



Course Syllabus: Graduate Practicum in Educational Leadership  
College of Education  
EDLE 5693 Section X10/DX1  
Fall 2021- Aug 23-Dec 3, 2021

Contact Information

Instructor: Kym Acuña

Office: Bridwell 104E

Office Hours: Tuesday 2:00-4:00pm, Wednesday 2:00-3:00pm, Thursday 2:00-4:00pm, and By appointment

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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.

### Student Handbook

Refer to: [2020-2021 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 individuals 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](#)

### Grading/Assessment

#### Course Grade

Table 1: Graded Assignments

Assignments	Points
Activity Plan	10
Activity Log	20
Curriculum Map	10
School Visioning Assessment	10
Equity Walk Assessment	10
New Teacher Mentoring	10
Self-Assessment	10
3 observations and reflections	20
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

### Extra Credit

No extra credit will be considered in this course.

### Late Work

Work should be turned in on time. Any issues that impact your timeliness should be discussed with the instructor.

### Important Dates

Last day for term schedule changes: 8/26/21

Deadline to file for graduation: May graduation 10/4/21; December graduation 09/27/21

Last Day to drop with a grade of "W:" 10/25/21

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 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. For help, log into [D2L](#).

### Online Professional Etiquette

Please remember to use professional communication in all parts of this class. Think about the message you want to communicate and how the way in which you communicate it reflects on you as a professional.

### 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)

exists 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 WATC. 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

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:

<b>Activities</b>	<b>Due Date</b>
Practicum Activity Plan	Aug 30

Activity Log with Reflections/TK20 Time Logs	Dec 3
Curriculum Map	Sept 27
School Visioning Assessment	Oct 11
Equity Walk Campus Assessment	Sept 13
New Teacher Mentoring	Nov 15
Self-Assessment with Mentor Input	Dec 3
3 Observations	Dec 3

References/Scientificallly-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.

#### Appendix A: Standards/Competencies

##### Domain II

##### Competency 3

- A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

##### Domain I

##### Competency 1

- A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

Domain IV  
Competency 8

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

Domain VI  
Competency 11

D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

H. Articulates the importance of education in a free, democratic society

Domain II  
Competency 4

A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III  
Competency 5

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

Competency 6

B. \*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

Domain V

Competency 9

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 10

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff