



Course Syllabus: EDLE 5693 Graduate Practicum in Ed Leadership
West College of Education & Professional Studies
EDLE 5693 X10
Fall 2026: Aug 24-Dec 4, 2026

Contact Information

Instructor: Dr. Stephanie Zamora Robles

Office: Bridwell Hall 104E

Office Hours:

Tuesday: 3:30 -4:30 pm

Wednesday: 11:00 am -1:30 pm

Thursday: 12:30 – 2:00 pm

Note: By appointment for all online learners

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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 in accordance with 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 their 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 to strengthen skills as an instructional leader.
- See Appendix A for a complete list of standards/competencies.

Table 1: Graded Assignments

Assignments	Points	Due Date
Activity Plan	10	Sept 17
Aug 24-Sept 14 32-hour Time Log	2	Sept 14
Sept 15- Oct 5 32-hour time log	2	Oct 5
Oct 6- Oct 26 32-hour time log	2	Oct 26
Oct 27-Nov 16 32-hour time log	2	Nov 16
Nov 17-Dec 7 32-hour time log	2	Dec 7
Curriculum Map	10	Oct 15
School Visioning Assessment	10	Nov 5
Campus Inventory Assessment	10	Nov 19
New Teacher Mentoring (10 hours)	10	Nov 25
Self-Assessment and Mentor Evaluation via TK20	10	Dec 3
Observation 1 video plus Reflection	5	Sept 26
Signed Observation 1 plus Reflection	5	
Observation 2 video plus Reflection	5	Oct 30
Signed Observation 2 plus Reflection	5	
Observation 3 video plus Reflection	5	Dec 4
Signed Observation 3 plus Reflection	5	
Informal 1 Observation video-Reflection not required	5	Sept 26
Signed Informal 1 Observation	5	
Informal Observation 2 video-Reflection not required	5	Oct 30
Signed Informal Observation 2	5	
Informal Observation 3 video -Reflection not required	5	Dec 4
Signed Informal Observation 3	5	
Tutoring 240- use the study mode for a minimum of 10 hours, pass the practice exam with an 80% or higher	10	Dec 10
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 develop and implement high-quality instruction collaboratively.

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 their 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

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 ([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 is an important writing skill 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 this course. The ‘limited

right' shall include, but is not limited to, the right to reproduce the student's work product to verify originality, authenticity, and for educational purposes." (Student Handbook).

4. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course in D2L* promptly.
5. **Mutual Respect:** Remember that others are reading your posts, so treat everyone with respect. Don't post anything you wouldn't say face-to-face. Distance can create a sense of anonymity. For this reason, we must be mindful of our online posts. Become familiar with the following guidelines for 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 or offensive language, especially comments that might be construed as racist or sexist, is not 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. All caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Use the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes others' intellectual property (authored material), such as books, newspapers, magazines, or journal articles—whether online or in print—it must be properly attributed.

AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly. In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to this course's learning outcomes, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools can guide learning and improve communication, they should never replace a student's original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated.

In summary, you may type a question into ChatGPT, but 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 ethically, accurately, and in useful ways. Ultimately, academic work should reflect your own thinking and writing.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Late Work

If you plan to submit any late work, please email me ahead of time.

Important Dates

Last day for term schedule changes: Aug 27, 2026

Deadline to file for graduation: Sept 21, 2026, for December Graduates

Last Day to drop with a grade of "W": Nov 23, 2026

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 serves as the primary source of communication for assignments, examination materials, and general course information. You can log in to [D2L](#) through the MSU Homepage. If you experience difficulties, please get in touch with the technicians listed for the program or contact your instructor.

Online Attendance Policy

Because this is an online course, attendance will be recorded through your participation in discussions and the 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.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Our online classes can be accessed from any computer connected to the internet. If you have technical difficulties in the course, a student helpdesk is also available. The college cannot work directly on student computers due to liability and resource limitations; however, they can help you connect to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the 'Americans with Disabilities Act', with prior approval of

Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Inclement Weather

Students may contact the professor for extensions on assignments if severe weather conditions impact their ability to meet deadlines.

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 apply for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be reviewed individually. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks, or other life necessities- resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the [Office of Student Affairs](#): Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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 licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as 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 respond appropriately to threats on our campus, such as an active aggressor. Please review the information provided by the 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:

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 speak with someone confidentially about your experience, 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 [the 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.

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 include all the activities aligned with the Texas Principal Standards that you will complete this semester. Activity Logs - activity logs detail each activity you complete and the time it takes. Each log will also be entered into TK20 and must be approved by your site mentor.	Sept 17
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 with one of the Texas Principal Standards. Total observations: 6 Total minutes: 180 minutes (3 hours)	Obs 1 due by Sept 26 Obs 2 due Oct 30 Obs 3 due Dec 4
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 conduct interviews with teachers, students, parents, and community members regarding their knowledge of the school vision and how they see it in action. • Campus Inventory Assessment- gather observational data to confirm/ challenge assumptions regarding school improvement and equity at your campus.	Nov 25 Oct 15 Nov 5 Nov 19

Week or Module	Activities/Assignments/Exams	Due Date
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 10
Module 5	Self- Assessment- You will complete a self-assessment demonstrating your ability to reflect on and refine your practice as a school leader. Upload your completed hours and exam score from Tutoring 240	Dec 10

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>