

Course Syllabus

Practicum 3 EDU 7102

FALL 2026 / 8 Weeks (8W2) / 3 Credit Hours / Continues from Practicum I

Gayle White, Ed.D.

Assistant Professor of Practice
Educational Leadership Program
Phone: 956.202.2601 (mobile)
Email: gayle.white@sulross.edu

SUL ROSS
STATE UNIVERSITY

Virtual Office Hours

T/Th, 12:00pm – 4:00pm (CST)
T/Th, 11:00am – 3:00pm (MST)
If inconvenient, contact me to
set up an alternative time.

Welcome to Principal Practicum II

In this course, you will continue and complete the campus-based continuous improvement initiative you launched in Practicum I and finalize your ETS Performance Assessment for School Leaders (PASL 368) portfolio. You will monitor and refine your implementation, lead professional learning (PASL Task 2), facilitate a collaborative team including the required video artifact (PASL Task 3), and complete Formal Observations B and C. You will also complete the remaining informal leadership evidence visits and finish logging your 160 leadership hours in SL&L. Candidates who meet program, TEA, and ETS requirements may choose to submit PASL 368 at the end of the semester for Texas principal certification.

Course Description

Principal Practicum II is the second field-based practicum in the M.Ed. in Educational Leadership and principal certification sequence and completes the 160-hour practicum begun in Practicum I. Candidates continue implementing and monitoring their campus-based continuous improvement initiative, complete Formal Observations B and C, finish the remaining informal leadership evidence visits, and lead the professional learning and collaborative team work that produce PASL Task 2 and Task 3 evidence (including the required Task 3 video artifact). Across the remaining hours needed to reach the 160-hour SL&L total, candidates consolidate all PASL evidence into a final readiness portfolio and confirm whether they plan to pursue PASL 368 submission. The course grade evaluates the quality, completeness, evidence base, and revision readiness of the candidate's draft materials — it does not guarantee ETS eligibility, approval, or a passing score. The decision to submit is the candidate's.

Performance Standards, Goals, and Learning Objectives

- Students will demonstrate the ability to lead professional learning and facilitate a collaborative team to improve teaching and learning.
- Students will know how to monitor implementation, analyze impact data, and revise an action plan based on evidence.
- Students will demonstrate the ability to provide feedback and coaching through formal observation, reflect on their own leadership practice, and grow professionally.

Principal Practicum II contributes to the following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) and TExES Principal Certificate Standards, and completes alignment to ETS PASL 368.

Alignment to ETS PASL (368)

The course is aligned to the ETS Performance Assessment for School Leaders (PASL 368), the Texas principal certification performance assessment, and the Texas Principal Certificate Standards (TAC §241.15). PASL 368 consists of three tasks; each task requires written commentary and linked artifacts, and Task 3 requires a video artifact. Practicum II completes Tasks 1, 2, and 3 and produces the submission-ready PASL 368 portfolio.

ETS PASL 368 Task	Focus	Status in Practicum II
-------------------	-------	------------------------

Task 1 — Problem Solving	Identify a significant academic problem of practice; research and design an improvement plan; implement, monitor, and analyze results.	Finalized and revised using implementation evidence
Task 2 — Continuous Professional Development	Design and facilitate professional learning tied to the PoP.	Completed — professional learning delivered and artifacts collected
Task 3 — Collaborative Team	Lead a collaborative team to improve teaching and learning (includes required video).	Completed — collaborative team evidence and video artifact finalized

Required Text

Required texts continue from Practicum I:

1. Bernhardt, V. L. *Data Analysis for Continuous School Improvement* (5th ed.). Eye on Education.
2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN: 9781433805615.

Requirements for Completion

To complete Practicum II, candidates must:

1. Complete the 160-hour SL&L requirement — Log all remaining leadership hours in the Student Learning & Licensure (SL&L) ePortfolio to reach the 160-hour sequence total.
2. Complete 2 formal observations — Formal Observations B and C, using the formal PASL Domain rubric, aligned to TEA/PASL requirements.
3. Complete the remaining 3 informal leadership evidence visits — Finishing the six total visits across the practicum sequence. A one-page Informal Leadership Visit Reflection is submitted after each informal visit.
4. Complete PASL Task 2 evidence — Professional learning designed and facilitated, with artifact set collected and linked.
5. Complete PASL Task 3 evidence — Collaborative team facilitated and documented, including the required video artifact.
6. Finalize PASL Task 1 — Revise the Task 1 draft using implementation and impact evidence gathered across the practicum.
7. Submit a Final PASL Readiness Portfolio — Consolidated evidence map, key artifacts, and final draft materials for Tasks 1–3, with all artifacts dual-housed.

Dual Storage Policy

Any assignment artifact that directly serves as evidence for a PASL task must be dual-housed in both the student's personal cloud storage (OneDrive) and the SL&L ePortfolio. This is separate from general course submission requirements.

- Live, ongoing work (CSI action plan, evidence log, evidence tracker) is maintained in the shared OneDrive/Excel live workbook, with Blackboard confirmation submitted when a checkpoint is reached.
- Rubric-graded, one-time deliverables (reflections, final portfolio) are exported as PDF and submitted to Blackboard so a grade and rubric can be attached.

- Artifacts used as PASL evidence for Tasks 1–3 must be uploaded to the SL&L ePortfolio; other supporting course materials may be stored in OneDrive unless otherwise directed.

PASL 368 Submission Goal

This course is designed so that, by the end of the semester, each candidate has a submission-ready PASL 368 portfolio. Candidates who meet program, TEA, and ETS eligibility requirements may choose to register for and submit the PASL 368 assessment for Texas principal certification. The course grade evaluates the quality, completeness, evidence base, and revision readiness of the candidate's draft materials — it does not guarantee ETS eligibility, approval, or a passing score. The decision to submit is the candidate's.

Course Assignments

Assignment Category	Points	% of Grade
SL&L Hour Log (complete 160-hour sequence total)	Pass/Fail (required)	Required to pass
Formal Observations B & C (PASL Domain Rubric)	300 pts.	30%
Informal Leadership Evidence Visits & Reflections (3)	200 pts.	20%
Checkpoint: PASL Task 2 Evidence (Professional Learning)	150 pts.	15%
Checkpoint: PASL Task 3 Evidence (Collaborative Team + Video)	150 pts.	15%
Checkpoint: Final PASL Readiness Portfolio (Tasks 1–3)	200 pts.	20%
Total	1,000 pts.	100%

Assignments and Grades

Descriptions of each checkpoint and deliverable are found in the Educational Leadership Practicum Handbook, which is incorporated into this syllabus. Students should read the Handbook carefully. The grading policy for this course is as follows: students must complete all Practicum required hours, meetings, and paperwork.

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.
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 (incomplete) for this class unless you have a serious illness or a family emergency.
5. After 11:59 pm on the date any assignment is due is considered late.
6. There are no optional assignments in this course. All assignments must be completed 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).
7. Students who fail to log required SL&L hours or complete any required checkpoint may not pass this course.

Grading Scale

Percentage	Grade
100–90%	A

89–80%	B
79–70%	C
69–60%	D
59% or less	F

“C’s” 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 delay completion of the program as the program is sequential and the rotation must be followed.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet via Microsoft TEAMS. Students must have a microphone and camera.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Internet Web Resources

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

Format Requirements for Submittals

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

A title page is required. Please follow APA cover page formatting for all papers. When the assignment states how many pages, the cover page and reference pages should be included in the total.

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 no option to redo for credit.

Use of Generative Artificial Intelligence (GAI)

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.

Generative AI tools, especially large language model chatbots like ChatGPT, are widely used today in many contexts. Learning to use AI responsibly and ethically is thus an important concept to engage with thoughtfully in your work as a student and beyond. Students should, however, be aware of the limits of generative AI tools such as ChatGPT:

- The quality of the prompt fed to the chatbot directly correlates to the quality of the generated text you will receive. Making the most of ChatGPT requires being thoughtful about how you write your prompts.
- Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.
- Caution: Using an AI-content generator such as ChatGPT to complete an assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute the use of any tools and sources.

The following examples demonstrate approved uses of AI in this course. You can take advantage of a generative AI to:

- Brainstorm ideas, draft an outline, clarify thoughts, and/or generate keywords.
- Fine-tune, expand, or clarify your research questions.
- Check grammar, writing conventions, and style; help you find an expression.

The use of generative AI tools is not permitted in this course for the following activities:

- Using the AI tool to compose a response to a discussion board prompt or to enter content into a chat in a classroom context (e.g., Teams, Zoom, Google Meet).
- Completing your specific task for assigned group work.
- Copying and pasting entire paragraphs from the AI tool to complete narrative/essay assignments and/or papers.

Course Withdrawal

The last day to drop a course with a 'W' is [Insert official university withdrawal date]. 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 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 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-based and ITV courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F." In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, or communicating with the instructor by phone, email, and/or not following the instructor's participation guidelines stated in the syllabus. Non-participation is equivalent to a student being absent in a regular classroom. Given this equivalency, non-participation can be defined as a student not submitting assignments and not communicating with the professor. Attendance for fully online classes is determined by the last participation in course assignment or activity. Students will be notified if they are falling behind, not submitting work, not attending class, or failing assignments. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU Online Distance Education Guidelines. In the Educational Leadership Program, the 20% absence threshold is determined by the following timeframes for non-participation. This course is 8 weeks, so the applicable threshold is 1.5 weeks (11 consecutive days) of non-participation.

Non-Participation Timeframes (20% Threshold)

Course Length	20% Non-Participation Threshold
8-week course	1.5 weeks (11 consecutive days) of non-participation
16-week course	3 weeks (21 consecutive days) of non-participation
4-week course	1 week (7 consecutive days) of non-participation

Diversity Statement

My goal as instructor is to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that health concerns or unexpected life events could 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 an inclusive 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 do not hesitate to come and talk with me. I want to be a resource for you.

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.

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 Schwartz Grisham, M.Ed., LPC (Licensed Professional Counselor), SRSU's Accessibility Services Coordinator, at 432-837-8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartz@sulross.edu.

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

Course Schedule (8 Weeks)

The schedule below is a cut-paste-ready milestone table for Blackboard. Continuous requirements (SL&L hour logging toward the 160-hour sequence total, dual-housing PASL evidence in OneDrive + SL&L, and Blackboard confirmations for rubric-graded deliverables) apply across all 8 weeks.

Week	Module / Focus	Activities & Readings	Milestone / Deliverable
1	M1: Re-Entry Review	Review Practicum I handoff; update action plan, SL&L log, evidence tracker, and observation plan	Checkpoint 1 — Re-Entry: action plan, SL&L log, evidence tracker, and observation plan updated
2	M2: Implementation Monitoring	Monitor and refine implementation; collect impact evidence; plan professional learning (Task 2)	Implementation monitoring evidence; professional learning plan
3	M3: Professional Learning	Deliver/facilitate professional learning; collect Task 2 artifacts	Task 2 professional learning evidence collected
4	M4: Collaborative Team & Obs. B	Plan and facilitate collaborative team work; conduct Formal Observation B	Formal Observation B completed; collaborative team underway
5	M5: Task 3 & Video	Complete collaborative team evidence and required video artifact; continue informal visits	Task 3 collaborative team evidence and video artifact finalized
6	M6: Formal Observation C	Conduct and debrief Formal Observation C; analyze impact data and evidence	Formal Observation C completed; impact data analyzed
7	M7: Evidence Consolidation	Full PASL evidence map; dual-storage audit; final revisions to Tasks 1–3	PASL evidence map complete; all artifacts dual-housed in OneDrive + SL&L
8	M8: Final PASL Readiness	Finalize Tasks 1–3 draft materials; confirm 160 hours, 3 formal + 6 informal observations	Checkpoint 2 — Final PASL Readiness Portfolio: 160 hours complete; all observations confirmed; candidate confirms whether they plan to pursue PASL 368 submission

Continuous (all weeks):

- Log hours in SL&L to complete the 160-hour sequence total.
- Dual-house all PASL evidence in OneDrive and SL&L.
- Submit Blackboard confirmations for rubric-graded deliverables.