Course Syllabus: Graduate Practicum in Educational Leadership
West College of Education
EDLE 5693 Section X10/DX1
Fall 2023: Aug 28- Dec 8

Contact Information

Instructor: Dr. Stephanie Zamora Robles
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How to Contact Me

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Textbook & Instructional Materials

- There is no textbook for this class.

Course Description

EDLE 5693 is designed to be the last course of a degree/certification plan for aspiring school administrators. The Practicum is a field-oriented course in which students work with a principal/mentor from their school or district. Candidates will take part in at least 160 hours of relevant activities that address the Texas Principal as an Instructional Leader certification standards. Additionally, practicum field visits are conducted according to the Texas Administrative Code, Title 19, Part 7, Chapter 228, §Rule 228.35.

Course Objectives

The educational leadership practicum provides opportunities to work with and learn from a school principal or assistant principal. Through field-based experiences, the candidate will strengthen his/her qualifications and gain experience. Through careful planning, the candidate will:

- select an effective, veteran administrator as a mentor.
- apply knowledge and skills in a real school setting.
- complete a required activity representing each of the 6 Principal as Instructional Leader Certification Standards and at least one activity from each elective option for each of the 7 NELP standards.
- select other practicum experiences that fit their setting and require them to work with diverse individuals and groups.
- keep a log of practicum activities and a journal of what was learned.
- mentor a first-year teacher in order to strengthen their skills as an instructional leader.

*See Appendix A for a complete list of standards/competencies.

Grading/Assessment

Course Grade

Table 1: Graded Assignments

Assignments	Points	Due Date
Activity Plan	10	Sept. 18
Activity Log	10	Sept. 25
Curriculum Map	10	Oct. 9
School Visioning Assessment	10	Oct. 30
Equity Walk Assessment	10	Nov. 13
New Teacher Mentoring	10	Nov. 27
Self-Assessment	10	Dec. 4
3 observations and Reflections (1st due on or before Sept 22, 2nd due on or before Oct 27, 3rd due on or before Dec 8)	30 10 pts each	
TOTAL	100	

Table 2: Total points for final grade

Grade	Points
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Texas Principal Certificate Standards

Domain I - School Culture (School and Community Leadership)

Competency 001 The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)
Competency 003 The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III - Human Capital (Human Resource Management)
Competency 005 The entry-level 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 006 The entry-level 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 007 The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008 The entry-level 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 009 The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010 The entry-level 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 011 The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Texas Administrative Code (TAC) Chapter 228, RULE §228.30
Educator Preparation Curriculum ([Link: TAC Chapter 228, Rule 228.30)](#)

Dyslexia Instruction- §228.30 (c) (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);

        (A) characteristics of dyslexia;
        (B) identification of dyslexia
        (C) effective, multisensory strategies for teaching students with dyslexia.

Mental Health Instruction- §228.30 (c) (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1)

Appropriate Boundaries- §228.30 (7) appropriate relationships, boundaries, and communications between educators and students;

Educator and Student Expectations- - §228.30 (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

Classroom Management Skills- - §228.30 (5) the importance of building strong classroom management skills;

Framework for Evaluation for Teacher and Principal - §228.30 (6) the framework in this state for teacher and principal evaluation;

Class Policies

1. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you.
2. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Plagiarism Statement:** "By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook.

4. **AI / Chat GPT:** Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

   You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

5. **Submission of Assignments**: All assignments *must be submitted to the assignment page for this course in D2L* in a timely manner.

6. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.

   - **Use appropriate language.** Excessive use of "chat" or "instant messaging" jargon is not acceptable for class discussions.
   - Read existing follow-up postings and do not repeat what has already been said.
   - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
   - Be careful with humor and sarcasm. One person's humorous comment can be another person's boorish or degrading remark.
   - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
   - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
   - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

References/Scientifically-Based Research/Additional Readings:

Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* San Francisco: John Wiley & Sons

Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improved Instruction.* San Francisco: John Wiley & Sons

Bambrick-Santoyo, P. (2013). *Leverage Leadership: A Practical Guide to Building Exceptional Schools.* San Francisco: John Wiley & Sons

International Society for Technology in Education (ISTE). (2022). *ISTE Standards for education leaders. Retrieved from* https://www.iste.org/standards/iste-standards-for-education-leaders

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.).* Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5

National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.

NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards - Building Level*. Retrieved from: www.npbea.org.

Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal. Retrieved from* https://tea.texas.gov/sites/default/files/ch241a.pdf

Important Dates
Last day for term schedule changes: Aug 28-31, 2023
Deadline to file for graduation: Dec graduation Sept 25, 2023
Last Day to drop with a grade of "W": Oct 30, 2023
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Attendance Policy
Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of

dependability and are taken seriously. Candidates will receive a grade of F on the third missing or incomplete assignment based upon the discretion of Dr. Robles.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline. There are many places to access your class. Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however, they are able to help you get connected to our online services. For help, log into D2L.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

<div align="center">College Policies</div>

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

<div align="center">Smoking/Tobacco Policy</div>

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

<div align="center">Alcohol and Drug Policy</div>

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

<div align="center">Grade Appeal Process</div>

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

<div align="center">Notice</div>

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Candidates will select an effective, veteran administrator as a mentor.	Competency 1 Competency 2 TAC - §228.30 (7)
Candidates will apply knowledge and skills in a real school setting.	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 Competency 11 TAC - §228.30 (6) TAC - §228.30 (5) TAC - §228.30 (7)
Candidates will complete a required activity representing each of the 6 Principal as Instructional Leader Certification Standards and at least one activity from each elective option for each of the 7 NELP standards.	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 Competency 11 TAC - §228.30 (6) TAC - §228.30 (5) TAC - §228.30 (7) TAC- §228.30 (C) (2) TAC- §228.30 (C) (3)
Candidates will select other practicum experiences that fit their setting and require them to work with diverse individuals and groups. Candidates will keep a log of practicum activities and a journal of what was learned.	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 Competency 11

Course Objectives or Student Learning Outcomes	Standard or Competency
	TAC - §228.30 (6)
	TAC - §228.30 (5)
	TAC - §228.30 (7)
	TAC- §228.30 (C) (2)
	TAC- §228.30 (C) (3)
Candidates will mentor a first-year teacher in order to strengthen skills as an instructional leader.	Competency 3
	Competency 4
	Competency 5
	Competency 6
	TAC - §228.30 (6)
	TAC - §228.30 (5)

Appendix B: Assignment/Standard Alignment Matrix

Assignment/Module/ Course Activities	Standard or Competency
Practicum Activity Plan	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 TAC - §228.30 (7) TAC - §228.30 (5) TAC - §228.30 (6)
Activity Log with Reflections	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 TAC - §228.30 (7) TAC - §228.30 (5) TAC - §228.30 (6)
Curriculum Map	Competency 3 Competency 4 TAC - §228.30 (5)
School Visioning Assessment	Competency 1 Competency 2 TAC - §228.30 (7)
Equity Walk Campus Assessment	Competency 11
New Teacher Mentoring	Competency 3 Competency 4 Competency 5 Competency 6 TAC - §228.30 (5) TAC - §228.30 (6)
Self-Assessment with Mentor Input	Competency 1 Competency 2 Competency 3

Assignment/Module/ Course Activities	Standard or Competency
	Competency 4
	Competency 5
	Competency 6
	Competency 7
	Competency 8
	Competency 9
	Competency 10
	Competency 11
	TAC - §228.30 (7)
	TAC - §228.30 (5)
	TAC - §228.30 (6)
3 Observations	Specific competencies will vary based on the focus of each observation.