisor <i>Attachments found in Module 3 Assn1, Blackboard</i>	SUBMIT to Blackboard: 1. Your scripted agenda for the meeting 2. Submit the signed "First Contact Form" in Mod 1 Assn 6	Saturday, February 3; Before 11:59pm 100 points
Module 4 Assignments	Items to Submit-Data Team Meetings	Due Date/Time and Point Value
Mod4 Assn1	SUBMIT to Blackboard:	Wednesday, January 31;

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<p>Pre-Work for-Data Team Meeting #1-Building the Foundation</p> <p><i>Resources:</i> Data Coach's Guide, pp 59-61 Attachments found in Module 3 Assn1, Blackboard (Required Observation by Field Supervisor)</p>	<ul style="list-style-type: none"> • Scripted Agenda with times noted along with description of the following: • Icebreaker/(visual synectics) • Using Data Process PPT • Condensed Data Analysis Findings PPT • Introduction to Roles/Responsibilities <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.).</p> <p>REQUIRED</p>	<p>Before 11:59pm 100 points total; 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 #1—Building the Foundation;</p>
<p>Mod4 Assn2 Post Work for Data Team Meeting #1</p>	<p>SUBMIT to Blackboard</p> <ol style="list-style-type: none"> 1. PPT for Using Data Process 2. PPT for Data Analysis findings 3. Completed feedback surveys-one from each data team member 4. Self-Reflection Journal Entry based on feedback Survey form 	<p>Thursday, February 7; Before 11:59pm 100 points</p>
<p>Mod4 Assn3 Practicum Observation Meeting Recording and Observation Report #1</p>	<p>1. After the meeting, place the video in One Drive and 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.</p> <p>SUBMIT to Blackboard</p> <ol style="list-style-type: none"> 1. Intern signs report and completes required sections including Site supervisor and Intern’s signatures. Document is scanned, submitted to Blackboard 	<p>Wednesday, February 14; Before 11:59pm 100 points</p>
<p>Mod4 Assn4 Pre-Work for Data Team Meeting #2-Discovering the Problem</p> <p><i>Resources:</i> Data Coach's Guide, pp 248-250 Attachments found in Module 3 Assn 4, Blackboard</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Scripted agenda including: <ul style="list-style-type: none"> • Ice Breaker • Review and finalize Norms; note any changes • PPT used to dive deeper into data and student problem • Activity 12.2: Identify and Prioritize Student Learning Problems-“Spend a Buck” (Love, pp 248-250) <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED</p>	<p>Wednesday, February 21; Before 11:59pm 100 points</p> <p>60 points for work; 40 points for required pre-conference with Field Supervisor no less than 5 days prior to meeting; agenda must contain all sections required in Data Meeting #2—Discovering the Problem</p>
<p>Mod4 Assn5 Post Work for Data</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Completed Agenda with all sections and times 	<p>Wednesday February 28; Before 11:59pm</p>

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<p>Team Meeting #2- Discovering the Problem</p>	<p>completed</p> <ol style="list-style-type: none"> 2. Student problem and data collection identified and presented in PPT 3. Completed feedback surveys-one from each data team member 4. Self-Reflection Journal Entry based on feedback Survey form (Required) 	<p>100 points</p>
<p>Mod4 Assn6 Pre-Work for Data Team Meeting #3- Finalizing the Student Learning Problem/ Establishing the SMART Goal/ Finding the Root Cause</p> <p><i>Resources:</i> Data Coach's Guide, pp 241-250; 251-275. Attachments found in Module 3 Assn 6, Blackboard</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Scripted agenda including Icebreaker, Collaborative Norms 2. Activity 12.2: Finalize Student Learning Problem 3. Activity 12.3: Draft Student Learning Goal Statement; (Love, pp 241-250) <ul style="list-style-type: none"> • Activity 13.1: Generate Possible Causes • Activity 13.2, 13.3: Introduction to Verifying Causes (Verify Causes Tree, Fishbone, 5 Whys); (Love, pp 251-275) • Process PowerPoint • PLC Survey (found in module- first administration of survey) <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED</p>	<p>Friday, March 8; Before 11:59pm 100 points</p> <p>60 points for work; 40 points for required pre-conference with Field Supervisor no less than 5 days prior to meeting. Agenda must contain all sections required in Data Meeting #3—Finding the Root Cause</p>
<p>Mod4 Assn7 Post Work for Data Team Meeting #3 Finalizing the Student Learning Problem/ Establishing the SMART Goal/ Finding the Root Cause</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Agenda with all sections completed 2. Finalized Student Learning Problem and SMART Goal 3. Process PowerPoint 4. Possible Root Causes 5. Completed Fishbone & 5 Whys Documents 6. Completed PLC Surveys-one for each participant. 7. Self-Reflection Journal Entry analysis of PLC Survey Results; first administration of survey (Required) 	<p>Friday, March 29; Before 11:59pm 100 points</p>
<p>Mod4 Assn8 Pre-Work for Data Team Meeting #4 Finalizing Root Cause / Outcomes & Strategies</p> <p><i>Resources:</i> Data Coach's Guide, pp 277-285.</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 4. Scripted agenda including Icebreaker, Collaborative Norms <ul style="list-style-type: none"> • Activity 13.1., 13.2, 13.3: Activities to Verify Causes (Fishbone, 5 Whys); (Love, pp 251-275) • Activity 15: Introduction to Logic Model-Outcomes and Strategies; (Love, pp 277-285) • Process PowerPoint • Feedback Survey 	<p>Saturday, April 6; Before 11:59pm</p>

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<i>Attachments found in Module 3 Assn 8, Blackboard</i>	Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED	
Post-Work for Data Team Meeting #4 Finalizing Root Cause / Outcomes & Strategies	SUBMIT to Blackboard: <ol style="list-style-type: none"> 1. Agenda with all sections completed 2. Finalized Student Learning Problem and SMART Goal 3. Process PowerPoint 4. Finalized Root Cause 5. Completed Fishbone & 5 Whys Documents 6. Self-Reflection Journal Entry analysis of Feedback Survey Results (Required) 	Saturday, April 13; Before 11:59pm
Module 5 Assignments	Items to Submit-Portfolio	Due Date/Time and Point Value
Mod5 Assn1 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: <ol style="list-style-type: none"> 1. Revised Portfolio Power Point Presentation (no more than 60 minutes) 2. Revised Presentation Script 	Saturday, April 20 Before 11:59 PM 100 points
Module 6 Assignments	Items to Submit-Certify Teacher	Due Date/Time and Point Value
Mod6 Assn1 Certify Teacher Practice Quizzes (in Study Mode) for Domains 2, 3, and 4 Only	SUBMIT to Blackboard: Certify Teacher Practice Test Results for Domains 2, 3, and 4. Must score 80% in each Domain; if not, retake quiz in Practicum II	Saturday, May 4; Before 11:59pm 100 points

Edited: 12/12/2023 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.