


Syllabus/ED 7101 Practicum II Fall 2024-1st 8 weeks

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Vision Statement Sul Ross Educational Leadership Program

To provide an exemplary program of work which empowers graduates to be critical thinkers, motivators and informed decision-makers who will share the responsibilities of shaping the futures of the students they serve with all stakeholders.

Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:

1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward thinking instructional leaders
3. Prepare graduates to research, analyze and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students in serving the needs of the educational community

Course Description

This course provides practical field experiences in a school administration (principal) setting in a TEA accredited public/private/ 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 Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs), TExES Competencies Program, 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>.

1. Candidates in Education Leadership Course ED 7101 will enhance their ability to form a collaborative team working together to solve a student learning problem supported by data.
2. The team will build a Logic Model based on identified Student Learning Problem and Root Cause
3. The team will research and present potential strategies based on best practices to eliminate the Root Cause.
4. Student and Teacher Outcomes will be determined based on strategies implemented.
5. The team will finalize the Implementation and Monitoring Plan
6. The team will plan and participate in a Professional Development that focuses on the identified strategies to eliminate the Root Cause.
7. The team will conduct surveys at the end of meeting #5 and #7 to collect data to adjust future work and procedures as needed. PLC survey #2 will be completed after meeting #6.
8. Data Team Meeting #5 will be observed by the Field Supervisor and feedback provided to the student.

Student Learning Objectives

- The program intern will analyze and evaluate student comprehensive performance data to determine specific instructional strategies and outcomes to address the identified problem.
- The program intern will gain experiences in leading the data team by analyzing and applying instructional methodologies in order to create an implementation and monitoring plan.

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- The program intern will plan, create and lead a professional development session based on identified instructional strategies.

TEGES Competencies Program

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)

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- **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 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.

Materials

Required Texts

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

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615.
2. Additional books used in previous courses may serve as resource materials.

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Assignments and Grades

Assignment descriptions are found in the **Educational Leadership Practicum Handbook** and have been incorporated into this Syllabus. Students should read the Handbook carefully. Assignment requirements are also included in the Blackboard assignment section of the calendar and should be followed 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.
7. **Submission of assignments after the Due Date listed in the Course Calendar will result in an automatic "0". It is the student's responsibility to contact the Field Supervisor and make arrangements for a submission**

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

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:

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- 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.

Learning Environment

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Internet Web Resources

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class. Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals

All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. *Put a single-spaced heading in the top left corner of the first page only that provides: student name, assignment name and number, submission date.* Also, put your name and the assignment number in the document's file name.

Correct format: Last name_First name_Assignment name_#_ED7100_Submission Date

Example: Doe_Jane_Module 1_#2_ED7100_06.05.2024

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 **Tuesday, September 3, 2024**. 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.

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.

Observations

The Texas Administrative Code (TAC) has specific guidelines for advanced degree candidates. Per, §228.117(b), one **formal** observation is scheduled during each practicum. Each observation must last a minimum of 45 minutes. The rubric and observation report are provided to the intern in advance of the observation. The Field Supervisor will conduct a pre-conference prior to the observation and a post-conference after the observation is completed. A written summary of the observation will be provided to the candidate and the site supervisor for review.

Per, §228.101(b)(5)(A), Two **informal** observations are scheduled during each practicum. The intern will submit a 15 minute video clip of a specific topic designated in the syllabus. The Field Supervisor will conduct a pre-conference in advance of the observation and a post-conference after the informal observation is completed. A written report will be filed with TEA.

Distance Ed (Web-based-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-base and ITV courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, or communicating with the instructor by phone, email, and/or not following the instructor's participation guidelines stated in the syllabus. Non-participation is equivalent to a student being absent in a regular classroom. Given this equivalency, *non-participation can be defined as a student not submitting assignments and not communicating with the professor*. Attendance for fully online classes is determined by the last participation in course assignment or activity. Students will be notified if they are falling behind, not submitting work, not attending class or failing assignments. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU Online Distance Education Guidelines. In the Educational Leadership Program, the 20% absence threshold will be determined by the following time-frames for non-participation.

- 16-week course: 3 weeks (21 consecutive days) of non-participation
- 8-week course: 1.5 weeks (11 consecutive days) of non-participation
- 4-week course: 1 week (7 consecutive days) of non-participation

Any student dropped for excessive absences will receive either an "F" or a "W" depending upon the faculty member's discretion. Attendance policy information may also be found in the *Student Handbook and Information concerning SRSU Online Distance Education guidelines*. Attendance policy information may

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also be found in the Student Handbook and Information concerning SRSU Online Distance Education guidelines.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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.

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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Counseling

Sul Ross has partnered with TimelyCare where all SR 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.

Students With Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Supportive 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 come and talk with me. I want to be a resource for you.

Jeanne A Walker
SRSU Field Supervisor


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Data Team Meeting #5 Determining Strategies and Outcome (Observed Meeting #2)	Data Team Meeting #6 Planning the PD; Finalizing Implementation and Monitoring Plan	Data Team Meeting #7 Delivering the Professional Development
Connecting as a Team (Icebreaker) Review Data Team Collaborative Norms	Connecting as a Team (Icebreaker) Review Data Team Collaborative Norms	Connecting as a Team (Icebreaker) Review Data Team Collaborative Norms
Logic Model Review <ul style="list-style-type: none"> ▪ Complete Selection of Strategies ▪ Determine Outcomes (Teacher/Student) 	Finalize PD <p>Complete professional development plans which include agenda/activities/date/participants</p>	Professional Development Session <ul style="list-style-type: none"> ▪ Specific instructional strategies ▪ Provide time for teachers to practice strategies ▪ Explanation of observation/feedback cycles (including pre/post observation forms, PASL walkthrough forms)
Introduce Implementation/Monitoring Plan; TIP	Review/Finalize Implementation /Monitoring Plan <ul style="list-style-type: none"> • Strategy Implementation • Assessment Plan • Student Achievement Worksheet • PASL Observation (Observation Protocol) • Weekly Data Team Schedule 	
Feedback Survey	PLC Survey#2	Feedback Survey
Closure	Closure	Closure

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August 26, 2024-First Day of Class

October 20, 2024-Last Day of Class

Module A Assignments	Items to Submit-Documents & Forms	Due Date/Time and Point Values
<p>Submit the listed items (17) to be reviewed by the Field Supervisor.</p>	<p>Submit to Blackboard:</p> <ol style="list-style-type: none"> 1. Certify Teacher Practice Test Domains 2,3,4 2. Data analysis PPT-ED5332 3. PD Plan-ED6324 4. PD PPT-ED6324 5. TIP-ED6305 6. I & M Plan-ED6355 7. Updated Logic Model- First one from 7304; second one from 6305; final from ED6355 <ol style="list-style-type: none"> a. Include (2) SMART goals- Student Achievement/Teacher Effectiveness b. Strategies c. Teacher Learning Objectives d. Teacher Practice Objectives 8. Data Team Selection Chart & Narrative-ED7304 9. Verifying Causes Tree Graphic- ED7304 10. Completed Templates <ol style="list-style-type: none"> a. Critiques & Citation Template- ED7304 b. Proven Strategies Template- ED 7304 c. Template #2-Data Collection & Team Creation Process- ED 7304 d. Effective Data Team Collaboration Strategies Template-ED7304 e. CIA & Individual Teacher Data Collection Templates- ED7304 f. SMART goal <u>Templates</u> (2)- first one due in ED7304; final from ED6355 <p>-Student Achievement -Professional Development</p>	<p align="center">  Monday, August 26 Before 11:59pm 100 points </p>
Module B	Items to Submit	Due Date
<p>Field Supervisor Informal Observation Feedback Forms (2)</p>	<p>Submit to One Drive:</p> <ul style="list-style-type: none"> • Field Supervisor Signed Informal Observation Feedback Form-Data Team Meetings #6 & #7 	<p align="center">To Be Determined</p>


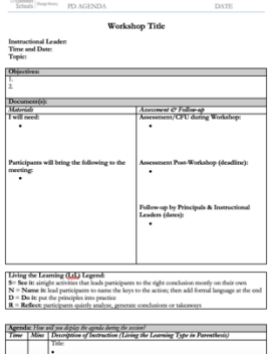
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Module 1 Assignments	Items to Submit-Documents & Forms	Due Date/Time and Point Values
Mod1, Assn1 Practicum Forms	SUBMIT to Blackboard: <i>Update if needed</i> Revised/Updated Forms <ul style="list-style-type: none"> • Student Contact Form • Practicum Certification Agreement Form • PASL Video Forms • Site Supervisor Overview/Training • Site Supervisor/Field Supervisor/Intern Meeting 	Saturday, August 31 Before 11:59pm 100 points
Mod 1, Assn2 Link to Weekly calendar	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 4 weeks of activities listed on your calendar for Practicum II. By the end of Practicum II the total number of weekly entries should be 9. The weeks should be numbered sequentially. Weekly Calendars with upcoming events must be shared with site supervisor and filed in Blackboard	Saturday, August 31 Before 11:59pm 100 points
Mod1 Assn3 Re-take 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, August 31 Before 11:59pm 100 points
Mod1 Assn4 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". Be sure to provide the link to your folder.	Saturday, August 31 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.)	Saturday, September 7 Before 11:59pm 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	Saturday, September 21 Before 11:51pm 100 points

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	your Log and Reflection. (See detail regarding Log and Reflection in module.)	
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.)	Saturday, October 5 Before 11:59pm 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.)	Saturday, October 19 Before 11:59pm 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 #5: Determining Strategies & Outcomes Resources: <i>Data Coach's Guide, pp.276-307.</i> <i>Attachments in Mod3, Assn1, Blackboard</i> Required Observation #2 <i>This meeting will be observed by your Field Supervisor. Please see "Rubric for Practicum Observation" to review how your performance will be evaluated</i>	SUBMIT to Blackboard: 1. Scripted Agenda including the following: 2. Time Frames 3. Icebreaker 4. Review Collaborative Norms 5. PPT of student learning problem and goal with focus TEK(s) noted 6. PPT of work on establishing root cause with possible Solutions and Strategies (Fish Bone, 5 Whys, Logic Model) 7. PPT/Materials to be used in completion the Logic Model (Teacher/Student Outcomes 8. Targeted Improvement Plan (ED6305) 9. I & M Plan Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED	Saturday, September 14 Before 11:59pm 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. <i>Agenda must contain all sections required in Data Meeting #5 Determining Solutions/Strategies</i>
Mod3 Assn2 Post-Work for Data Team Data Meeting #5: Determining Strategies & Outcomes	SUBMIT to Blackboard: 1. Completed Logic Model (Strategies, Student/Teacher Outcomes) 2. Completed feedback surveys-one from each participant. 3. Meeting Self-Assessment and Reflection	Saturday, September 21 Before 11:59pm 100 points
Mod4 Assn 3 Practicum Observation Meeting Recording and Observation Report #2	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	Saturday, September 21 Before 11:59pm 100 points

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	<p>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 Intern signs report and completes required sections including Site supervisor and Intern’s signatures. Document is scanned, submitted to Blackboard</p>	
<p>Mod3 Assn4 Pre-Work for Data Team Meeting #6: Planning the Professional Development/ Finalizing I&M Plan</p> <p>Resources: <i>Leverage Leadership 2.0, pp 181-217</i> <i>Data Coach’s Guide, pp.299-325.</i> <i>Attachments in Mod3, Assn4, Blackboard</i></p> <p><i>Attachments in Mod3, Assn4, Blackboard</i></p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> Scripted agenda including: <ul style="list-style-type: none"> Time Frames Ice Breaker Review Roles/ Responsibilities/Norms Template 3A-Leading PD Template. (Proposed Agenda) Finalized I&M plan  <ol style="list-style-type: none"> Template 4A-PD Planning Template (selection of materials to be used during the PD)  <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting). REQUIRED</p>	<p style="text-align: center;">Saturday, September 21 Before 11:59 pm 100 points</p> <p>60 points for work; 40 points for required pre-conference with Field Supervisor no less than less than 5 days prior to meeting. <i>Agenda must contain all sections required in Data Meeting #6 Planning the Professional Development</i></p>
<p>Mod3 Assn5 Post-Work Data Team #6 Planning the Professional Development/ I&M plan</p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> Completed Agenda with all sections noted in Template 3A; include date and participants Revised Logic Model 	<p style="text-align: center;">Saturday, September 28 Before 11:59pm 100 points</p>

**Syllabus/ED 7101 Practicum II
Fall 2024-1st 8 weeks**

<p>Resources: <i>Leverage Leadership 2.0, pp 181-217</i> <i>Data Coach's Guide, pp.299-325.</i> <i>Attachments in Mod3, Assn5, Blackboard</i></p>	<ol style="list-style-type: none"> 3. Updated <u>Template #6 PD Process ED 7101</u> 4. Completed PLC survey- one for every participant. 5. Updated PLC Chart/Table 6. 15 minute video clip-I & M Plan 	
<p>Mod 3 Assn6 Pre-Work for Data Team Meeting #7: Delivering the Professional Development Resources: <i>Leverage Leadership 2.0, pp 181-217</i></p>	<p>SUBMIT to Blackboard: Proposed Professional Development Materials: PPT, activities, handouts, etc. Include PD Agenda, date, participants</p> <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting). REQUIRED</p>	<p align="center">Saturday, October 5 Before 11:59pm 100 points</p> <p align="center">60 points for work; 40 points for required pre-conference with Field Supervisor no less than 5 days prior to meeting</p>
<p>Mod3 Ass7. Post-Work for Data Team Meeting #7: Delivering the Professional Development <i>Attachments in Mod3, Assn7, Blackboard</i></p>	<p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Completed Post PD Surveys-one from each participant 2. Updated <u>Template #5 PD Process ED 7101</u> 3. PD Growth Chart 4. 15 Minute Video Clip-Practicing Strategies 	<p align="center">Saturday, October 12 Before 11:59pm 100 points</p>
<p align="center">Module 4 Assignments</p>	<p align="center">Items to Submit</p>	<p align="center">Due Date/Time and Point Values</p>
<p>Mod4 Assn1 Certify Teacher Quizzes (in study mode) for Domains 1, 5, and 6 ONLY</p>	<p>SUBMIT to Blackboard: Certify Teacher Practice Quiz Results for Domains 1, 5, and 6 <i>Must score 80% in each Domain; if not, retake quiz in Practicum III</i></p>	<p align="center">Saturday, October 12 Before 11:59pm 100 points</p>
<p>Mod4 Assn2 Mock Portfolio Presentation to Field Supervisor</p>	<p>***Consult with your field supervisor about a date and time. Send a meeting link to your field supervisor.</p> <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Revised Portfolio Power Point Presentation (no more than 60 minutes) 2. Revised Presentation Script 	<p align="center">Saturday, October 12 Before 11:59pm 100 points</p>

Edited: 08/01/2024 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.