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Virtual Office Hours
T/Th, 12:00pm – 4:00pm (Alpine-CST)
T/Th, 11:00am – 3:00pm (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 7102 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 outlinedin 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 cultureof 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 supportstudent 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 schoolcommunity.
• 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 theseconcepts on their campus.
• Students will create a vision for their campus and learn its importance and application to schoolimprovement.
• DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning
• Competency 3-The beginning principal knows how to collaboratively develop and implement high-qualityinstruction.
• Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promoteteacher effectiveness and student achievement.
• Students will know how to facilitate the design and implementation of curriculum and strategic plans thatenhance teaching and learning.
• Students will know how to advocate, nurture, and sustain an instructional program and a campus culturethat 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, andstrives to grow professionally. 2

• **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

• Students will learn that professional development is a continuous, ongoing process.

• Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.

• Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.

• **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

• **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**

• **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

• Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.

• Students will learn theories relating to the organizational structures of schools and the school culture that defines them.

• Students will know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

• Students will examine instructional theories in practice that increase student achievement and turn schools around.

• **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

• **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

• **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

• Students will learn how to mobilize resources to promote student success.

• Students will learn the difference between being a "leader" and a "manager."

• Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.

• Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.

• Students will know how to apply principles of effective leadership and management.

• Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

• **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**

• **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

• Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.

• 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.

Syllabus/ ED7102 Practicum III
Spring 2024-- 16 weeks

ED 7102 will address the following Student Learning Outcomes (SLOs):

The practicum serves as a capstone course for the principal certification program. It is designed to allow the intern the opportunity to practice the knowledge gained under the supervision of a certified principal or superintendent in the field and university faculty. Interns will be supervised in the role of principal in the public schools. Student Learning Objectives: At the conclusion of this course, students will be able to do the following:

- Data Driven Instruction3 • Components of quality assessments, including alignment and rigor (K)
- Multiple forms of assessment (K)
- Definition of "highest leverage" (K)
- Qualities of a strong student exemplar aligned to the standard (K)
- Components of a strong reteach plan (K)
- Data collection tools and analysis protocols (K)
- Implement consistent systems for the collection of student achievement data at regular intervals (formativeand summative) (S)
- Intentionally plan all components of the data meeting, including anticipated teacher responses. (S)
- Establish strong systems and protocols to ensure that all teachers have a clear understanding of their role,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 supportsteacher 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)
- 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 teacherperformance. (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 keyelements 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 theirperformance. (S)
- Intentionally plan for the practice, with the teacher, ensuring practice aligns to stated action step and theexemplar. (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 andthe 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 thedevelopment 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 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.
- Ensures that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaborations.

Materials

Required Texts
1. 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. ThousandOaks, 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

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.
   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.)
5. *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 courseto 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.

Student and Instructor Expectations for Online Course

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.

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.

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 LobolD 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
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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 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
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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
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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)
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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. 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.
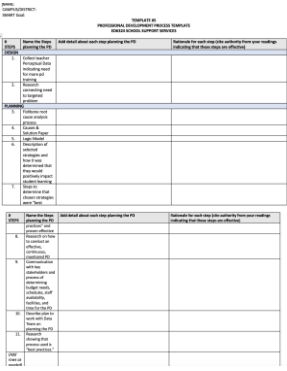
Course Schedule

Module 1 Assignments	Items to Submit-Documents & Forms	Due Date/Time and Point Value
Mod1 Assn1 Practicum III Overview	Attend the mandatory practicum overview Link to Microsoft Teams Meeting will be forthcoming. - PASL Material - Texas 268 - Certify Teacher - How to Submit to Links to OneDrive - How to Create a Portfolio Folder	Saturday, January 13; 11:15 am – 12:45 pm (CST) 10:15 am – 11:45 am (MST) **100 points**
Mod1 Assn2 Student Contact Sheet	**SUBMIT to Blackboard** **Student Contact Sheet** *Update if needed*	Saturday, January 20 Before 11:59pm 100 points
Mod 1 Assn3 Practicum Certification Agreement Form	**SUBMIT to Blackboard** Practicum Certification Agreement Form *Update if needed*	Saturday, January 20 Before 11:59pm 100 points
Mod1 Assn4 Retake scores for Certified Teacher Practice Exam for Domains 1, 5, and 6 ONLY	**SUBMIT to Blackboard:** Score for retaking Certified Teacher Exam if original scores were below 80% (ED7101)	Saturday, January 27 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 Portfolio PPT Folder with you." Then Click on "Submit".	Saturday, January 20 Before 11:59pm 100 points
Mod1 Assn6 PASL Video permission	**SUBMIT to Blackboard:** PASL Video permission forms (for new Data Team members)	Saturday, January 20 Before 11:59pm 100 points
Mod1 Assn7 Site Supervisor Practicum Overview Training and	**SUBMIT to Blackboard:** 1. Site Supervisor Practicum Overview Training Verification	Saturday, January 20 Before 11:59pm 100 points

Agreement Form	2. Must contain all required signatures before submission. *(If there is a change, complete and submit a new form)*	
Mod1 Assn8 Practicum III Meeting-Field Supervisor, Site Supervisor, Intern	**SUBMIT to Blackboard:** Submit agenda for meeting, conversation tracker, next steps *(Field Supervisor and intern will decide if meeting is needed)*	Saturday, January 27 Before 11:59pm 100 points
Module 2 Assignments	**Items to Submit-Log & Reflections**	**Due Date/Time and Point Value**
Mod2 Assn1 Log and Reflection #14	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class work 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, February 3 Before 11:59pm 100 points
Mod2 Assn2 Log and Reflection #15	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class work 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, March 9 Before 11:59pm 100 points
Mod2 Assn3 Log and Reflection #16	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class work 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, April 6 Before 11:59pm 100 points
Mod2 Assn4 Log and Reflection #17	**SUBMIT to Blackboard:** Turn in your Log and Reflection with signature from your site supervisor. NOTE: Record all preparation, class time, and post-class work 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, April 27 Before 11:59pm 100 points
Module 3 Assignments	**Items to Submit-Data Team Meetings**	**Due Date/Time and Point Value**
Mod3 Assn1 Pre-Work for Data Team Meeting #7: **Delivering the Professional Development** **Resources:**	**SUBMIT to Blackboard:** 1. **Proposed Professional Development Materials: PPT, activities, handouts, etc. Include PD Agenda, date, participants** Credit will be awarded after pre-conference with	Monday, January 27 Before 11:59pm 100 points 60 points for work; 40 points for required pre-conference with Field Supervisor no less than 5

Leverage Leadership 2.0, pp 181-217 ***Observation #4*** *This meeting will be observed by your Field Supervisor.* *Please see "Rubric for Practicum Observation" to review how your performance will be evaluated*	Field Supervisor. (A minimum of 5 days before scheduled data team meeting). **REQUIRED**	days prior to meeting
Mod3 Assn2 Post Work for Data Team Meeting #7: **Delivering the Professional Development** Template #5: 	**SUBMIT to Blackboard** 1. **Completed Post PD Surveys-one from each participant** 2. Updated *Template #5 PD Process* ED 7101 3. PD Growth Chart	Saturday, February 3 Before 11:59 pm 100 points
Mod 3 Assn 3 Collegial Conversations and Reflections-Data Team Meeting #7	**SUBMIT to Blackboard** **1. After posting your initial reflection AND the responses to two (2) colleagues on the Viva Engage discussion board, type in the Blackboard submission box: "Assignment is ready to grade" so your instructor is alerted that you have finished the assignment.**	Saturday, February 3 Before 11:59 pm 100 points
Mod 3 Assn 4 Practicum Observation Meeting Recording and **Observation #4**	**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. **SUBMIT to Blackboard** 1. Intern signs report and completes required sections including *Site supervisor signature*. 2. Document is scanned, submitted to Blackboard ***You will not receive credit for this assignment unless the signed report is uploaded to both locations specified above.	Thursday, February 8 Before 11:59 pm 100 points

Mod3 Assn5 Pre-Work for Data Team Meeting #8: **Finalizing I/M Calendar** *This meeting will not be observed.*	**SUBMIT to Blackboard:** Any revisions to the documents previously submitted in ED6355 (Weekly Data Analysis Agendas, Common Assessments, Student Achievement Worksheet). 1. **Proposed Data Team Meeting Materials: PPT, activities, handouts, etc. Include Agenda, date, participants, observation schedule.** 2. Observation Schedule (can be from your I/M Calendar)	Saturday, February 10 Before 11:59pm 100 points
Mod3 Assn6 Post-Work for Data Team Meeting #8: **Finalizing Implementation and Monitoring Plan**	**SUBMIT to Blackboard:** 1. Updated/Revised I&M Calendar 2. **Completed Data Team Feedback Forms – one from each participant.**	Friday, February 17 Before 11:59 pm 100 points
Mod 3 Assn 7 Collegial Conversations and Reflections-Data Team Meeting #8	**SUBMIT to Blackboard** **1. After posting your initial reflection AND the responses to two (2) colleagues on the Viva Engage discussion board, type in the Blackboard submission box: "Assignment is ready to grade" so your instructor is alerted that you have finished the assignment.**	Friday, February 17 Before 11:59 pm 100 points
Mod3 Assn8 Pre-Work for Data Team Meeting **#9-Mid-point Results/Adjustments** **Resources:** *Data Coach's Guide, pp 324-325*	**SUBMIT to Blackboard:** 1. **Proposed Data Team Meeting Materials: PPT, activities, handouts, etc. Include Agenda, date, participants.**	Saturday, March 23 Before 11:59pm 100 points
Mod 3 Assn9 Post-Work for Data Team Meeting #9: **Mid-point Results/Adjustments**	**SUBMIT to Blackboard:** 1. Updated/Revised I&M Calendar 2. Updated Implementation/Adjustment Template 3. **Completed Data Team Feedback Forms-one from each participant.** 4. **Update PD Growth Chart based on effectiveness of implementation.**	Friday, March 29 Before 11:59pm 100 points
Mod 3 Assn 10 Collegial Conversations and Reflections-Data Team Meeting #9	**SUBMIT to Blackboard** **1. After posting your initial reflection AND the responses to two (2) colleagues on the Viva Engage discussion board, type in the Blackboard submission box: "Assignment is ready to grade" so your instructor is alerted that you have finished the assignment.**	Friday, March 29 Before 11:59 pm 100 points
Mod3 Assn11 Pre-Work for Data Team Meeting **#10-Celebrating Results** **Resources:** *Data Coach's Guide, pp 326-332*	**SUBMIT to Blackboard:** 1. **Proposed Data Team Meeting Materials: PPT, activities, handouts, etc. Include Agenda, date, participants.** 2. Representative student work samples that reflect growth or lack of growth. (Name them by week) 3. Update Student Achievement Worksheet Template	Saturday, April 13 Before 11:59pm 100 points

Mod3 Assn12 Post-Work for Data Team Meeting **#10-Celebrating Results**	**SUBMIT to Blackboard:** 1. Finalized Student Achievement Worksheet Template (with final results from post-assessment) 2. Finalized Implementation Adjustment Template 3. Finalized PD Growth Chart 4. Graphic or Table Summarizing PLC Survey Results 5. Completed TEMPLATE #9 PD I&M PROCESS	Saturday, April 20 Before 11:59pm 100 points
Mod 3 Assn 13 Collegial Conversations and Reflections-Data Team Meeting #10	**SUBMIT to Blackboard** **1. After posting your initial reflection AND the responses to two (2) colleagues on the Viva Engage discussion board, type in the Blackboard submission box: "Assignment is ready to grade" so your instructor is alerted that you have finished the assignment.**	Saturday, April 20 Before 11:59 pm 100 points
Module 4 Assignments	**Items to Submit**	**Due Date/Time and Point Value**
Mod4 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:** 1. Finalized Portfolio PowerPoint Presentation 2. Finalized Portfolio Presentation Script (no longer than 60 minutes)	Saturday, April 6 Before 11:59pm 100 points
Mod4 Assn2 Portfolio Defense	**Send link to Portfolio Defense Folder to each panelist** ***before 11:59pm, Saturday, April 15	April 21-22
Mod4 Assn3 Implementation Reflections	**SUBMIT to Blackboard** 1. Video Interview Reflection Summary. (minimum of 3 Data Team Members) 2. Link to the SRSU One-Drive and indicate in the Bbd comment box the Interview Reflection Videos you have summarized by name.	Saturday, April 27 Before 11:59pm 100 points
Mod4 Assn4 Application for Program Completion	**SUBMIT to Blackboard:** **1.** Application for Program Completion Form-signed	Saturday, April 27 Before 11:59pm 100 points
Mod4 Assn 5 AEL Certification	Submit certificate indicating completion of AEL Training	Saturday, April 27 Before 11:59pm 100 points
Mod 4 Assn 6 TTESS Certification	Submit certificate indicating completion of TTESS Training	Saturday, April 27 Before 11:59pm 100 points

Edited:12/01/2023 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.