Course Syllabus: Graduate Practicum in Educational Leadership
College of Education
EDLE 5693 Section X10/DX1
Spring 2022- Jan 10-Apr 3, 2021

Contact Information
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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	Jan 17
Activity Log	20	Apr 20
Curriculum Map	10	Feb 14
School Visioning Assessment	10	Feb 28
Equity Walk Assessment	10	Jan 31
New Teacher Mentoring	10	Apr 11
Self-Assessment	10	Apr 29
3 observations and reflections	20	Apr 29
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

Course 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.

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.
   - 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, Elena. *The Art of Coaching: Effective Strategies for School Transformation.* San Francisco: John Wiley & Sons, 2013.

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

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

Important Dates
Last day for term schedule changes: January 13, 2022.
Deadline to file for graduation: February 14, 2022.
Last Day to drop with a grade of "W:" March 21, 2022.
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.

Attendance
Click here to edit text. Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements
Click here to edit text. 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.

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.

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
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
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	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9

Course Objectives or Student Learning Outcomes	Standard or Competency
for each of the 7 NELP standards.	Competency 10 Competency 11
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
Candidates will mentor a first-year teacher in order to strengthen skills as an instructional leader.	Competency 3 Competency 4 Competency 5 Competency 6

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
Activity Log with Reflections	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8

Assignment/Module/ Course Activities	Standard or Competency
	Competency 9 Competency 10
Curriculum Map	Competency 3 Competency 4
School Visioning Assessment	Competency 1 Competency 2
Equity Walk Campus Assessment	Competency 11
New Teacher Mentoring	Competency 3 Competency 4 Competency 5 Competency 6
Self-Assessment with Mentor Input	Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 Competency 11
3 Observations	Specific competencies with vary based on what the focus of each observation is.