ED 7102 Practicum III –
Summer Starters
Spring 2026- 16 weeks

Professor Information		Professor Office Hours
Jennifer Haan, Ph.D. Field Supervisor Sul Ross Educational Leadership Program jennifer.haan@sulross.edu 676-636-7237	**SR**	T/W/Th. 12:00-4:00 pm (CST) If above times are inconvenient, please contact me to set up an alternative time.

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 addressing changes to Texas Education Code 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 7102 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 7102** 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 meetings to collect data to adjust future work and procedures as needed. PLC survey #3 will be completed after meeting #9.

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8. Data Team Meeting #9 will be observed by the Field Supervisor and feedback provided to the student.

Student Learning Objectives

By the end of ED 7102

1. The Intern will devise a plan for calculating the effectiveness of the professional development work on the implementation of the new strategies in reaching the SMART goal.
2. The Intern will have gained experiences in observing, evaluating and coaching teachers while providing feedback synthesized from evidence collected during observations and one-on-one discussions.
3. The Intern will monitor student and teacher outcome goals utilizing performance data and observations to verify growth for both groups.

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.**

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- **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)

- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for various 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 principles 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 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 and 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.
- Students will insure that parents and other members of the community are an integral part of the campus
culture.
- Students will 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 (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*. (7th 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.

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Grading Policy

Students must complete all of the 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". Students must contact the instructor to submit the late assignment. 10 points will be deducted from the grade for each day late. *It is the student's responsibility to contact the Field Supervisor and make arrangements for a submission.*

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 the number of points accrued in the course.)

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

7. There will be one Formal Observation per practicum and three Informal Observations per semester.

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, calendars, and learning modules, among other things. Students must have a computer with a microphone and a camera.

Student Expectations of Instructor:
- Instructors will provide weekly communication with the class through announcements (video and text), email notifications, virtual office hours, and weekly Zoom group chats.

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- Instructors will provide weekly email responses within 24-hours of receipt during the hours of 9:00AM-4:00PM, Monday-Friday (CST).
- Instructors will provide grades to assignments and projects within two weeks of the submissions date.
- Instructors will provide feedback to journals and discussion boards as needed, on a weekly basis.
- Instructors will provide clear and concise instructions on how to complete the online requirements.
- Instructors 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 by the 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 instructors.
- 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 others 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.

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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_Reflection#1_ED7100_Submission Date
Example: Doe_Jane_Reflection#1 _ED7101_06.05.2025

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
- Turning in professional works or Internet sites without citation
- Turning in AI generated work without significant revision

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Course Withdrawal

The Last day to drop a course without creating an academic record is **Friday, January 30, 2026. Last day to drop a course with a "W" is Friday, April 3, 2026.** 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.

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

Students With Special Needs

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. 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 mschwartze@sulross.edu

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

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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

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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, Field Supervisor

Data Team Meeting Overview

ED 7102-Practicum III-Summer Starters

January 14, 2026-First Day of Class   April 29, 2026-Last day of class

ED 7102: Practicum III SLOs: By the end of 7102

1.   The Intern will devise a plan for calculating the effectiveness of the professional development work on the implementation of the new strategies in reaching the SMART goal.

2.   The Intern will have gained experiences in observing, evaluating and coaching teachers while providing feedback synthesized from evidence collected during observations and one-on-one discussions.

3.   The Intern will monitor student and teacher outcome goals utilizing performance data and observations to verify growth for both groups

Data Team Meeting #7 Delivering the Professional Development *Informal Observation #5*	Data Team Meeting #8 Initial Implementation Meeting/ Finalizing Implementation and Monitoring Plan *Informal Observation #6*	Data Team Meeting #9 Weekly Data Team Meeting Week #3 *Observed Meeting #3*	Data Team Meeting #10 Celebrating Results *Informal Observation #7*
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	Connecting as a Team (Icebreaker) Review Data Team Collaborative Norms
Professional Development Session ▪ Specific instructional strategies ▪ Provide time for teachers to practice strategies ▪ Explanation of observation/feedback cycles (including pre/post observation forms, PASL walkthrough forms	**Review/Finalize Implementation /Monitoring Plan/TIP** • Strategy Implementation • Assessment Plan • Student Achievement Worksheet • PASL Observation (Observation Protocol) • Explanation of observation/feedback cycles (including pre/post observation forms, PASL walkthrough forms • Weekly Data Team Check-In Schedule	Mid-point Assessment Results • Student Achievement Worksheet • Student Work Samples • Review of Strategies implemented • Adjustments to I & M plan (if needed) • Re-teach of Strategies (if needed)	• Review Process • Student Learning Problem • SMART Goal • Identified Root Cause • Logic Model • -Student/Teacher Outcomes • -Strategies Implemented - I & M Calendar • Student Achievement Worksheet • Celebrate Success- SMART Goal • Next Steps- Moving Forward
• Feedback Survey • Post PD Survey	• Feedback Survey	• Feedback Survey • PLC Survey #3	• Post Implementation Survey
Closure	Closure	Closure	Closure

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Course Schedule

January 14, 2026-First Day of Class   April 29, 2026-Last Day of Class

Module 1 Assignments-Preparing for the Practicum	Items to Submit	Due Date/Time and Point Value
Module A	**Practicum III Overview-REQUIRED**	Saturday, January 10; 100 points
Mod 1 Assn1 Documents from course work	**Submit to Blackboard:** Place updates to the documents listed in Blackboard. Field Supervisor will review the documents and assign a grade.	Saturday, January 17; Before 11:59 pm 100 points
Mod 1 Assn2 Practicum Forms	**SUBMIT to Blackboard:** If changes have been made regarding Site Supervisor or Data Team members complete the required forms and upload. If there are no changes, type "No changes" and submit.	Saturday, January 17; Before 11:59 pm 100 points
Mod 1 Assn3 Link to Portfolio folder	**SUBMIT to Blackboard:** Submit the link to your portfolio folder**.**	Saturday, January 17; Before 11:59 pm 100 points
Mod1 Assn 4 Retake scores for Certified Teacher Practice Exam for Domains 1, 5, and 6 ONLY	**SUBMIT to Blackboard:** Scores for retaking Certified Teacher Practice Exam if original scores were below **90%** (ED7101).	Saturday, January 17; Before 11:59 pm 100 points
Mod1 Assn 5 Practicum III Meeting-Field Supervisor, Site Supervisor, Intern	**Submit to Blackboard:** Meeting to be led by Intern. Share update of the progress of Data Team Meetings in 7101. Include agenda, team members' updates, meeting schedule. After the meeting is completed, Field Supervisor will complete the rubric found in Blackboard and assign a grade.	Saturday, January 17, Before 11:59 pm 100 points
Module 2-Data Team Meeting #7-Delivering Professional Development	**Items to Submit-Data Team Meeting #7**	Due Date/Time and Point Value
Mod2 Assn1 Pre-Work for Data Team **Meeting #7:** Data Coach's Guide, pp.276-307. Attachments in Mod2, Assn1	Be prepared to discuss two (2) takeaways observed in exemplar meeting video. Be prepared to share the following documents during the Pre-Conference with your Field Supervisor. 1. Scripted Agenda including the following: ● Time Frames for each activity ● Icebreaker	Saturday, January 24; Before 11:59 pm 100 points Rubric found in Blackboard, Mod2 Assn 1 Agenda must contain all sections required **Data**

Informal Observation #5	• Review Norms 2. PPT of a review of work accomplished so far: student learning problem and SMART goal with focus TEK(s) noted; finalizing the root cause (Fish Bone, 5 Whys); identified strategies and outcomes 3. Additional slides to guide the team in the basics for the strategies to be implemented and the activities planned for practice. ==Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before a scheduled data team meeting.). **REQUIRED** *(rubric found in module in Blackboard)*==	**Meeting #7— Delivering Professional Development** Rubric found in Blackboard, Mod2 Assn 1. Agenda must contain all sections required *Data Meeting #7* **Delivering the Professional Development**
Mod2 Assn2 Post-Work for Data Team **Meeting #7:**	**Submit to Blackboard:** 1. Copy of *updated* Logic Model and artifacts 2. List student and teacher outcomes 3. Completed Post PD Surveys(-one for each participant.) 4. Completed Feedback Surveys-one from each data team member 5. PASL Task Activity **6.** Completed Leading Meeting-Self Survey and Reflection form.	Saturday, January 31; Before 11:59 pm 100 points
Mod2Assn3- **Reflection #7**	**SUBMIT to Blackboard:** **Reflection response to prompt for Reflection #7** (minimum of 500-750 words) Rubric found in Blackboard	Saturday, January 31; Before 11:59 pm 100 points
	SLL Submission	
Mod2Assn4 • **Student Log #7** • **Informal Observation #5**	**SUBMIT to SLL:** • Record all preparation, class time, and post-class work time in your Log, as well as campus activities related to developing campus leadership skills. • Review comments from Informal Observation #5 and acknowledge receipt *Field Supervisor will post grade in Blackboard after reviewing submissions* *(50 points for Log; 50 points for Informal Observation)*	Saturday, January 31; Before 11:59 pm 100 points
Module 3 **Data Team Meeting #8-** **Initial Implementation**	**Items to Submit-Data Team Meeting #8**	**Due Date/Time and Point Value**
Mod3 Assn1 Pre-Work for Data Team **Meeting #8:**	Be prepared to discuss two (2) takeaways observed in exemplar meeting video 1. Scripted agenda 2. Review timeline for Implementation	Saturday, February 7; Before 11:59 pm 100 points

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Initial Implementation Meeting **Informal Observation #6**	3. Strategies and Outcomes (Teacher Learning & Practice Outcomes/Student Outcomes) 4. Observation Cycle 5. PPT/Materials Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before a scheduled data team meeting.). **REQUIRED** *(rubric found in module in Blackboard)*	Rubric found in Blackboard, Mod3 Assn 1 Agenda must contain all sections required **Data Meeting #8— Initial Implementation Meeting Monitoring Tools**
Mod3 Assn2 Post-Work for Data Team **Meeting #8:** **Initial Implementation Meeting**	**Submit to Blackboard:** 1. Completed feedback surveys-one from each data team member 2. Completed Leading Meeting-Self Survey and Reflection form. 3. PASL Task Activity **15 minute video recording of Explanation of the Observation Cycle** (Field Supervisor will provide a written report in SLL. Student will review comments and verify submission.)	Saturday, February 21; Before 11:59 pm 100 points
Mod3 Assn3 **Reflection #8**	**SUBMIT to Blackboard:** **Reflection response to prompt for Reflection #8** (minimum of 500-750 words) Rubric found in Blackboard	Saturday, February 21; Before 11:59 pm 100 points
SLL Submission		
Mod3 Assn4 • **Student Log #8** • **Informal Observation #6**	**SUBMIT to SLL:** • Record all preparation, class time, and post-class work time in your Log, as well as campus activities related to developing campus leadership skills. • Review comments from Informal Observation #6 and acknowledge receipt *Field Supervisor will post grade in Blackboard after reviewing submissions* *(50 points for Log; 50 points for Informal Observation)*	Saturday, February 21; Before 11:59 pm 100 points
Module 4 Data Team Meeting #9-Mid-Point	**Items to Submit-Data Team Meeting #9**	**Due Date/Time and Point Value**
Mod4 Assn 1 Pre-Work for Data Team **Meeting #9- Weekly Data Team Meeting-Mid-Point**	-Be prepared to discuss two (2) takeaways observed in exemplar meeting video -Be prepared to share the following items during the pre-conference: • Scripted agenda/PowerPoint	Saturday, March 21; Before 11:59 pm 100 points

Resources: ***Data Coach's Guide**, pp.288-308. Attachments found in Module 3 Assn 1, Blackboard* ***Formal Observation #3*** ***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.*	• Assessment updates (mid-point) • Update on observations and proposed changes • Proposed adjustments to I & M Plan • Trends in PLC Surveys (#1, #2) Credit will be awarded after pre-conference with Field Supervisor. (A minimum of 5 days before a scheduled data team meeting.). **REQUIRED** *(rubric found in module in Blackboard)*	Rubric found in Blackboard, Mod3 Assn 1 Agenda must contain all sections required **Data Meeting #9— Weekly Data Team Meeting-Mid-Point**
Mod4 Assn 2 Post Work for Data Team Meeting #9- **Weekly Data Team Meeting-Mid-Point**	**Submit to Blackboard:** 1. Completed feedback surveys-one from each data team member 3. Completed Leading Meeting-Self Survey and Reflection form. 4. Completed PLC Survey #3-(one from each Data Team Member) 5. PLC Survey Reflection (including analysis of PLC Surveys #1 & #2, as well as #3) 6. Completed observation forms (1 per teacher observed) **7. *45 minute video recording of Weekly Data Team Meeting-Mid-Point*** 8. PASL Task Activity (Field Supervisor will provide a written report in SLL. Student will review comments and verify submission.)	Saturday, March 28 ; Before 11:59 pm 100 points ;
Mod 4 Assn 3 **Reflection #9**	**SUBMIT to Blackboard:** **Reflection response to prompt for Reflection #9** (minimum of 500-750 words) Rubric found in Blackboard	Saturday, March 28; Before 11:59 pm 100 points
SLL Submission		
Mod4 Assn 4 • **Student Log #9** • **Formal Observation #3**	**SUBMIT to SLL:** • Record all preparation, class time, and post-class work time in your Log, as well as campus activities related to developing campus leadership skills. • Review comments from Formal Observation #3 and acknowledge receipt	Saturday, March 28; Before 11:59 pm 100 points

	Field Supervisor will post grade in Blackboard after reviewing submissions *(50 points for Log; 50 points for Formal Observation)*	
Module 5 **Data Team Meeting #10-** **Final Planning of the PD**	**Items to Submit-Data Team Meeting #10**	**Due Date/Time and Point Value**
Mod5 Assn 1 Pre-Work for **Data Team Meeting #10-** **Celebrating Results** *Resources:* *Data Coach's Guide, pp288-308* *Leverage Leadership, 2.0, pp 181-217.* *Attachments found in Module 4 Assn 1, Blackboard* **This will be Informal Observation #7**	1. Be prepared to discuss two (2) takeaways observed in exemplar meeting video 2. Be prepared to review agenda, ice-breaker, norms, PowerPoint, handouts 3. Final assessment results-Student Achievement Worksheet 4. Be prepared to discuss teacher and student outcomes Credit will be awarded after pre-conference with the Field Supervisor. (A minimum of 5 days before a scheduled data team meeting.). **REQUIRED** *(rubric found in module in Blackboard)*	Saturday, April 11; Before 11:59 pm 100 points Rubric found in Blackboard, Mod5 Assn 1. Agenda must contain all sections required **Data Meeting #10— Celebrating Results**
Mod5 Assn 2 Post Work for Data Team Meeting #10 **Celebrating Results**	**SUBMIT to Blackboard:** 1. Completed Post Implementation Survey-one for each participant with reflection 2. Leading Meeting Self Assessment and Reflection 3. 15 minute video recording of **Student Achievement Worksheet results** *(Field Supervisor will provide a written report in SLL. Student will review comments and verify submission)*	Saturday, April 18; Before 11:59 pm 100 points
Requires SLL Submission		
Mod5 Assn 4 • **Informal Observation #7** • **Student Log #10**	**SUBMIT to SLL:** • Review comments from Informal Observation #7 and acknowledge receipt • Record all preparation, class time, and post-class work time in your Log, as well as campus activities related to developing campus leadership skills. Record all preparation, class time, and post-class work time in your Log, as well as campus activities related to developing campus leadership skills.	Tuesday, April 25; Before 11:59 pm 100 points
Module 6	**Portfolio Presentation** **and** **End of Practicum Documents**	**Due Date/Time and Point Value**

Mod6 Assn 1 Mock Portfolio Presentation to Field Supervisor	***Consult with your field supervisor about a date and time. Send a meeting link to your field supervisor. **SUBMIT to Blackboard:** 1. Revised Portfolio PowerPoint Presentation (no more than 60 minutes) 2. Revised Presentation Script (100 Points: 50 for Power Point revisions; 50 for revised script)	Saturday, April 11; Before 11:59 pm 100 points
Mod6 Assn 2 Implementation Reflections	**SUBMIT to Blackboard:** 1. Video Reflection (2 participants) **2.**Link to OneDrive of Interviews (3 participants	Saturday, April 25; Before 11:59 pm 100 points
Mod 5 Assn 3 Verification of Program Completion	**Verify in SLL**	Saturday, May 2; Before 11:59 pm 100 points
	Field Supervisor will notify student and Site Supervisor when ready for verification	

Revised 12.15.2025