



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

**SYLLABUS**

**EDLD 5392 –110 PRACTICUM FOR THE PRINCIPALSHIP**

**SPRING 2018 SEMESTER**

**Instructor: W. Todd Duncan, Ed.D**  
Assistant Professor, Educational Leadership & Policy Studies  
Texas A&M University-Central Texas  
1001 Leadership Place, Killeen TX 76549

|                                    |                                   |
|------------------------------------|-----------------------------------|
| Office: # 322R, Warrior Hall       | Office Hours: by appt             |
| Work Email: todd.duncan@tamuct.edu | Home Email: toddduncan1@gmail.com |
| Work Phone: (254) 519-5418         | Cell Phone: (512) 938-2763        |
| Fax Number: 254.519.5786           |                                   |

**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 six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, Diversity. **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/readtac\\$ext.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](http://info.sos.state.tx.us/pls/pub/readtac$ext.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](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 |
|---|---|---|------------------------|
| 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 |                        |

|  |  |  |  |
|--|--|--|--|
| 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<br>Completion of two projects and three-five activities in six leadership areas | Completed Project Action Plans<br>Artifact/reflection collection in professional leadership portfolio<br>Observations of practice<br>Paper on campus improvement | Principal TExES Examination<br><br>Completers 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   | Principal Mentor Survey                              |
| 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* (2<sup>nd</sup> 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](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 PRACTICUM ACTIVITIES AND SUPERVISION**

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

The student will schedule **an initial meeting with the principal site supervisor and university field 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 candidate 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 EDLD 5360 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 practicum. Initial drafts should be vetted for clarity by the candidate 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 candidate 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 EDLD 5300. 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 practicum experience in relation to the six portfolio topics and seven principal standards. **The updated Professional Portfolio including all practicum 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 site supervisor and university field 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 Canvas 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. 20). An updated Tracking Sheet (Appendix C) should be submitted via Canvas 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 candidate will create a weekly reflections journal that **contains at least four daily entries** about the practicum 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 candidate is required to submit weekly journals each week for ten weeks and include a time log of activities (for format, see Appendix E). The candidate 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 12 weekly reflections journals/activity logs should be submitted via Canvas to the university supervisor by 6 pm on designated course calendar Saturday dates (p. 20).** (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 Canvas 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. 20 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 Canvas 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 FIT2LEAD Self Analysis and Supervisor Survey** (20 pts)

The student intern will update the FIT2LEAD self-analysis first constructed as part of the course requirements in EDLD 5300. The candidate will turn in the updated copy of the FIT2LEAD Self-Analysis and Plan for Improvement **on Canvas 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 |
|---|---|---|---|---|--|---|
| <b>Dimension 1: Engagement</b>                      | 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   |   |
| <b>Dimension 2: Summary</b>                         | 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  |   |
| <b>Dimension 3: Connections/ Critique</b>           | 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  |   |
| <b>Dimension 4: Mechanics/ Communication Skills</b> | 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 |
|---|---|---|---|---|--|---|
| <b>Dimension 1: Engagement</b>            | 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   |   |
| <b>Dimension 2: Summary</b>               | 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  |   |
| <b>Dimension 3: Connections/ Critique</b> | 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 |   |
| <b>Dimension 4: Mechanics/ APA Format</b> | 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 |
|---|--|---|--|---|--|---|
| <b>Dimension 1: Engagement</b>                      | 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   |   |
| <b>Dimension 2: Summary</b>                         | 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  |   |
| <b>Dimension 3: Connections/ Critique</b>           | 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 |   |
| <b>Dimension 4: Mechanics/ Communication Skills</b> | 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   |
|--------------------------------------|---|--|--|
| <b>CONCEPTUAL-IZATION</b>            | 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.   |
| <b>COHERENCE</b>                     | 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.   |
| <b>PERSONAL/ PROFESSIONAL GROWTH</b> | 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. |
| <b>PRESENTATION</b>                  | 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   |
|--------------------------------------|--|--|--|
| <b>CONCEPTUAL-IZATION</b>            | 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.  |
| <b>COHERENCE</b>                     | 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.   |
| <b>PERSONAL/ PROFESSIONAL GROWTH</b> | 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. |
| <b>PRESENTATION</b>                  | 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 complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### ACADEMIC INTEGRITY

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and 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. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.edu/departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/]

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.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<br>School Culture               | Ethical decision making (internal issue)   |                                 |                                    |  |
|  | Ethical decision making (external issue)   |                                 |                                    |  |
| Standard 2<br>Leading Learning             | Collaborative campus planning and decision-making processes  |                                 |                                    |  |
|  | Leadership capacity building   |                                 |                                    |  |
|  | Student and/or staff celebration(s)  |                                 |                                    |  |
| Standard 3<br>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<br>Executive Leadership         | Internal school communication  |                                 |                                    |  |
|  | External community relations   |                                 |                                    |  |
| Standard 5<br>Strategic Operations         | Categorization/allocation/use of school re-sources (time, people, facilities, money, materials, etc. |                                 |                                    |  |
|  | School safety/crisis management  |                                 |                                    |  |
| Standard 6<br>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 30<sup>th</sup>. **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 30<sup>th</sup>. **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 30<sup>th</sup>. **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 30<sup>th</sup>. **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 30<sup>th</sup>. **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

---

# EDLD 5392 PRACTICUM FOR THE PRINCIPALSHIP GRADE SHEET

**Student:** \_\_\_\_\_ **ID#** \_\_\_\_\_

**Course Weekly Journaling/Dialogues**

|           | <u>Journal/Log</u><br><small>(10 pts ea)</small> | <u>TExES Dialogue</u><br><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 _____   |
|           | TExES 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:**

---



## Course Outline and Calendar

### EDLD 5390

#### Week 1

|  |                |
|--|----------------|
| Texas #1: The Big Picture (Discussion) | Due January 20 |
| Journal One                            | Due January 20 |

#### Week 2

|  |                |
|--|----------------|
| Initial Meeting Record                                 | Due January 26 |
| Major Project Action Plan #1                           | Due January 26 |
| Major Project Action Plan #2                           | Due January 26 |
| Texas #2: Getting Used to the Test Format (Discussion) | Due January 27 |
| Journal Two  | Due January 27 |
| Activity Logs Weeks 1-2                                | Due January 27 |

#### Week 3

|   |                |
|---|----------------|
| Texas #3: Reading the Data (Discussion) | Due February 3 |
| Journal Three                           | Due February 3 |

#### Week 4

|  |                 |
|--|-----------------|
| Activity Logs Weeks 3-4                            | Due February 10 |
| Texas #4: Domain/Competency 1 Culture (Discussion) | Due February 10 |
| Journal Four                                       | Due February 10 |

#### Week 5

|  |                                      |
|--|--------------------------------------|
| Observation of Practice #1   | Due February 16                      |
| Texas #5: D1/Comp 2 Communication/Community Relations (Discussion) | Due February 17                      |
| Journal Five   | Due February 17                      |
| Practicum Seminar #1   | February 17 10:00 a.m. to 11:30 a.m. |

#### Week 6

|   |                 |
|---|-----------------|
| Activity Logs Weeks 5-6                 | Due February 24 |
| Texas #6: D1/Comp 3 Ethics (Discussion) | Due February 24 |
| Journal Six                             | Due February 24 |

Week 7

|   |             |
|---|-------------|
| Texas #7: D2/Comp 4 Curriculum (Discussion) | Due March 3 |
| Journal Seven                               | Due March 3 |

Week 8

|   |              |
|---|--------------|
| Activity Logs Weeks 7-8                                   | Due March 10 |
| Texas #8: D2/Comp 5 Instructional Leadership (Discussion) | Due March 10 |
| Journal Eight   | Due March 10 |

Week 9

|                                     |              |
|-------------------------------------|--------------|
| Observation of Practice #2          | Due March 17 |
| Texas #9: D2/Comp 6 Human Resources | Due March 17 |
| Journal Nine                        | Due March 17 |

Week 10

|  |                                   |
|--|-----------------------------------|
| Activity Logs Weeks 9-10                                   | Due March 24                      |
| Texas #10: D2/Comp 7 Instructional Management (Discussion) | Due March 24                      |
| Journal Ten  | Due March 24                      |
| Practicum Seminar #2                                       | March 24 10:00 a.m. to 11:30 a.m. |

Week 11

|   |             |
|---|-------------|
| Texas # 11: D3/Comp 10 School Management (Discussion) | Due April 7 |
| Journal Eleven  | Due April 7 |
| Multiple School Level Experiences                     | Due April 7 |

Week 12

|                                      |              |
|--------------------------------------|--------------|
| Activity Logs Weeks 11-12            | Due April 14 |
| Texas # 12: D3/Comp 9 Physical Plant | Due April 14 |
| Journal Twelve                       | Due April 14 |

Week 13

|   |              |
|---|--------------|
| Updated FIT2LEAD                            | Due April 21 |
| Professional Portfolio Essays and Artifacts | Due April 21 |

Week 14

|  |                 |
|--|-----------------|
| Campus Improvement Planning and Implementation | Due November 11 |
|--|-----------------|

Week 15

|                             |           |
|-----------------------------|-----------|
| Observation of Practice # 3 | Due May 5 |
|-----------------------------|-----------|

Week 16

|               |                        |
|---------------|------------------------|
| Final Wrap Up | Everything In by May 9 |
|---------------|------------------------|