



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS EDLD 5392 PRINCIPALSHIP PRACTICUM 1

FALL 2020 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 candidate 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 six 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 renewing 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 standards for the Principal As Instructional Leader certificate.** (Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate)

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

The six (6) domains and eleven (11) competencies tested on the TExES (Texas Examinations of Educator Standards) Principal As Instructional Leader test.

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 practicum 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. Candidates submit a practicum plan that is approved by both the on-site mentor/supervisor and the university supervisor. The candidate keeps a log of activities/hours.

| 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 performance in Standards/Skills Analysis | Updated Standards and Skills Analysis/Growth Plan | Interactive Practice Exam for 268 Principal TExES 268 and 368 certification Exams Completers Survey Principal Mentor Survey |
| 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 one project and two-three activities in the six leadership areas | Completed Project Action Plan Observations of practice Paper on Professional Reading | |
| 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 As Instructional Leader TExES</i> | Completion of Interactive Practice Exam TExES 268 | |

The required texts for the course are:

- Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015 (978-1118901854)
- Texas Education Agency. (2019). *Texas examination of educator standards TExES preparation manual 268 principal*. Austin, TX: Author. [DOWNLOAD](#)
- Wilmore, E. (2019). *Passing the Principal as Instructional Leader TExES exam: Keys to certification and school leadership* (3rd ed.). Thousand Oaks, CA: Corwin Press. (ISBN# 9781544342153)

IV. SCHEDULE OF EDLD 5392 PRACTICUM ACTIVITIES AND SUPERVISION

The candidate will be supervised in the practicum by a university supervisor and a site supervisor. Except in extreme circumstances that must be approved by the course instructor, the site supervisor/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.

V. COURSE ASSIGNMENTS

The **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. Initial Meeting

(10pts)

The candidate will schedule and facilitate a meeting with his/her site supervisor and university field supervisor to discuss practicum activities and logistics prior to the start of the practicum and then submit a completed Practicum Initial Meeting Record on the Canvas course site (Appendix A).

B. Major Project Action Plan (1)

(10pts)

Working closely with his/her site supervisor mentor, the candidate will plan and implement **one** major project and **two to three** 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. Ideally, the Leadership Projects/Activities Matrix (Appendix B) and Major Project Action Plan (Appendix D) should be completed before the start of the practicum activities.

C. Weekly Activity Log (14)

(10pts=140)

The candidate is required to submit weekly activity logs, each week for 14 weeks and include a time log of activities, descriptions, and standards (for format, see Appendix E). The candidate is expected to log a minimum of 85 hours of project/activity effort during the 16-week semester.

D. Observations of Leadership Practice (2)

(10pts=20)

The university supervisor will formally observe the candidate at least two times during the practicum. The university supervisor will document leadership practice associated with the student's major projects and activities during two 45-minute observations. The first observation **must** occur within the first five weeks of the practicum. 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 Practicum Observation Feedback Report (Appendix G) is shared with the student and mentor.

E. Multiple School-Level Experiences

(10 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 As Instructional Leader TExES 268 Examination and later in administrative roles. The candidate will complete a 4 page comparative reflective paper about his/her findings at both additional levels. The paper should include reflections about connections, alignment, patterns, contrasts, lessons learned, etc. (Written product rubric)

F. Professional Reading Review/Summary

(10 pts)

The candidate will read *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. The candidate will write a 4-page review/summary/application paper. (Written product rubric)

G. Update professional Portfolio

(10 pts)

The candidate will provide an update to their Professional Portfolio by adding a Summary/Reflective document entitled "Field-based Practicum Overview." This document will summarize the Major Projects and activities performed, with brief reflective analysis of the field-based practicum experience. This document should be one-page in length.

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. To earn the grade of A, students must earn 90% or a minimum of 189 of 210

points on the following learning activities/items. For a grade of B, 80% or a minimum of 168 of 210 points must be earned. Maximum points for each assignment are in ().

- Initial Meeting Record (10 points)
- One Major Project Action Plan (10 points)
- Weekly Activity Log (140 points)
- Observations (20 points)
- Multiple School Level Paper (10 points)
- Professional Reading Paper (10 points)
- Update Professional Portfolio (10 Points)

| EDLD 5392 Pacing Calendar | | | |
|----------------------------------|-----------------|---------------------------------------|--------------|
| Week | Activity | Assignment(s) | Other |
| Week 1 – Aug 24 | | Initial Meeting | |
| Week 2 – Aug 31 | | Major Project Action Plan, Log 1 | |
| Week 3 – Sep 7 | | Log 2 | |
| Week 4 – Sep 14 | | Observation 1, Log 3 | |
| Week 5 – Sep 21 | | Log 4 | |
| Week 6 – Sep 28 | | Reading Review Paper, Log 5 | |
| Week 7 – Oct 5 | | Log 6 | |
| Week 8 – Oct 12 | | Log 7 | |
| Week 9 – Oct 19 | | Observation 2, Log 8 | |
| Week 10 – Oct 26 | | Log 9 | |
| Week 11 – Nov 2 | | Log 10 | |
| Week 12 – Nov 9 | | Log 11 | |
| Week 13 – Nov 16 | | Log 12 | |
| Week 14 – Nov 23 | | MultiSchool-Level Paper, Log 13 | |
| Week 15 – Nov 30 | | Update Professional Portfolio, Log 14 | |
| Week 16 – Dec 7 | | | |

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/ concepts, 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 | |

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 the selection of entries, the theme provides a unique | Student's leadership philosophy provides thematic unity for portfolio, allowing for the 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. |

| | | | |
|--|---|--|--|
| | perspective that allows for the creative development of ideas. | | |
| 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. The presentation demonstrates the 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. The presentation addresses the 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. The presentation neither addresses 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 a 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 the logical use of media options and there are few mechanical errors. | The 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

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 a logical flow of ideas that engage the audience | | | Product lacks structure and coherence to engage the 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 SCHOOL PORTFOLIO DEVELOPMENT

| AREA | EXCEPTIONAL | ACCEPTABLE | UNACCEPTABLE |
|--------------------------|--|--|---|
| CONCEPTUALIZATION | 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 | The portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by the selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for the creative development of ideas | Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for the 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 the 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 the 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. The presentation neither addresses the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps. |
| PRESENTA-TION | Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of a 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 the logical use of media options and there are few mechanical errors. | The 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 the 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 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 to 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 a 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.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 assistance that is comprehensive 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 workspaces, 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 is 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 create actively environments that tell predators we do not agree with their behaviors and tell survivors we will support them. Your actions matter. Do not 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>].