Graduate Practicum in Educational Leadership
West College of Education
EDLE 5693 Section X10
Fall 2024: Aug 26-Dec 6

Contact Information

Instructor: Dr. Stephanie Zamora Robles
Office: Bridwell Hall 212
Office Hours:
Tuesday: 3:30 -4:30 pm
Wednesday: 11:00 am -1:30 pm
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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

- No textbook

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 should provide opportunities to work with and learn from a school principal or assistant principal. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

- Candidates will select an effective, veteran administrator as a mentor.
- Candidates will apply knowledge and skills in a real school setting.
- 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](#).
- 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.
- Candidates will mentor a first-year teacher in order to strengthen skills as an instructional leader.

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

Study Hours and Tutoring Assistance

See office hours or by appointment.

Grading/Assessment

Course Grade

Table 1: Graded Assignments

Assignments	Points	Due Date
Activity Plan	10	Sept 16
Activity Log (160 hours total)	10	Sept 30 and then every 2 weeks
Curriculum Map	10	Oct 15
School Visioning Assessment	10	Nov 4
Equity Walk Assessment	10	Nov 18
New Teacher Mentoring (10 hours)	10	Nov 25
Self-Assessment and Mentor Evaluation via TK20	10	Dec 2
3 observations and reflections (1st due on or before Sept 28, 2nd due on or before Nov 2, 3rd due on or before Dec 6)	30 (10 pts each)	Dec 6
3 informal observations (1st due on or before Oct 4th, 2nd due on or before Nov 2, 3rd due on or before Dec 6)	30 pts (10 pts each)	Dec 6
Create Certify Teacher Account, use the study mode for a minimum of 10 hours, pass practice exam with an 80% or higher	10 pts	Dec 6
TOTAL	140	

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

5. **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.

6. **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 stated.
   - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will not be allowed.
   - 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.

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.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Module 1	Activity Plan- this is a plan that you will have approved by your mentor. Your plan will contain all the different activities aligned to the Texas Principal Standards that you will complete this semester. Activity Logs- activity logs detail each activity you complete and the time it required. Each log will also be entered into TK20 and must be approved by your site mentor.	Sept 16 Sept 30 and every two weeks after
Module 2	Observations- You will record yourself 3 different times throughout the semester. Each observation must be 45 minutes long and must meet one of the Texas Principal Standards. Informal Observations- You will record 3 different 15-minute observations where you are completing a task that aligns to one of the Texas Principal Standards. Total observations: 6 Total minutes: 180 minutes (3 hours)	Dec 6
Module 3	Key assessments • New Teacher Mentoring- Identify a new teacher to mentor for a total of 10 hours. • Develop a curriculum map demonstrating your ability to identify curricular non-negotiables taught at each grade level. • School Vision Assessment- Undertake a vision-setting activity with staff or	Nov 25 Oct 15 Nov 4

Week or Module	Activities/Assignments/Exams	Due Date
	conduct interviews with teachers, students, parents, and community members regarding their knowledge of the school vision and how they see it in action. • Equity Walk- gather observational data to confirm or challenge assumptions regarding school improvement and equity at your campus.	Nov 18
Module 4	At the end of the semester, your site mentor will receive an email with a link asking them to complete a rubric regarding your practicum performance. After they complete the rubric, I will complete the same rubric. You will also rate my performance as your university supervisor.	Dec 6
Module 5	Self- Assessment- You will complete a self-assessment demonstrating your ability to reflect over and refine your practice as a school leader. Upload a screenshot of your completed hours and exam score from Certify Teacher	Dec 6

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 29, 2024
Deadline to file for graduation: December graduation Sept 23, 2024
Last Day to drop with a grade of "W": Nov 25, 2024
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](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.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

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.

Alcohol and Drug Policy

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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title

IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

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

Weather closure practices Fall 2024
Delay/closure times are as follows:
- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- TuTh class day: Delay to 11 AM; all classes prior to opening do not meet.
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.
- Please pay close attention to local news, MSU Alert, MSU Safety App, Postmaster, and the MSU website for delay and cancellation decisions.

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 and 3 informal observations	Specific competencies will vary based on the focus of each observation.