



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5392 –110 PRACTICUM FOR THE PRINCIPALSHIP

FALL 2017 SEMESTER

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I. COURSE DESCRIPTION

The principal practicum is designed to provide participation in, and discussion and supervision of a variety of professional activities in the area of school principalship preparation. The intern will be required to demonstrate competence in the performance of professional principal/assistant principal-related duties/tasks as the culminating experience in the Texas A&M University-Central Texas principal certification program. These professional duties/tasks will be directly related to the attainment of the seven standards for the principal (19TAC §241.15).

II. STANDARDS FOR THE PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to renew the Standard Principal Certificate. The seven standards are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. **This course is designed to address expectations related to integration and application associated with the seven standards for the principal certificate.** Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate may be accessed at the following web address in the SBEC adopted rules section:

http://info.sos.state.tx.us/pls/pub/readtacSext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15

In addition, the course is designed to revisit the following:

The nine competencies of the three domains (school community leadership, instructional leadership and administrative leadership) tested on the TExES (Texas Examinations of Educator Standards) Principal test. The test framework may be found on pages 12-18 of the TExES Preparation Manual 068 Principal at http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf.

III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

This course utilizes the literature and research studied during the courses taken as part of the TAMUCT principal certification program. The internship must be a semester-long capstone experience to maximize the intern’s opportunities to practice and refine knowledge and skills required for building-level leadership Interns submit an internship plan that is approved by both the on-site mentor and the intern supervisor. A log of activities/hours is kept by the intern.

Learning Objectives	Learning Activities	Assessment for Learning	Assessment of Learning
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Assess personal strengths and challenges in relation to Texas standards for the principalship	Reflection of continuing performance in Standards/Skills Analysis	Updated Standards and Skills Analysis/Growth Plan	Principal TExES Examination
Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct interaction with staff, students, parents, and the greater school community.	Weekly journal entries Completion of two projects and three-five activities in six leadership areas	Completed Project Action Plans Artifact/reflection collection in professional leadership portfolio Observations of practice Paper on campus improvement	Completers Survey Principal Mentor Survey
Understand the complexity of leadership responsibilities and school processes at school levels other than the intern's home school level.	Visits/Interviews – multiple school levels	Paper focused on multiple-level school experiences	
Demonstrate the ability to successfully engage in and pass the state principal certification exam.	Online dialogue: <i>How to Pass the Principal TExES</i>	Completion of TExES practice session with release form of exam	

The required texts for the course are:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN# 978143380562)
- Herasymowych, M., Oliver, C., & Senko, H. (2006). *Decision support system quick reference guide* (2nd ed.). Calgary, Alberta, CA: MHA Institute. (ISBN# 9780980881523)
- Texas Education Agency. (2010). *Texas examination of educator standards TExES preparation manual 068 principal*. Austin, TX: Author. (Downloaded from http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf.)
- Wilmore, E. (2013). *Passing the principal TExES exam: Keys to certification and school leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press. (ISBN# 9781452286013)

NOTE: Additional resources include but are not limited to all textbooks, readings, etc. from program coursework.

IV. SCHEDULE OF INTERN ACTIVITIES AND SUPERVISION

The intern will be supervised in the internship by a university supervisor and a school-based mentor. Except in extreme circumstances that must be approved by the course instructor, the mentor will be the school principal. The intern is responsible for scheduling and completing all required activities and assignments. The intern will utilize the advice of the mentor and university supervisor when planning and scheduling course activities. The intern will remain in contact with the university supervisor through emails, phone calls, the initial visit, at least three formal observation visits, and weekly journal entries. The intern will remain in contact with the principal mentor through weekly emails and both impromptu and scheduled visits.

The student will schedule **an initial meeting with the principal mentor and university supervisor prior to the first week of the semester** to finalize practicum plans. The Initial Meeting Record (Appendix A) will be used by the intern to facilitate the meeting. The Leadership Projects/Activities Planning Matrix (Appendix B) and the Practicum Assignment Tracking form (Appendix C) should be completed prior to the initial meeting and used to guide the meeting discussion. An initial action plan draft for each of the two major projects (Major Project Action Plan, Appendix D) should be shared at the meeting. **A final meeting may be scheduled at the end of the semester** to share reflections concerning the intern's performance and learning/career next steps.

V. COURSE ASSIGNMENTS

The **eight (8) requirements** associated with the course are identified below *and additional requirements may be added at the discretion of the university supervisor*. Course requirements include:

A. Major Project Action Plans (2) (40 pts)

Artifact/Reflection Collection and Continued Portfolio Development (280 pts)

Working closely with his/her mentor, the student intern will plan and implement **two** major projects and **three to five** additional activities demonstrating knowledge and skill in 14 areas within six topics associated with campus leadership and management. Facilitation of these projects/activities should challenge the intern to increase skill in each area. As much as possible, projects and activities will be selected based on campus needs identified through the culmination of the student's development of a school portfolio in the EDAD 560 Applications course. The 6 topics and 14 areas are included in the Leadership

Projects/Activities Matrix (Appendix B). The matrix is to be completed prior to the internship and subsequently used to complete the Internship Assignment Tracking form (Appendix C) and initial drafts of the two Major Project Action Plans (Appendix D) before the start of the internship. Initial drafts should be vetted for clarity by the intern using the MHA Decision Support Process. Final Major Project Action Plans are due when finalized by project teams.

In weekly journal/log entries during the practicum, the student will report on/reflect about actions taken towards the completion of major projects and activities. Additionally, the intern will add artifacts and artifact/reflection forms for the completed major projects/activities behind the appropriate tabs in his/her professional portfolio initially constructed in EDAD 500. Completed Major Project Action Plan forms for the two projects should be included in the professional portfolio as artifacts behind the most appropriate tabs. Artifacts and accompanying reflections for the 14 areas should provide evidence of growth in the internship experience in relation to the six portfolio topics and seven principal standards. **The updated Professional Portfolio including all internship artifacts/reflections is due for review to the university supervisor no later than the designated course calendar date (pp. 15&16).**

B. Initial Meeting & Ongoing Time/Planning Management

(Initial Mtg 20 pts; 3 Time Mgt checks x 20 pts = 60 pts)

Upon receiving approval for the practicum initial planning documents, the student will schedule and facilitate a meeting with his/her principal mentor and university supervisor to finalize practicum activities and discuss any concerns prior to the start of the practicum and then submit a completed Practicum Initial Meeting Record on the Bb course site (Appendix A). During the practicum, time and planning management performance points will be earned for 3 time periods as indicated on the course calendar (p. 15). An updated Tracking Sheet (Appendix C) should be submitted via Bb at the end of each period on the due date designated on the course calendar.

C. Weekly Learning Reflections Journal/Activity Log

(12 Weekly Journals/Activity Logs = 120 pts)

The student intern will create a weekly reflections journal that *contains at least four daily entries* about the internship experience. The journal should be a compilation of reflections directly pertaining to progress in completing course assignments and any other issues/opportunities that are part of the internship experience. Note that a reflective journal is metacognitive in nature; that is, it is a written record of thoughts, reactions, intuitions, and/or actions related to the practicum experiences. Minimally, the intern is required to submit weekly journals each week for ten weeks and include a time log of activities (for format, see Appendix E). The intern is expected to log a minimum of 192 hours of project/activity effort during the semester or 15-20 hours per week, of which 100 of the total must take place on campus. **The 10 weekly reflections journals/activity logs should be submitted via blackboard to the university supervisor by 6 pm on designated course calendar Saturday dates (p. 15).** (written product rubric – p. 5)

D. Principal TExES

(12 Online Dialogue Sessions 120 pts; TExES Practice Session 20 pts)

In preparation for passing the principal TExES exam, students will participate in a series of twelve blackboard online dialogue sessions supported by the course texts, *Passing the Principal TExES* and the *TExES Preparation Manual 068 Principal* (see course calendar for dialogue dates on p. 15 and participation rubric – p. 5). Upon completion of the dialogue sessions, the candidate is *required* to take the Released Principal TExES. To attend, you must make a reservation with the Educator Preparation Services Department at: <https://www.tamuct.edu/departments/educatorpreparationservices/testingform.php>

E. Observations of Leadership Practice (three observations – f2f, recorded, or skyped – of 20 pts each = 60 pts)

The student will be formally observed at least three times by the university supervisor during the practicum. The supervisor will document leadership practice associated with the student's major projects and activities during three 45-minute observations. **The first observation must occur within the first five weeks of the practicum. If the first observation does not occur within the first five-week period the student will not be able to move forward with the practicum and must take the course again.** Of particular importance is the student's use of ethical decision making, culture analysis, team facilitation, and collaborative problem solving to move agendas related to major projects and activities. A copy of the completed Internship Practicum Observation Feedback Report (Appendix G) is shared with/initialed by the student and mentor.

F. Multiple School-Level Experiences

(40 pts)

The practicum must include association with and visitation at all three school levels (elementary, middle, and high schools) within the 'total' practicum experience to provide greater insight into environments that principal practicum students are held accountable for on the Principal TExES Examination and later in administrative roles. The student will complete an 8-10 page comparative reflective paper about his/her findings at other levels. The paper should include reflections about connections, alignment, patterns, contrasts, lessons learned, etc. The paper will be submitted **on blackboard no later than the designated course calendar due date** and should also be shared with the student's mentor. (written product rubric – p. 5)

G. Updated Standards/Skills Self-Analysis and Plan for Improvement

(20 pts)

The student intern will update the Standards/Skills Self-Analysis (narrative journal entries) and Plans for Improvement (matrices) first constructed as part of the course requirements in EDAD 500. The intern will turn in the updated copy of the Standards/Skills Self-Analysis and Plan for Improvement (with entries from previous semesters) **on blackboard no later than the designated course calendar due date**. The document should be shared with the student's mentor. (written product rubric – p. 5)

H. Campus Improvement Planning and Implementation Reflection

(40 pts)

As a culminating course activity, the student will develop an 8-10 page paper analyzing the impact of his/her practicum actions on campus improvement. The paper will be submitted **on blackboard no later than the designated course calendar due date** and should be shared with the intern's mentor. (written product rubric – p. 5)

VI. EVALUATION AND GRADING:

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must complete all class activities AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 738 of 820 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 656 of 820 points must be earned. Maximum points for each assignment are in ().

- Two Major Project Action Plans (40 points)
- **Integrity** Artifacts/Reflections (40 points)
- **Vision** Artifacts/Reflections (60 points)
- **Professional Development** Artifacts/Reflections (60 points)
- **Collaboration** Artifacts/Reflections (40 points)
- **Stewardship** Artifacts/Reflections (40 points)
- **Teaching and Learning** Artifacts/Reflections (40 points)
- Initial Meeting Record/Ongoing time and planning management (80 pts)
- Weekly Learning Journal/Activity Log (120 points)
- Observation Feedback Reports (60 points)
- Principal TExES Preparation (140 points)
- Multiple School Levels Reflection Paper (40 points)
- Updated Standards/Skills Self-Analysis (20 points)
- Campus Improvement Reflection Paper (40 points)

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/c oncepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

CAVEAT: The awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is completed satisfactorily. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance, and may be required to re-take the internship.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

ACADEMIC INTEGRITY

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.

DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>.

TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

LIBRARY SERVICES

Library distance education services aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.tamuct.edu/departments/library/deservices.php>.

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>.

INTERNSHIP INITIAL MEETING RECORD

Internship for the Principalship

Texas A&M University-Central Texas --- Department Professional Education and Policy Studies

Principal Intern:

Principal Mentor:

University Supervisor:

School/Location of Internship:

Date/Time of Visit:

Meeting Agenda (to be completed by intern prior to meeting):

Meeting Notes (to be completed by intern during/after meeting):

LEADERSHIP MAJOR PROJECTS/ACTIVITIES PLANNING MATRIX

EDAK 599 PRACTICUM FOR THE PRINCIPALSHIP

The student will plan and implement at least two major projects and three-five additional activities that demonstrate effective performance in 14 areas within six topics associated with school leadership. Use this planning matrix to make sure that you are working in all areas and will have appropriate artifacts to show your performance in each.

Professional Portfolio Topic (Standard)	14 Leadership Areas	Project(s) and/or Activity(ies)	School Portfolio Area(s) Addressed	Artifact(s) as Evidence of Performance
Standard 1 School Culture	Ethical decision making (internal issue)			
	Ethical decision making (external issue)			
Standard 2 Leading Learning	Collaborative campus planning and decision-making processes			
	Leadership capacity building			
	Student and/or staff celebration(s)			
Standard 3 Human Capital	Personnel recruitment/interview and hiring process/new teacher orientation			
	Developmental supervision and documentation processes			
	Planning and implementation of campus professional development			
Standard 4 Executive Leadership	Internal school communication			
	External community relations			
Standard 5 Strategic Operations	Categorization/allocation/use of school re-sources (time, people, facilities, money, materials, etc.			
	School safety/crisis management			
Standard 6 Ethics, Equity and Diversity	Engagement of all students in relevant learning			
	Student assessment planning/implementation			

EDAK 599 PRACTICUM ASSIGNMENT TRACKING SHEET

As you plan, fill in every space except for completion check-off in the last column. Be as specific as you can as this will serve as your internship contract. All must sign below; changes must be approved by the mentor and university supervisor.

ASSIGNMENT	BRIEF DESCRIPTION OF PROJECT	SUPPORT STRUCTURE/ RESOURCES	ACCEPTABLE EVIDENCE/ARTIFACT	BEGINNING DATE	COMPLETION DATE	✓
MAJOR PROJECT #1						
MAJOR PROJECT #2						
ACTIVITY #1						
ACTIVITY #2						
ACTIVITY #3						
ACTIVITY #4 (IF NEEDED)						
ACTIVITY #5 (IF NEEDED)						
INIT MTG RECORD/ ONGOING TIME AND PLANNING MGT						
PORTFOLIO ARTIFACTS/ REFLECTIONS						
WEEKLY JOURNAL/LOG						
OBSERVATION #1 BY UNIVERSITY SUPERVISOR						
OBSERVATION #2 BY UNIVERSITY SUPERVISOR						
OBSERVATION #3 BY UNIVERSITY SUPERVISOR						
TEXES PREP DIALOGUES/ PRACTICE TEST						
MULTIPLE SCHOOL LEVELS VISITS/REFLECTION						
UPDATED STANDARDS/SKILLS SELF-ANALYSIS						
CAMPUS IMPROVEMENT REFLECTION						

Principal Intern Signature/Date

Principal Mentor/Date

University Supervisor/Date

ACTION PLAN - MAJOR PROJECT # _____

PROJECT DESCRIPTION:

PROJECT FACILITATOR:

PROJECT SPONSOR:

PROJECT STAKEHOLDERS:

PROJECT TEAM MEMBERS:

PROJECT SMART GOAL(S):

PROJECT INITIAL ORGANIZING STEPS:

PROJECT ACTION PLAN (COMPLETED WITH TEAM):

ACTION STEP	PERSON RESPONSIBLE	MEASUREMENT	RESOURCES	BEGINNING DATE	COMPLETION DATE

PRACTICUM ACTIVITY LOG BOOK BY (CANDIDATE NAME HERE)

The Activity Log Book will be kept for twelve weeks during the practicum (see syllabus calendar for dates). The Activity Log Book will be updated weekly and submitted by 6 pm Saturday as an attachment to the week’s journal entry on Bb. A hard copy of the final log book including the six required mentor signatures will be submitted to the university supervisor by April 30th. **Note: the template for the Activity Log Book will be shared with candidates by the university supervisor.**

Week 1 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 2 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 1& 2 Activities Hours Verified by Principal Signature

PRACTICUM ACTIVITY LOG BOOK BY (CANDIDATE NAME HERE)

The Activity Log Book will be kept for twelve weeks during the practicum (see syllabus calendar for dates). The Activity Log Book will be updated weekly and submitted by 6 pm Saturday as an attachment to the week's journal entry on Bb. A hard copy of the final log book including the six required mentor signatures will be submitted to the university supervisor by April 30th. **Note: the template for the Activity Log Book will be shared with candidates by the university supervisor.**

Week 3 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 4 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 3 & 4 Activities Hours Verified by Principal Signature

PRACTICUM ACTIVITY LOG BOOK BY (CANDIDATE NAME HERE)

The Activity Log Book will be kept for twelve weeks during the practicum (see syllabus calendar for dates). The Activity Log Book will be updated weekly and submitted by 6 pm Saturday as an attachment to the week's journal entry on Bb. A hard copy of the final log book including the six required mentor signatures will be submitted to the university supervisor by April 30th. **Note: the template for the Activity Log Book will be shared with candidates by the university supervisor.**

Week 5 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 6 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 5 & 6 Activities Hours Verified by Principal Signature

PRACTICUM ACTIVITY LOG BOOK BY (CANDIDATE NAME HERE)

The Activity Log Book will be kept for twelve weeks during the practicum (see syllabus calendar for dates). The Activity Log Book will be updated weekly and submitted by 6 pm Saturday as an attachment to the week's journal entry on Bb. A hard copy of the final log book including the six required mentor signatures will be submitted to the university supervisor by April 30th. **Note: the template for the Activity Log Book will be shared with candidates by the university supervisor.**

Week 7 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 8 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 7 & 8 Activities Hours Verified by Principal Signature

PRACTICUM ACTIVITY LOG BOOK BY (CANDIDATE NAME HERE)

The Activity Log Book will be kept for twelve weeks during the practicum (see syllabus calendar for dates). The Activity Log Book will be updated weekly and submitted by 6 pm Saturday as an attachment to the week's journal entry on Bb. A hard copy of the final log book including the six required mentor signatures will be submitted to the university supervisor by April 30th. **Note: the template for the Activity Log Book will be shared with candidates by the university supervisor.**

Week 9 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 10 Practicum Activity Log			
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Date	Timeframe	Action (Standard)	Total Hours
Cumulative Hours for Semester			Total Hours for Week

Week 9 & 10 Activities Hours Verified by Principal Signature

EDAK 599 PRACTICUM FOR THE PRINCIPALSHIP GRADE SHEET

Student: _____ **ID#** _____

Course Weekly Journaling/Dialogues

	<u>Journal/Log</u> <small>(10 pts ea)</small>	<u>TEExES Dialogue</u> <small>(10 pts ea)</small>
Wk One	_____	Ch 1/2 _____
Wk Two	_____	Ch 13 _____
Wk Three	_____	Ch 12 _____
Wk Four	_____	Ch 3 _____
Wk Five	_____	Ch 4 _____
Wk Six	_____	Ch 5 _____
Wk Seven	_____	Ch 6 _____
Wk Eight	_____	Ch 7 _____
Wk Nine	_____	Ch 8 _____
Wk Ten	_____	Ch 9 _____
Wk Eleven	_____	Ch 10 _____
Wk Twelve	_____	Ch 11 _____
TEExES Practice Session _____ of 20		

- Updated Standards/Skills Analysis (20 pts) _____
- Weekly Learning Journal/Log (120 pts) _____
- Leadership Practice Observations (60 pts) _____
- Principal TExES Preparation (140 pts) _____
- Multiple Levels Reflection Paper (40 pts) _____
- Major Project Action Plans (40 pts) _____
- Campus Improvement Reflection Paper (40 pts) _____
- Integrity Actions/Artifacts/Reflections (40 pts) _____
- Vision Actions/Artifacts/Reflections (60 pts) _____
- Prof Dev Actions/Artifacts/Reflections (60 pts) _____
- Collaboration Actions/Artifacts/Reflections (40 pts) _____
- Stewardship Actions/Artifacts/Reflections (40 pts) _____
- Teach/Learn Actions/Artifacts/Reflections (40 pts) _____
- Initial Mtg Record/ Time and Planning Mgt (80 pts) _____

Assignments Total: _____

Course Grade: _____

Observations:

Date _____ Time _____ Pts _____
 Date _____ Time _____ Pts _____
 Date _____ Time _____ Pts _____

Student/Mentor/Supervisor Initial Meeting:

Date _____ Time _____ Pts = _____ of 20

Time and Planning Management:

Wk 1-5 _____ of 20 Pts (Apx C submitted)
 Wk 6-10 _____ of 20 Pts (Apx C submitted)
 Wk 11-15 _____ of 20 Pts (Apx C submitted)

Course Activities/Assignments (820 pts):

University Supervisor Final Comments:

Candidate Reflections:

Opportunity to talk with Site Supervisor? Yes No

Signature of Site Supervisor

Date

Signature of Candidate

Date

Signature of University Field Supervisor

Date

← Range of Development →

It would be extremely rare to receive these scores.

Evaluation
Rubric

1

2

3

4

5

Improvement Needed

Developing

Proficient

Accomplished

Distinguished

Please leave all of the boxes that you did not observe blank.

Standard I – School Culture: The Principal

	(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
	(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
	(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
	(4) supports the implementation of the campus vision by aligning financial, human, and material resources;
	(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
	(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
	(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
	(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
	(9) develops and uses effective conflict-management and consensus-building skills;
	(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
	(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
	(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.
Observation Comments:

Standard II – Leading Learning: The Principal

(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

Observation Comments:

	← Range of Development →			It would be extremely rare to receive these scores.	
Evaluation Rubric	1	2	3	4	5
	Improvement Needed	Developing	Proficient	Accomplished	Distinguished
Please leave all of the boxes that you did not observe blank.					

Standard III-Human Capital: The Principal

	(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
	(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
	(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
	(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
	(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
	(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
	(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
	(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
	(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
	(10) plans for and adopts early hiring practices.
Observation Comments:	

Standard IV – Executive Leadership: The Principal

	(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
	(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
	(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
	(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
	(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
	(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
	(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
	(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
	(9) develops, implements, and evaluates change processes for organizational effectiveness;

	(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
	(11) keeps staff inspired and focused on the campus vision while supporting effective change management.
Observation Comments:	

	← Range of Development →			It would be extremely rare to receive these scores.	
Evaluation Rubric	1	2	3	4	5
	Improvement Needed	Developing	Proficient	Accomplished	Distinguished
Please leave all of the boxes that you did not observe blank.					

Standard V-Strategic Operations: The Principal

	(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
	(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
	(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
	(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
	(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
	(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
	(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
	(8) collaboratively plans and effectively manages the campus budget;
	(9) uses technology to enhance school management;
	(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
	(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.
Observation Comments:	

Standard VI-Ethics, Equity, and Diversity: The Principal

	(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
	(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
	(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
	(4) models and promotes the continuous and appropriate development of all learners in the campus community;
	(5) ensures all students have access to effective educators and continuous learning opportunities;
	(6) promotes awareness and appreciation of diversity throughout the campus community;
	(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;

	(8) articulates the importance of education in creating engaged citizens in a free democratic society;
	(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
	(10) treats all members of the community with respect and develops strong, positive relationships with them.
Observation Comments:	

Total number of points _____ divided by number of sub standards observed _____ =
Score: _____

Course Outline and Calendar

EDLD 5390

Week 1

Texas #1: The Big Picture (Discussion)	Due September 2
Journal One	Due September 2

Week 2

Initial Meeting Record	Due September 8
Major Project Action Plan #1	Due September 8
Major Project Action Plan #2	Due September 8
Activity Logs Weeks 1-2	Due September 9
Texas #2: Getting Used to the Test Format (Discussion)	Due September 9
Journal Two	Due September 9

Week 3

Texas #3: Reading the Data (Discussion)	Due September 16
Journal Three	Due September 16

Week 4

Activity Logs Weeks 3-4	Due September 23
Texas #4: Domain/Competency 1 Culture (Discussion)	Due September 23
Journal Four	Due September 23
Observation of Practice #1	Due September 23

Week 5

Texas #5: D1/Comp 2 Communication/Community Relations (Discussion)	Due September 30
Journal Five	Due September 30

Week 6

Activity Logs Weeks 5-6	Due October 6
Texas #6: D1/Comp 3 Ethics (Discussion)	Due October 6
Journal Six	Due October 6

Week 7

Texas #7: D2/Comp 4 Curriculum (Discussion)	Due October 14
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Journal Seven	Due October 14
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Week 8

Activity Logs Weeks 7-8	Due October 21
Texas #8: D2/Comp 5 Instructional Leadership (Discussion)	Due October 21
Journal Eight	Due October 21
Observation of Practice #2	Due October 21

Week 9

Texas #9: D2/Comp 6 Human Resources	Due October 28
Journal Nine	Due October 28

Week 10

Activity Logs Weeks 9-10	Due November 4
Texas #10: D2/Comp 7 Instructional Management (Discussion)	Due November 4
Journal Ten	Due November 4

Week 11

Texas # 11: D3/Comp 10 School Management (Discussion)	Due November 11
Campus Improvement Planning and Implementation	Due November 11
Journal Eleven	Due November 11
Observation of Practice # 3	Due November 11

Week 12

Activity Logs Weeks 11-12	Due November 17
Multiple School Level Experiences	Due November 17
Texas # 12: D3/Comp 9 Physical Plant	Due November 18
Journal Twelve	Due November 18
Professional Portfolio Essays and Artifacts	Due November 15
Updated Standards/Skills Analysis (Fit2Lead)	Due December 1