


Syllabus/ED 7100 Practicum I
Spring 2025-16 weeks
Fall Starters

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| <p>Field Supervisor: Jeanne A. Walker, M.Ed. Adjunct Professor/Field Supervisor Educational Leadership Program Phone: 214-232-4689 Email: jeanne.walker@sulross.edu</p> |  | <p style="text-align: center;">Virtual Office Hours</p> <p style="text-align: center;">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;"><i>If above times are inconvenient, please contact me to set up an Alternative time</i></p> |
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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.

ED 7100 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>.

Performance Standards, Goals, and Learning Objectives

1. Candidates in **Education Leadership Course ED 7100** will enhance their ability to form a collaborative team working together to solve a student learning problem supported by data.
2. The team will establish Roles/Responsibilities/Norms for the team as they begin to establish a cohesive and collaborative team.
3. The team will analyze and share data found in the district/campus TAPR reports and as well as other sources of data.
4. The team will establish a potential cause of the problem and develop a SMART Goal that supports eliminating the Root Cause.
5. The team will research and present potential strategies based on best practices to eliminate the cause.
6. The team will finalize the Potential Learning Problem, draft Learning Goal Statement and clarify the Root Cause.

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7. The team will conduct surveys at the end of meeting #1 and #2 to collect data to adjust future work and procedures as needed. PLC survey #1 will be completed after meeting #3.
8. Data Team #2 will be observed by the Field Supervisor and feedback provided to the student.

Student Learning Objectives

- The program intern will facilitate a data team to identify and evaluate a student learning problem and determine the root cause.
- The program intern will facilitate the data team to analyze and evaluate campus data to develop the Student Learning Goal. (SMART Goal)
- The program intern will gain experience in planning, leading, and facilitating data team meetings.

TExES 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.**

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- **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 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

1. Bambrick-Santoyo, P., Lemov, D. (2018). Leverage leadership 2.0: Practical guide to building exceptional schools (2nded.). San Francisco, CA: Jossey-Bass. ISBN 9781119496595. (Same as ED5309)

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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.

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

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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.

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

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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

The Last day to drop a course with a 'W' is **Friday, April 4, 2025**. 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.

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

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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 also be found in the **Student Handbook and Information concerning SRSU Online Distance Education guidelines.** Last date for instructor initiated withdrawal is Tuesday, April 8, 2025.

Observations

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), Three **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.*

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

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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 Schwartz 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 or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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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Jan 15-First Day of classes;

May 7 end of 16 week class

ED 7100: Practicum 1 SLOs: By the end of ED 7100

- Data team will have identified a student learning problem and determined the root cause
- Data team will have developed the Student Learning Goal (SMART Goal)
- Student intern will have gained experience in planning and leading/facilitating meetings

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| Data Team Meeting #1 Building the Foundation <i>(Informal Observation)</i> | Data Team Meeting #2 Discovering the Problem <i>(Informal Observation)</i> | Data Team Meeting #3 Finalizing the Student Learning Problem Establish SMART Goal Observation #1 | Data Team Meeting #4 Finalizing Root Cause Outcomes & Strategies (Logic Model) <i>(Informal Observation)</i> |
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| Connecting as a Team (Icebreaker) Visual Synectics | 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 |
| Introduction to Using Data Process (PPT) Data Analysis Findings (PPT) | Introduce identified Student Problem(s) | Review/Finalize the Student Learning Problem | Finalize the Root Cause Fishbone 5 Whys |
| Establish Collaborative Norms | Prioritize Student Learning Problems <i>Spend a Buck</i> | Establish Student Learning Goal. (SMART Goal) | Introduce the Logic Model- Outcomes & Strategies |
| | | Finding the Root Cause - Introduction <i>Fishbone</i> 5 Whys | |
| Feedback Survey | Feedback Survey | PLC Survey #1 | Feedback Survey |
| Closure | Closure | Closure | Closure |

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Course Schedule

January 15, 2025-First Day of Class

May 7, 2025-Last Day of Class

| Module A Assignments | Items to Submit | Due Date/Time and Point Value |
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| Documents from Fall Course work | SUBMIT to Blackboard: <ul style="list-style-type: none"> ● Data Analysis PowerPoint ● Identified Student Learning Problem ● Strategies researched ● Possible root cause  | Saturday, January 18 Before 11:59 pm 100 points |
| Module B Assignments | Items to Submit | |
| Field Supervisor Informal Observation Feedback Forms (3) | Submit to One Drive: <ul style="list-style-type: none"> ● Field Supervisor Signed Informal Observation Feedback Form-3 meetings (Meetings #1, #2, #4) | To Be Determined |
| 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 Links to OneDrive ● How to Create a Portfolio Folder | Saturday, January 11; 9:30am – 11:30am (CST) 8:30am – 10:30am (MST) 100 points |
| Mod1 Assn2 Link to Weekly Calendar | SUBMIT to Blackboard: NOTE: Each week you should have updated your calendar to show scheduled practicum activities listed in your weekly logs and reflections. There should be 8 weeks of activities listed on your calendar. Weekly Calendars with upcoming events must be shared with site supervisor and filed with link to folder; credit will be given at the end of Practicum. | Saturday, January 18; Before 11:59 pm 100 points |
| Mod1 Assn3 Student Contact Sheet | SUBMIT to Blackboard: 1. Student Contact Sheet | Saturday, January 18; Before 11:59 pm 100 points |
| Mod1 Assn4 Practicum Certification Agreement Form | SUBMIT to Blackboard: <ol style="list-style-type: none"> 1. Practicum Certification Agreement Form 2. Must contain all required signatures before submission | Saturday, January 18 Before 11:59 pm 100 points |
| Mod1 Assn 5 First Contact Form | SUBMIT to Blackboard: The signed "First Contact Form" between field supervisor and intern. | Saturday, January 18 Before 11:59 pm 100 points |
| Mod1 Assn6 PASL Video Permission Forms | SUBMIT to Blackboard PASL Video Permission Forms (One from each data team member) | Saturday, January 25 Before 11:59 pm 100 points |
| Mod 1 Assn7 | SUBMIT to Blackboard: | Saturday, January 18 |

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| Link to Portfolio Folder | 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". | Before 11:59 pm 100 points |
| Mod1 Assn8 Meet and Greet: Introductory Meeting-Field Supervisor and Site Supervisor Site Supervisor Practicum Overview Training and Agreement Form First Contact Form <i>Attachments found in Module 1 Assn8, Blackboard</i> | SUBMIT to Blackboard: <ol style="list-style-type: none"> 1. Your scripted agenda for the meeting 2. The signed "First Contact Form" 3. Site Supervisor Practicum Overview Training Verification Must contain all required signatures before submission. | Saturday, February 1 Before 11:59 pm 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> (Be sure to include TEA ID #'s) 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 22 Before 11:59 pm 100 points |
| 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> (Be sure to include TEA ID #'s) 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 15 Before 11:59 pm 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> (Be sure to include TEA ID #'s) 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 12 Before 11:59 pm 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> (Be sure to include TEA ID #'s) NOTE: Record all preparation, class time, and | Saturday, May 3 Before 11:59 pm 100 points |

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| | 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. | |
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| Module 3 Assignments | Items to Submit-Data Team Meetings | Due Date/Time and Point Value |
| <p>Mod3 Assn1 Pre-Work for Data Team Meeting #1-Building the Foundation</p> <p><i>Informal Observation #1</i></p> <p><i>Resources:</i> Data Coach's Guide, pp 59-61 Attachments found in Module 3 Assn1, Blackboard</p> | <p>SUBMIT to Blackboard:</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 Collaborative Norms <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.).</p> | <p>Saturday, February 1 Before 11:59 pm 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>Mod3 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. Activity to establish Collective Norms 4. Completed feedback surveys-one from each data team member 5. Leading Meeting Self Assessment and Reflection 6. 15 minute video clip-Understanding Data Process (<i>Field Supervisor will review the video clip and complete the Informal Observation Form and return to student. Student submits signed form in Mod B</i>) | <p>Monday, February 15; Before 11:59 pm 100 points</p> |
| <p>Mod3 Assn3 Pre-Work for Data Team Meeting #2- Discovering the Problem</p> <p><i>Resources:</i> Data Coach's Guide, pp 59-66; 156-164. Attachments found in Module 3 Assn 3, Blackboard</p> <p><i>Informal Observation #2</i></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 find student problem ● Activity to Prioritize Student Learning Problem (Spend a Buck) ● Data Team Feedback Survey ● Meeting Skills Self Assessment Survey and Reflection <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED</p> | <p>Saturday, March 1 Before 11:59 pm 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> |

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| <p>Mod3 Assn4 Post Work for Second Data Team Meeting #2- Discovering the Problem</p> | <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Completed Agenda with all sections and times completed 2. Student problem and data collection identified and presented in PPT 3. Results of Spend a Buck activity 4. Completed feedback surveys-one from each data team member 5. Leading Meeting Self Assessment and Reflection 6. 15 minute video clip- Prioritize Student Learning Problems (<i>Field Supervisor will review the video clip and complete the Informal Observation Form and return to student. Student submits signed form in Mod B</i>) | <p>Saturday, March 15 Before 11:59 pm 100 points</p> |
| <p>Mod3 Assn5 Pre-Work for Data Team Meeting #3- Finalizing Student Learning Problem/Establishing SMART Goal/Finding Root Cause</p> <p><i>Resources: Data Coach's Guide, pp 244-250; 251-265. Attachments found in Module 3 Assn6, Blackboard Observation Meeting # 1 This is a required observation. This meeting will be observed by your Field Supervisor. Please see "Rubric for Practicum Observation" to review how your performance will be evaluated.</i></p> | <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Scripted agenda including: <ul style="list-style-type: none"> ● Icebreaker ● Activity to Finalize Student Learning Problem ● Activity to draft Student Learning Goal Statement ● Activity to introduce Cause & Effect Analysis (Fishbone, 5 Whys) ● PLC Survey (found in module- first administration of survey) ● Process PowerPoint <p>Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before scheduled data team meeting.). REQUIRED</p> | <p>Saturday, March 29 Before 11:59 pm 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— Finalizing Student Learning Problem/Establishing SMART Goal/Finding Root Cause</p> |
| <p>Mod3 Assn6 Post Work for Data Team Meeting #3 Finalizing Student Learning Problem/Establishing</p> | <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Agenda with all sections completed 2. Finalized Student Learning Problem 3. Finalized SMART Goal 4. Root Cause Findings | <p>Saturday, April 12 Before 11:59 pm 100 points</p> |

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| SMART Goal/Finding Root Cause | <ol style="list-style-type: none"> 5. Completed Fishbone & 5 Whys Documents 6. Completed PLC Surveys #1(one for each participant) 7. Chart/Table of PLC Responses 8. Meeting Skills Self-Assessment and Reflection 9. Video Recording of Meeting | |
| Mod3 Assn 7 Practicum Observation Meeting Recording and Observation Report #1 | <ol style="list-style-type: none"> 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 style="text-align: center;">Saturday, April 12 Before 11:59 pm 100 points</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. <i>(Be sure to include TEA ID #'s)</i> 2. Document is scanned, submitted to Blackboard | <p style="text-align: center;">Saturday, April 19 Before 11:59 pm 100 points</p> |
| Mod3 Assn8 Pre-Work for Data Team Meeting #4: Finalizing Root Cause/Logic Model-(Solutions/Strategies) Resources: <i>Data Coach’s Guide, pp.276-307.</i> <i>Attachments in Mod3, Assn8</i> Informal Observation #3 | <p>SUBMIT to Blackboard</p> <ol style="list-style-type: none"> 3. Intern signs report and completes required sections including Site supervisor and Intern’s signatures. <i>(Be sure to include TEA ID #'s)</i> Document is scanned, submitted to Blackboard | <p style="text-align: center;">Saturday, April 19 Before 11:59 pm 100 points</p> <p style="text-align: center;">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 #4 Finalizing Root Cause/Logic Model-(Solutions/Strategies)</i></p> |
| Mod3 Assn9 Post-Work for Data Team Meeting #4: Finalizing Root Cause/Logic Model-(Solutions/Strategies) | <p>SUBMIT to Blackboard:</p> <ol style="list-style-type: none"> 1. Scripted Agenda with the following included: Time Frame, Icebreaker, Review of Collaborative Norms 2. PPT of student learning problem/goal/TEK(s) 3. Completed Fish Bone, Five Whys | <p style="text-align: center;">Saturday, May 1 Before 11:59 pm 100 points</p> |

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| | <ol style="list-style-type: none"> 4. Introduction of Logic Model Activity with Outcomes and Strategies 5. Completed feedback surveys-one from each participant 6. Leading Meeting Self Assessment and Reflection 7. 15 minute video clip-Fish Bone, 5 Whys Activity (<i>Field Supervisor will review the video clip and complete the Informal Observation Form and return to student. Student submits signed form in Mod B</i>) | |
| Module 4 Assignments | Items to Submit-Portfolio | Due Date/Time and Point Value |
| Mod4 Assn1 Mock Portfolio Presentation to Field Supervisor | <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>Saturday, April 12 Before 11:59 PM 100 points</p> |
| Module 5 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 | <p>SUBMIT to Blackboard:</p> <p>Certify Teacher Practice Test Results for Domains 2, 3, and 4.</p> <p>Must score 80% in each Domain; if not, retake quiz in Practicum II</p> | <p>Saturday, May 3 Before 11:59pm 100 points</p> |

Edited: 12/01/2024 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.