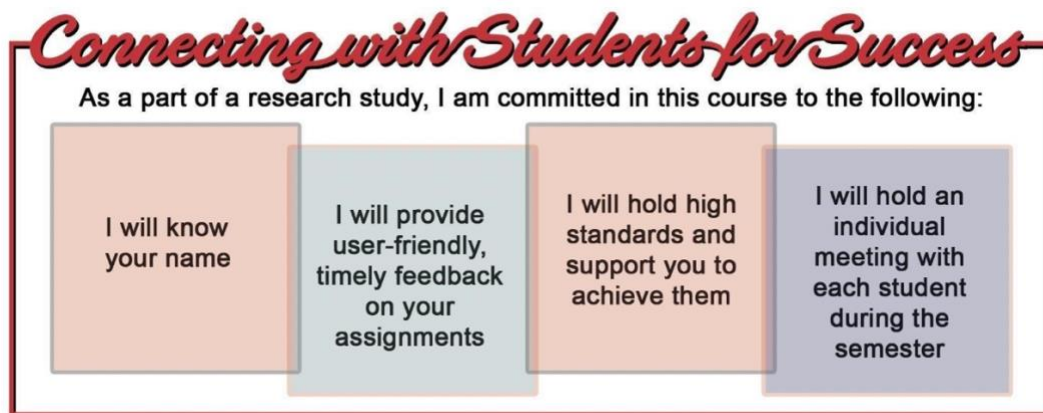


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| <b>Professor Information</b><br>Dr. Jennifer Haan<br>Professor of Practice<br>Phone: 575-636-7237<br>Email: jennifer.haan@sulross.edu |  | <b>Professor Office Hours</b><br>M/F: 1:00pm to 4:30pm CST<br>M/F: 12:00pm to 3:30pm MST<br><br>Via Teams or by appointment |
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This course will be participating in an initiative at Sul Ross State University referred to as “Connecting with Students for Success”. This study is aimed at connecting with students in a way that sets them up for better success, overall.

#### **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.

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>.

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**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 student learning problem and develop a SMART Goal that supports eliminating the Root Cause of the problem.
5. The team will research and present potential strategies based on best practices to eliminate the Root Cause.
6. The team will finalize the Potential Learning Problem, draft the Learning Goal Statement and clarify the Root Cause.
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 Meeting #2 will be observed by the Field Supervisor and a Formal Observation Report provided to the student.
9. Data Team Meetings #1 and #3 will have a 15-minute clip of a specific focus topic reviewed and an Informal Observation Report will be provided to the student.

**Student Learning Objectives**

1. The Intern will gain experience in planning, leading and facilitating Data Team meetings utilizing agendas for guidance in reaching the objective of each session.
2. The Intern will have mastered facilitation of Data Team meetings to identify and evaluate a student learning problem and determine the Root Cause of the problem.
3. The Intern will be proficient in gathering and analyzing data to use with the Data Team to develop a Student Learning Goal (SMART Goal) based on the chosen learning problem.

**TEXES 268 Domains and Competencies****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.

**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.

**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.

***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.

***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.

***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.

**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.
- 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.
- Student 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 (2nded.). 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. 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 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:***

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

**Student Responsibilities**

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#).

Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

**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.

**Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**Course Withdrawal**

The Last day to drop a course without creating an academic record is **Wednesday, September 9. Last day to drop a course with a "W" is Friday, November 6.** 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.

**ADA Statement**

SRSU Accessibility Services. 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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of

Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 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.

|                                       | <b>Data Team Meeting #1</b><br><br><b>Establishing a Collaborative Team</b><br><b>Informal Observation #1</b>                     | <b>Data Team Meeting #2</b><br><br><b>Using Data to Identify a Problem of Practice</b><br><b>Formal Observation #1</b>                                                                                                                                                   | <b>Data Team Meeting #3</b><br><br><b>Developing a Continuous School Improvement Plan</b><br><b>Informal Observation #2</b>                                    | <b>Data Team Meeting #4</b><br><br><b>Determining a Focus for Professional Development</b><br><b>Informal Observation #3</b>                               |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential Questions</b>            | What conditions will you establish through your leadership to sustain trust, collaboration, and continuous improvement over time? | How will you facilitate your team's ability to prioritize and refine data insights into a specific problem of practice? How will you lead your team to reach genuine consensus around the identified problem of practice while ensuring all voices are heard and valued? | How will you ensure your team creates a coherent link between the root cause, AIM statement, and theory of action that drives meaningful instructional change? | In what ways will your leadership ensure that selected strategies are aligned, actionable, and grounded in your team's AIM statement and theory of action? |
| <b>PASL Artifacts</b>                 | Data Team Qualification Chart (3.1.1)                                                                                             | Longitudinal Analysis (1.1.1, 3.2.1)<br><br>Prioritized list of 3 possible student learning problems (2.1.1)                                                                                                                                                             | Root Cause (1.2.2)<br>SMART Goal (1.2.2)<br>TIP or CSI Template (1.2.2)<br>TIP or CSI Timeline (1.2.2)                                                         | Research conducted on possible strategies to address student learning problem (1.2.1, 2.1.2)<br>5-minute Video Collaboration (3.2.2)                       |
| <b>Data Team Meeting Agenda Items</b> | Foundations<br>Vision<br>Norms                                                                                                    | Data Analysis<br><br>Student Learning Data Charts<br><br>Prioritization<br><br>Consensus                                                                                                                                                                                 | Root Cause Analysis<br><br>Logic Model or Theory of Action<br><br>SMART Goal<br><br>TIP or CSI Template                                                        | Identify Strategies<br><br>Logic Model or Driver Diagram<br><br>TIP or CSI Template                                                                        |

## Course Schedule

| Module 1: Preparing for the Practicum                                                                      | Items to Submit                                                                                                                                                                                                                     | Due Date/Time and Point Value                                                                                                                 |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mod1 Assn1</b><br>Practicum I Overview Meeting                                                          | Log into Teams meeting on specified date and time                                                                                                                                                                                   | Saturday, August 15<br>9:00am – 10:00am CST<br>8:00am – 9:00am MST<br>50 Points                                                               |
| <b>Mod1 Assn2</b><br>Beginning of Practicum Agreement                                                      | <b>In SLL</b><br>Upload signed “Beginning of Practicum Agreement Form” in SLL                                                                                                                                                       | Saturday, August 22<br>Before 10:59 pm<br>50 Points                                                                                           |
| <b>Mod1 Assn3</b><br>PASL Video Permission Forms                                                           | <b>SUBMIT to Blackboard</b><br>PASL Video Permission Forms (One from each data team member)                                                                                                                                         | Saturday, August 29<br>Before 10:59 pm<br>50 points                                                                                           |
| <b>Mod1 Assn4</b><br>Meet and Greet: Introductory Meeting- Field Supervisor and Site Supervisor            | Student is responsible for scheduling the meeting with the Site Supervisor and Field Supervisor.                                                                                                                                    | Saturday, September 5<br>Before 10:59 pm<br>50 points                                                                                         |
| Module 2: DTM #1<br>Establishing a Collaborative Team                                                      | Items to Submit                                                                                                                                                                                                                     | Due Date/Time and Point Value                                                                                                                 |
| <b>Mod2 Assn1</b><br>Pre-Conference and Pre-Work for Data Meeting #1<br><br><b>Informal Observation #1</b> | <b>Bring the following to Pre-Conference:</b> <ul style="list-style-type: none"> <li>Agenda with Time Stamps</li> <li>Data Team Qualification Chart (PASL 3.1.1)</li> </ul>                                                         | Saturday, September 12<br>Before 10:59 pm<br>50 points total;<br><i>Points will be awarded after pre-conference with field supervisor</i>     |
| <b>Mod2 Assn2</b><br>Post-Conference and Post Work for Data Meeting #1                                     | <b>SUBMIT to Blackboard</b> <ul style="list-style-type: none"> <li>15 minute video recording of Data Team Meeting</li> <li>Leading Meeting Survey and Reflection Form</li> </ul>                                                    | Saturday, September 19<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after post-conference with field supervisor</i>           |
| <b>Mod2 Assn 3</b><br>Acknowledgement of Informal Observation #1                                           | <b>In SLL</b><br>Review comments from <b>Informal Observation #1</b> and acknowledge receipt                                                                                                                                        | Saturday, September 26<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after student acknowledges receipt of feedback in SLL</i> |
| Module 3: DTM #2<br>Using Data to Identify a Problem of Practice                                           | Items to Submit                                                                                                                                                                                                                     | Due Date/Time and Point Value                                                                                                                 |
| <b>Mod3 Assn1</b><br>Pre-Conference and Pre-Work for Data Meeting #2-<br><b>Formal Observation # 1</b>     | <b>Bring the following to Pre-Conference:</b> <ul style="list-style-type: none"> <li>Agenda with Time Stamps</li> <li>Longitudinal Analysis (PASL 1.1.1, 3.2.1)</li> <li>Prioritized list of 3 possible PoP (PASL 2.1.1)</li> </ul> | Saturday, October 3<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after pre-conference with field supervisor</i>               |
| <b>Mod3 Assn2</b><br>Post-Conference and Post Work for Data Meeting #2-                                    | <b>SUBMIT to Blackboard:</b> <ul style="list-style-type: none"> <li>Video link of DT Meeting #2 (45 minute minimum)</li> <li>Leading Meeting Survey and Reflection Form</li> </ul>                                                  | Saturday, October 10<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after post-conference with field supervisor</i>             |

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| <b>Mod3 Assn 3</b><br>Acknowledgement of Formal Observation #1                                                 | <b>In SLL</b><br><br>Review comments from <b>Formal Observation #1</b> and acknowledge receipt                                                                                                                                                                                                                      | Saturday, October 17<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after student acknowledges receipt of feedback in SLL</i> |
| <b>Module 4: DTM #3</b><br><b>Developing a Continuous School Improvement Plan</b>                              | <b>Items to Submit</b>                                                                                                                                                                                                                                                                                              | <b>Due Date/Time and Point Value</b>                                                                                                        |
| <b>Mod4 Assn1</b><br>Pre-Conference and Pre-Work for <b>Data Meeting #3-</b><br><b>Informal Observation #2</b> | <b>Bring the following to Pre-Conference:</b> <ul style="list-style-type: none"> <li>• Agenda with Timestamps</li> <li>• Finalized Problem of Practice from last data team meeting</li> <li>• Draft of TIP/CSI Template</li> </ul>                                                                                  | Saturday, October 24<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after pre-conference with field supervisor</i>            |
| <b>Mod4 Assn2</b><br>Post-Conference and Post Work for Data Meeting #3                                         | <b>SUBMIT to Blackboard:</b> <ul style="list-style-type: none"> <li>• Finalized 5-Whys</li> <li>• Finalized Fishbone</li> <li>• Finalized SMART Goal</li> <li>• Updated TIP/CSI Template</li> <li>• 15 minute video recording of Data Team Meeting</li> <li>• Leading Meeting Survey and Reflection Form</li> </ul> | Saturday, October 31<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after post-conference with field supervisor</i>           |
| <b>Mod4 Assn 3</b><br>Acknowledgment of Informal Observation #2                                                | <b>In SLL</b><br><br>Review comments from <b>Informal Observation #2</b> and acknowledge receipt                                                                                                                                                                                                                    | Saturday, November 7<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after student acknowledges receipt of feedback in SLL</i> |
| <b>Module 5: DTM #4</b><br><b>Determining a Focus for Professional Development</b>                             | <b>Items to Submit</b>                                                                                                                                                                                                                                                                                              | <b>Due Date/Time and Point Value</b>                                                                                                        |
| <b>Mod5 Assn1</b><br>Pre-Conference and Pre-Work for Data Meeting #4:<br><b>Informal Observation #3</b>        | <b>Bring the following to Pre-Conference:</b> <ul style="list-style-type: none"> <li>• Agenda with Time Stamps</li> <li>• Research conducted on possible strategies to address PoP (PASL 1.2.1, 2.1.2)</li> </ul>                                                                                                   | Saturday, November 14<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after pre-conference with field supervisor</i>           |
| <b>Mod5 Assn2</b><br>Post Conference and Post-Work for Data Meeting #4:                                        | <b>Submit to Blackboard:</b> <ul style="list-style-type: none"> <li>• 15-minute video recording of Data Team Meeting</li> <li>• Updated Driver Diagram or Logic Model</li> <li>• Leading Meeting Survey and Reflection Form</li> </ul>                                                                              | Saturday, November 28<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after post-conference with field supervisor</i>          |
| <b>Mod5 Assn 3</b><br>Acknowledgement of Informal Observation #3                                               | <b>In SLL</b><br><br>Review comments from <b>Informal Observation #3</b> and acknowledge receipt                                                                                                                                                                                                                    | Saturday, December 5<br>Before 10:59 pm<br>50 points<br><i>Points will be awarded after student acknowledges receipt of feedback in SLL</i> |

| Module 6: SLL<br>Certification Updates                                     | Items to Submit                                                                                                                                                                                                                                                                                             | Due Date/Time and<br>Point Value                                                                                                            |
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| <b>Mod6 Assn1</b><br>Update Student Time<br>Logs (Should have 50<br>hours) | <b>In SLL</b> <ul style="list-style-type: none"> <li>Record all preparation, class time, and post-class work time in your <b>Log</b>, as well as campus activities related to developing campus leadership skills.</li> <li>Remind your Site Supervisor to go into SLL to approve the activities</li> </ul> | Saturday, December 5<br>Before 10:59 pm<br>100 points<br><i>Points will be awarded after Site<br/>Supervisor approves activities in SLL</i> |
| <b>Mod6 Assn 2</b><br>Graduate TEA<br>Certification Trainings              | <b>SUBMIT to SLL</b> <ul style="list-style-type: none"> <li>Classroom Management</li> <li>Digital Literacy</li> <li>Dyslexia</li> <li>Roles and Responsibilities</li> <li>Ethics</li> <li>Mental Health</li> <li>Open Educational Resources</li> <li>Special Education</li> </ul>                           | Saturday, December 5<br>Before 10:59 pm<br>100 points<br><i>Points awarded after Field Supervisor<br/>verifies in SLL</i>                   |