Texas A&M University - Corpus Christi
EDAD 5696
Direct Studies: Education Administration Practicum
Course Syllabus – Spring 2020
Class Time: Tuesdays: 7:00 pm – 9:30 pm
Room: Island Hall 158

_Instructor reserves the right to make changes to the syllabus as needed._

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_Office Hours:_ If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

I. **Course Description**

EDAD 5696: Directed Studies: Education Administration Practicum

This directed studies course adheres to the same course requirements and expectations as student enrolled in EDAD 5399, however a student enrolled in EDAD 5696 will complete his/her practicum at a setting may include TAMUCC, a nongovernmental agency, or other educational organization. On-the-job practice in the administration of departments in higher education, non-governmental agencies and other educational organizations. Students will assess the suitability of their skills and dispositions for higher education administration; integrate skills and knowledge; and become socialized in the administrative role.

PREREQUISITE:

Special permission of the department.

II. **Rationale**

The purpose of this directed study course which in essence is the practicum experience is generally considered as the capstone experience for students completing requirements to qualify them for positions of school principal and other leadership positions.
The purpose of the practicum is for the student to gain leadership experience in organizing and carrying out a solution to a problem requiring administrative or instructional leadership. The practicum should directly involve the student in integrated problem-solving experiences that are central to the functioning of the school or school district. This is accomplished under the direction of an administrator from the school district and with the assistance and feedback from the university supervisor.

The aspiring campus administrator should be given and should take responsibility for diagnosing problems and for prescribing, implementing, and evaluating solutions to those problems. The problems the aspiring campus administrator addresses and resolves should not be peripheral or merely routine operational items, but should be central to the operation of the school or school district and should enhance the intern’s understanding of the context in which the educational enterprise operates.

III. State Adopted Proficiencies

§241.15. Standards Required for the Principal Certificate.

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

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

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

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

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

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

(g) Ethics, Equity, and Diversity. The principal:
(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);  
(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;  
(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;  
(4) models and promotes the continuous and appropriate development of all learners in the campus community;
(5) ensures all students have access to effective educators and continuous learning opportunities;
(6) promotes awareness and appreciation of diversity throughout the campus community;
(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
(8) articulates the importance of education in creating engaged citizens in a free democratic society;
(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
(10) treats all members of the community with respect and develops strong, positive relationships with them.

Chapter 149. Commissioner’s Rules Concerning Educator Standards. Subchapter BB. Administrator Standards

Standard 1 – Instructional Leadership – The principal is responsible for ensuring every student receives high-quality instruction
Standard 2 – Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
Standard 3 – Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
Standard 4 – School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
Standard 5 – Strategic Operations. The principal is responsible for implementing systems that align with the school vision and improve the quality of instruction.

IV. State Assessment Expectations

TExES 268 Domains and Competencies covered in this course

- See the TEST FRAMEWORK (KNOWLEDGE and SKILLS STATEMENTS) for further information.

DOMAIN I – SCHOOL CULTURE
Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.
DOMAIN II – LEADING LEARNING
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

DOMAIN III – HUMAN CAPITAL
Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

DOMAIN IV – EXECUTIVE LEADERSHIP
Competency 007: The beginning principal knows how to develop relationship with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

DOMAIN V – STRATEGIC OPERATIONS
Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

DOMAIN VI – ETHICS, EQUITY, AND DIVERSITY
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Performance Assessment for School Leadership (PASL) Tasks

PASL Task 1: Problem Solving in the Field
Candidates’ ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning
Step 1: Identifying a significant problem/challenge
Step 2: Researching and Developing a Plan
Step 3: Implementing the Plan
Step 4: Reflecting on the Plan and the Resolution

PASL Task 2: Supporting Continuous Professional Development
Candidates’ ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning.

Step 1: Designing Building-level Professional Development
Step 2: Implementing Building-level Professional Development
Step 3: Analysis Three Participants’ Responses
Step 4: Reflecting on Building-Level Professional Development

PASL Task 3: Creating a Collaborative Culture
Candidates’ ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.

Step 1: Identifying the Collaborative Team
Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture
Step 4: Reflecting on the Collaborative Team and the School Culture

IV. Course Objectives and Outcomes

This course is designed to enable students to:

1. Participate in school and community activities under the direction of the local supervisory administrator with the appropriate Texas certification.
2. Maintain a journal/log of activities incorporating the SBEC Standards
3. Engage in cooperatively agreed upon leadership projects
4. Visit exemplary school programs
5. Attend school board and other professional meetings as agreed upon by the local supervisory administrator
6. Report on practicum activities as assigned
7. Provide analysis and evaluation of experiences in the practicum at the completion of the semester
8. Conduct and make use of significant research as a basis for problem solving and campus program planning of all kinds
9. Synthesize all skills and theories taught throughout the program by putting theory into actual practice

VI. Course Topics

ISSLC Framework
TExES Principal Standards
Pre-Assessment of Competency and Career Aspiration
Benefits of the Practicum
The Practicum Process

Thinking Reflectively
Critical Issues

Special Topics/Moral Imperative
Ethics
Professional Proximity
Unwritten Dispositions

Confusion, Conclusion and Assessments

IGNITE Presentation

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*
This is a capstone field experience. Students will observe, assist and will often assume full responsibilities for administrative activities through the school day as mutually agreed upon by the practicum student, the local supervisor and the university and field supervisor.

A log of experiences and activities relating to the SBEC standards will be maintained and reviewed by the university supervisor. Additionally, the university and/or field supervisor will make campus site visits to discuss the practicum student’s progress, and practicum students will be required to return to the university for class meetings to discuss campus experiences.

Each candidate will be required to complete one major project and two minor projects, which will be beneficial to the campus. This will be done following consultation with the campus administrator. The major project will be presented at the end of the semester (IGNITE).

VIII. Evaluation and Grade Assignment

The School Administration Practicum is a Credit (CR) or No Credit (NC) class and the grade will be based upon the practicum student’s successful completion of 160 hours of campus field experiences as determined by the local supervisory administrator (principal) and the university supervisor, the completion of the Practicum Portfolio, attendance at the university meetings, and the successful presentation of the major project.

Artifacts are a critical aspect of your learning portfolio. An artifact is anything that can provide evidence of your education and experiences. This will likely include your reflection essays, projects, presentations and anything else assigned to you in class. In addition, you will include media driven artifacts, such as video
and/or photographs as well as work related artifacts to cover a certain administrative experience.

§241.50. Preparation Program Requirements for Principal Certificate.

(b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

§228.35. Preparation Program Coursework and/or Training

(8) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

(A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(B) A practicum shall not take place in a setting where the candidate:

(i) has an administrative role over the site supervisor; or

(ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

(D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.

X. Course Requirements

Completion of 160 clock-hours of practicum field-based experiences.
Attendance and participation in five (5) university setting class meetings.
Project Presentation
Completion of Practicum e-Portfolio (see below for details)

- Candidate Information
  - Resume
  - Pre/Post Assessment of Competencies
- Campus Narrative
  - Candidate Site Diversity
    - Demographics
      - Students
o Teachers
  • Special populations/programs
  • Accountability trends

o The Practicum Plan
  ▪ Acquiring Practicum Hours
    • Minimum requirement of 160 hours combined from all six domains and a minimum of 10 hours in each domain.
  ▪ Field Services Projects
    • Major Project Description
    • Mini Project 1
    • Mini Project 2

o Monthly Evaluation of Practicum
  ▪ Reflective Essays (3)
  ▪ Integration of Projects/Activities
  ▪ Artifacts
  ▪ Weekly Logs

o Major Project Presentation and Report
  ▪ Highlights (IGNITE)
  ▪ Report (5-7 pages)

o Post Assessment of Competency

XI. Course Schedule and Policies

For candidates seeking a principal certification a minimum of 160 clock-hours of practicum experiences are required. Students will maintain a “log” of experiences and will be expected to share experiences and concerns with other practicum students and the university supervision during university meetings. These meetings will also consist of speakers who will address relevant topics related to campus leadership.

This is a graduate class. You are expected to work cooperatively with your campus administrator and university supervisor, and to complete all assignments in a timely fashion. If you are unable to meet with your supervisors at the appointed time, please be certain to call and reschedule the site visit. University meetings are important, and your attendance is expected. Should you be absent, please contact your university supervisor immediately.

This class will meet five times throughout the semester from 7:00 pm – 9:30 pm. on the following days.
COURSE SCHEDULE

January 28, 2020
Practicum Overview
TExES Principal Standards
Pre-Assessment of Competency and Career Aspiration
The Practicum Process

February 18, 2020
Thinking Reflectively
ISLLC Framework
Critical Issues
Due:
  • Campus Narrative
  • Practicum Plan
  • Reflection 1

March 17, 2020
Special Topics/Moral Imperative
Ethics
Professional Proximity
Unwritten Dispositions
Due:
  • Reflection 2

April 7, 2020
Confusion, Conclusion and Assessments
Due:
  • Reflection 3

May 4, 2020 - 5:30 (setup); 6:00 pm start
Ignite Presentations

XII. **Required Text:** School Administration Practicum Handbook (provided by the University)

XIII. Bibliography


**IX. University Policies**

*Academic Integrity/Plagiarism* *`

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student
is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 8, 2019** is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of
proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.
**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.
**Required by SACS or HB2504—language must be included