



EDAD 510.82T

Leading Learning Communities Practicum

Texas A&M University-Commerce
Course Syllabus

Fall 2022

INSTRUCTOR INFORMATION

Instructor: Sharon Ross Ed.D.

Office Location: Education North Building and Dallas Campus

Office Hours: Virtual (Online); Commerce Campus (Tuesdays a.m.); Dallas Campus (Tuesdays p.m.)

Cell Phone: 903-245-8712

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: 1. Email 2. Text

Communication Response Time: 48 hours or less

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Harris, S., Ballenger, J., & Cummings, C. (2015). Standards-Based Leadership. (2nd Ed.). Rowman & Littlefield.

Optional Supplemental Textbooks:

Ballenger, J., Jiang, M., & Kemp-Graham, K. (2021). Texas Examination of Educator Standards (TExES) Principal Examination.

Harris, S., Mixon, J. (2014). Building Cultural Community Through Global Educational Leadership. NCPEA Publications.

The syllabus/schedule are subject to change.

Course Description

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the Practicum, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

Students will be challenged and expected to: 1) think critically about the role of the principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the principal and leading effective schools.

Student Learning Outcomes

This Practicum should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following. Students will be able to:

1. Analyze administrative skills, techniques, and strategies by observing a professional administrator.
2. Apply learned administrative skills, techniques, and strategies to the field-based experiences.
3. Develop, refine, and communicate a philosophy of education as a result of the Practicum experience.
4. Demonstrate proficiency in administrative activities in the work setting aligned to all nine Texas principal competencies.

Completing the Practicum Proposal

Be sure that you have planned activities to meet all 11 principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15, and the five TAC Standards for Principals, Chapter 149. (These are all available to you in DocSharing in D2L) Be sure to include the anticipated completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency. Activities selected for completion of the 160 log activities must come from the “**List of Approved Log Activities**” located in Doc Sharing.

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Role of the Campus Administrator/Site Supervisor

The role of the cooperating principal as a supervisor to the Practicum Student is the critical factor in making the Practicum a success. The guidance and counsel of the Site Supervisor is of the utmost importance in helping the Practicum Student's activities to be fulfilling and appropriate.

The functions of the campus Site Supervisor include, but are not limited to:

1. Agree to act as supervisor/mentor to the Practicum Student.
2. Review the Practicum materials found in the Principal Practicum Program booklet.
3. Conference with the Practicum Student concerning expectations, activities, areas of skills and knowledge development found in the Principal Practicum Program booklet.
4. Meet with the Practicum Student to discuss activities, tasks and experiences, review progress, discuss successes and determine additional growth for the Practicum Student.
5. Approve and sign each of the logs created by the Practicum Student.
6. Conference with the Texas A&M University-Commerce Site Supervisor on the Practicum Student's growth and achievements during the semester-long Practicum.
7. Complete and submit the Site Supervisor Evaluation Form at the end of the semester.

COURSE REQUIREMENTS

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level of understanding

Assignments

Assignments are to be turned in electronically no later than the date they are due for credit. **LATE ASSIGNMENTS ARE NOT ACCEPTED. PLEASE SEE COURSE CALENDAR FOR ALL DUE DATES.**

Grading

Grades will be determined on a total point basis, covering multiple assignments outlined in the syllabus and found in the D2L course shell listed by week. Grades will be posted in point values in D2L. The final points will calculate on a percentage scale covered to a letter grade according to the following scale:

90-100 = A = Excellent/Outstanding
80-89 = B = Good/Noteworthy
70-79 = C = Average/Proficient
60-69 = D = Below Average
59-below = F = Unacceptable

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The professor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, the other assignments listed will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the ***successful completion of all required activities.***

GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

1. Log. Each Practicum Student must complete and document a minimum of 160 hours of activities per semester of Practicum according to guidelines from the Texas Education Agency (TEA). Activities selected for completion of the 160 log activities must come from the “**List of Approved Log Activities**” located in Doc Sharing. The 160 log hours must be comprised of ALL 11 principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15, and the five TAC Standards for Principals, Chapter 149. Practicum Students shall complete and submit 3 logs as assigned. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports). Artifacts should be shared with supervisors during visits and must be documented and scanned in the Practicum Student’s final electronic portfolio by the final submission date.

2. Reflections. Each Practicum Student shall reflect upon experiences and submit reflections to D2L. Reflections should demonstrate the student’s ability to connect theory gained in university coursework with field experiences and should provide scholarly references as appropriate.

3. Collection of Practicum documents. Each Practicum Student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mails, reports) that serve as evidence of the activities documented in the logs. Artifacts should be documented and scanned in the Practicum Student’s final electronic portfolio by the final submission date.

Practicum Log

Practicum logs must be submitted in D2L to the university Field Supervisor at 3 intervals during the Practicum experience. Each log should have the university approved cover sheet ***with the signature of the campus Site Supervisor and the principal Practicum Student with dates by the signatures.*** Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the Practicum Student has logged. Required hour completion and deadlines are listed below. Please see the course calendar for specific dates. ***Each log submission must have your site supervisor’s signature.***

Log 1 - 60 hours completed

Log 2 - 110 hours completed

Log 3 - 160 hours completed

Only a maximum of 10 hours can be counted for any one specific activity.

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Reflections

In addition to the log entries, Practicum Students submit reflections. The reflection is designed to allow the Practicum Student to demonstrate a connection to theory and to assess his/her experiences in an unstructured manner. The Practicum Student should examine and evaluate what occurred during the learning timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.

Note: This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional readings that you have completed in the reflection. The Practicum Student should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 6th edition, in writing and in citations used in your reflection.

Practicum Evaluation

A final grade of A, B, C, D, F, will be assigned at the end of the semester. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of the Practicum plan.
3. The quality of any projects completed as part of the activities.
4. The quality of the alignment to the seven principal curriculum standards, the five principal standards, and the nine principal competencies necessary to serve as a principal in Texas. These are referenced in the next section.

Practicum Proposal

The Practicum Student will complete a **Practicum Proposal**. This proposal should include the competencies and/or activities that will be completed to meet the following:

1. The seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15,
2. The five TAC Standards for Principals, Chapter 149, and
3. The eleven principal competencies necessary to serve as a principal in Texas.

Selected activities to complete the 160 hour requirement must come from the “**List of Approved Activities**”. The instructions for the **Practicum Proposal** can be found in D2L. This must be completed within the first two weeks of the semester.

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Principal Practicum Field Supervisor Observation Forms

There will be a minimum of three **Principal Practicum Field Supervisor Observation Forms**, corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student, the campus Site Supervisor, and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum.

Principal Practicum Observation/Visit

- Total Required - 135 Contact Minutes (this is fulfilled through scheduled phone calls, discussion posts, and Pre-Post Conference Discussion Threads).
- You will be required to submit 3 videos consisting of 45 minutes each. Each video submission must consist of you, the student, completing a "leading" activity as designated in your Practicum Proposal and must be on the "**List of Approved Activities**".
- Field Supervisor must complete a Pre-Conference and Post-Conference with the student directly related to the video. This may be conducted via D2L, phone, email or skype/google hangout etc.

Site Supervisor Summative Evaluation Form

The campus Site Supervisor will also complete a three-page **Site Supervisor Summative Evaluation Form** at the end of the semester. The Site Supervisor may also complete formative Practicum Student evaluation forms during the semester to document a Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's final ePortfolio.

Suggestions for Campus Supervisor/Site Administrator

The quality of the Practicum is related to the support provided by the campus site administrator and university professor. The following are suggestions for you, the campus Site Supervisor, based on prior successful Practicum experiences.

1. Make the Practicum a valuable experience for the aspiring administrator.
2. Explain to the faculty the role and responsibilities of the Practicum Student
3. Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
4. Assign the aspiring administrator the opportunity to work in the office substituting in the absence of the principal or assistant principal.
5. Give honest feedback to the Practicum Student. Constructive feedback will help the aspiring administrator address areas of growth.
6. Allow the Practicum Student to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.

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7. Assist the aspiring administrator with planning the outcomes, deadlines, and needed resources when assigning projects and activities to the Practicum Student.
8. Assign professional reading and share important news items with the Practicum Student.
9. Assign varied activities and so that the Practicum Student can see all areas of administration. Align the activities to the Texas principal standards and nine principal competencies.
10. Assist in the selection of a model campus for the Practicum Student to spend part of the day. The aspiring administrator is required to obtain at least four hours in an off-campus shadowing experience on a campus that is at a different grade level. Please determine if the shadow days will be professional leave or personal leave for the Practicum Student.
11. Schedule the Practicum Student to shadow you during a full day (or you may substitute two half days). The Practicum Student should observe and assist you in all your activities. Be sure and ask the Practicum Student to be present for your entire day (i.e. from 7 a.m.-7 p.m.) so that the Practicum Student can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable.

Class Participation

Practicum Students should participate fully in all activities and assignments in order to maximize their learning experience. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified. Practicum Students are expected to work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all Practicum handbook activities.

Visits

You will meet individually with the instructor (Field Supervisor) via phone/virtual means during the semester, at times mutually agreed upon by you and the instructor. During those meetings, the Field Supervisor will:

- visit with the principal during the first visit
- visit with the Practicum Student

Two Shadow Activities (on campus and off campus)

Shadow the campus principal for a full day (or two half days) and another administrator for at least half a day (four hours) on another campus at a different grade level. Provide written responses to each of these shadowing activities based on the ten reflective questions listed below. The reflection should be placed, as instructed, in your D2L course shell. Please use APA 7 formatting and list the reflective questions with the answers following each question. Respond to

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each question and be sure to write at the “analysis” and “evaluation” levels of Bloom’s Taxonomy. Each set of responses should have the following information:

1. **Overview**-Give an overview to include the date of shadowing, time of shadowing, the campus where the shadowing took place, the district name, the principal's name, years the principal has served at the campus, history of the school, etc.
2. What events took place while shadowing the principal?
3. What insight or learning took place during the shadowing experience?
4. How could the shadowing experience impact your practice as a future principal?
5. How could the shadowing experience impact your practice as a classroom teacher?
6. How has this experience provided insight or learning that you might not have gained without the shadowing experience?
7. What conversations took place?
8. What questions were asked?
9. What advice or coaching was provided by the principal?
10. What was the most memorable observation or activity?

Final ePortfolio

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

Folder 1-TEA Documents (all documents submitted for application of the practicum, site supervisor training checklist form, final log documenting completion of the required 160 practicum hours, site supervisor evaluation form and Field Supervisor Contact Log)

Folder 2-Resume and Cover Letter

Folder 3-Competency Artifacts (folders to document each of the eleven competencies and a minimum of five artifacts for each competency)

Folder 4- Reflections

Folder 5- Shadowing Activities (on and off campus)

Folder 6- Forms

The portfolio should be organized in a manner that will allow easy review of all the required materials.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor’s communication response time and feedback on assessments are stated clearly.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#)

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy, please visit the webpages below.

[Attendance.](#)

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Students Academic Integrity Policy and Form

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <https://www.tamuc.edu/student-disability-services/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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A&M-Commerce Supports Students' Mental Health Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR
EDAD 510
Fall Semester – 2022
August 29 – December 9

Course Modules	Assignment	Due Date	Point Value
Module 1 Aug. 29 – Sept. 2	Reflection 1	September 2	20
Module 2 Sept. 5- 9	Practicum Proposal	September 9	60
Module 3 Sept. 12 - 16	Reflection 2	September 16	20
	Meeting with Site Supervisor and Field Supervisor (Can be held prior to this week)		
	Self- Evaluation Form		20
Module 4 Sept. 19 - 23	Pre-Conference Discussion Thread (1)	September 23	50
Module 5 Sept. 26 – Sep. 30	Reflection 3	September 30	20
	Observation Video (1)	September 30	120
Module 6 Oct. 3 – Oct.7	Log 1	October 10	100
Module 7 Oct. 10 – Oct.14	Post Conference Discussion Thread (1)	October 14	50
	Reflection 4		20
Module 8 Oct. 17 – Oct.21	Pre-Conference Discussion Thread (2)	October 21	50
Module 9 Oct. 24 – Oct.28	Log 2	October 28	120
			100
Module 10 Oct. 31 – Nov. 4	Post Conference Discussion Thread (2)	November 4	50

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	Observation Video (2)		120
Module 11 Nov. 7 – Nov. 11	Pre-Conference Discussion Thread (3)	November 11	50
	On Campus Shadowing		90
Module 12 Nov. 14 - 18	Log 3	November 18	100
Nov. 21-25	Thanksgiving Break		
Module 13 Nov. 28 – Dec. 2	Post Conference Discussion Thread (3)	December 2	50
	Observation Video		120
	Off Campus Shadowing		90
			50
Module 14 & Module 15 Dec. 5 - 9	Site Supervisor Evaluation Form	December 9	50
	e-portfolio	December 9	650
			2000 Points

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