



**Fall 2024 EDAD 510-06W
Leading Learning Communities Practicum
Texas A&M University-Commerce
Course Syllabus**

INSTRUCTOR INFORMATION

Instructor: Elsa Villarreal, Ph.D.
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Office Hours: Via Zoom, by appointment
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University Email Address: Elsa.Villarreal@tamuc.edu
Preferred Form of Communication: Email

Textbooks Required for this Course

Einfalt, L., Wakefield, C., Kimmins, M., & Henry, P. H. (2021). *ETS PASL preparation guide: making the most of performance assessment for school leaders*. LCM Consulting, LLC
<https://store.esc13.net/products/pasl-preparation-guide>

Recommended Textbooks

Ballenger, J., Kemp-Graham, K., & Jiang, M. (2020). *Research-based strategies and best strategies and best practices for aspiring school leaders: A resource guide for the TExES Principal Exam (268) and the Performance Assessment (PASL)*. Sentia Publishing.

<https://sentiapublishing.com/philosophy-psychology-and-education/research-based-strategies-and-best-practices-for-aspiring-school-leaders-a-resource-guide-for-the-texas-principal-exam-268-and-the-performance-assessment-pasl-ballenger-jiang-kemp-graham-paperback/>

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

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practice, and (2) students' academic and experiential learning. In the Practicum, students will engage in self-assessment of strengths, challenges, 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 can 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 the "TK20 and Other Practicum Documents" tab in the D2L course.

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

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- 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:

Percentage	Course Letter Grade
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% and below	F

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 and submission of all TEA required documents to both this D2L course and TK20 portal.

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GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

1. *Practicum Logs*
 - a. 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).
 - b. Activities selected for completion of the 160 log activities must come from the “List of Approved Log Activities” located in Doc Sharing.
 - c. 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.
 - d. Practicum Students shall complete and submit 3 logs as assigned. Practicum logs must be submitted in D2L to the university Field Supervisor at 3 intervals during the Practicum experience.
 - i. Log 1- 60 hours completed
 - ii. Log 2- 110 hours completed
 - iii. Log 3-160 hours completed
 - e. 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.
 - f. Only a maximum of 10 hours can be counted for any one specific activity.
 - g. 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*. 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.
 - a. 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.
 - b. 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, 7th edition, in writing and in citations used in your reflection.
 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

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documented in the logs. Artifacts should be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date.

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.

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 and submission of all TEA required documents to both this D2L course and TK20 portal.

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.

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**

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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 ZOOM, etc.

Site Supervisor Summative Evaluation Form in TK20

The campus Site Supervisor will also complete a Site Supervisor Summative Evaluation Form in TK20 at the end of the semester.

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.
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.

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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 site supervisor (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 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. 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?

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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>

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.

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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](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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 [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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 Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

A&M-Commerce Supports Students' Mental Health

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

AI Use policy [Draft 2, May 25 2023]

Texas A&M University Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another

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text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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Fall 2024 EDAD 510 Course Calendar
August 26 (First Class Day) – December 13 (Last Class Day)

Course Modules	Assignment	Points	Due Date (by 11:59 pm)
Module 1	Self-Evaluation Form	10	Sept. 1
Module 2	Practicum Proposal	20	Sept. 8
Module 3	Site Supervisor Training Deadline	20	Sept 15
	Pre-Conference Observation Discussion #1	10	Sept15
Module 4	Observation Video #1	200	Sept 22
Module 5	Post Video Observation Conference #1	10	Sept 29
	On Campus Job Shadow Reflection	10	Sept 29
Module 6	60 Hour Practicum Log #1	50	Oct 6
	Post Conference ZOOM #1	50	Oct 6
Module 7	Pre-Conference Video Observation #2	10	Oct 13
	Walkthrough Reflection	10	Oct 13
Module 8	Observation Video #2	200	Oct 20
Module 9	Post Observation Video Conference #2	10	Oct 27
	Off Campus Job Shadow Reflection	20	Oct 27
Module 10	110 Hour Practicum Log #2	100	Nov 3
	Post Conference ZOOM #2	50	Nov 3
Module 11	Pre-Conference #3	10	Nov 10
	PASL Plan Task Sheets	100	Nov 10
Module 12	Observation Video #3	200	Nov 17
Module 13	Post Observation Video Conference #3	10	Nov 24
	Reflection of Practicum Experience	10	Nov 24
Module 14	160 Hour Practicum Log #3	150	Dec 1
	Post Conference ZOOM #3	50	Dec 1

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	Field Supervisor Contact Log	20	Dec 1
	Site Supervisor Summative Evaluation	50	Dec 1
Module 15	Digital Literacy Training Certificate	50	Dec 8
	Total Possible Points	1430	

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