Instructor:  Chance D. Mays, Ed.D.
Office: 
Office Phone: 

Course Time & Location: Online
Office Hours: By appointment
Credits: 3
Email:  Chance.Mays@sfasu.edu

You may expect a response to emails and phone calls within 24-48 hours.

I. Course Description:

This is a three-semester hour semester course. The candidate will participate in actual real-world leadership and management experiences in the school and community. The internship will be under the guidance of successful, experienced, practicing public school administrators and members of the university staff. Acceptance into the SFASU Principal Program, admission to the Graduate School, and satisfactory completion at least 12 graduate hours in the program is required.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The vision of the Principal Preparation program is aligned with the vision of the James I. College of Education (COE) and the University’s Strategic Plan. We want the principal preparation program to be the national model of a high quality, student-focused, comprehensive program whose graduates are productive citizens and successful leaders.
Therefore, this course was added to the curriculum. In addition, the candidates will demonstrate an awareness of the COE core values through written discussion and written work. The core values are: academic excellence through critical, reflective, and creative thinking; life-long learning; collaborative and shared decision making; openness to new ideas to culturally diverse people and to innovation and change; integrity, and responsibility. All instructional activities are aligned with the SBEC standards and CAEP-approved ELCC standards.

Through this course of the principal program, our mission is to provide our candidates a foundation for success, a passion for learning, and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity, and service.

Program Learning Outcomes:
1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

**Student Learning Outcomes:**

1. Demonstrate an understanding of the major functions, roles, and responsibilities of the principalship through active participatory engagement.
2. Exhibit the type of involvement and knowledge needed to collaboratively develop a campus improvement plan, develop a budget, and other appropriate campus plan.
3. Demonstrate effective cognitive and intellectual skills in shared decision making, problem solving, and written/oral communications.
4. Demonstrate an understanding of authentic, entrepreneurial, and distributive leadership.
5. Demonstrate effective dispositions to make--ethical and moral decisions.
6. Demonstrate an awareness of and actions needed to lead for social justice, democracy, and community building.

**Texas Principal Standards – Insert new material**

**ELCC Standards**

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. 1.2 Candidates understand and can collect and
use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. 1.3 Candidates understand and can promote continual and sustainable school improvement. 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems. 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. 3.4 Candidates understand and can develop school capacity for distributed leadership. 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school
relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Major Course Topics:

- Values and ethics of leadership
- District culture
- Human resources leadership and management
- District policy and governance
- Communications and community relations
- Organizational leadership and management
- Curriculum planning and development
- Instructional leadership and management
- Budgetary planning and management
- Facilities management

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The candidate must submit a written copy of Opportunity Plan signed by site supervisor to the university professor (a virtual alternative has been provided for each suggested practicum activity, if you use a virtual alternative, please indicate that on your opportunity plan).

- The candidate will maintain an internship log for each of the activities throughout the internship.
- The candidate is required to complete a self-inventory based on state or national standards.
- The candidate will meet on a regular basis throughout the internship with his/her mentor virtually and/or physically. He or she will meet with his/her mentor and college professor at least once near the beginning of the
internship at the candidate's site or virtually to discuss the achievement of the goals in the improvement plan.

- The candidate will keep a log of all internship activities. The log will be submitted to the university supervisor at the end of the semester. Activities will reflect time obtained from each of the six (6) SBEC competencies.
- A minimum of 60 practicum hours must be logged. The candidate will complete activities listed in the Practicum Module. It is possible additional activities can be added due the reality that these activities alone will probably not equal 60 hours. These can be preapproved by the professor.

IV. Evaluation and Assessments (Grading):

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<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Welcome Zoom</td>
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<tr>
<td>September 1</td>
<td>Opportunity Plan (completed and signed)</td>
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<td>September 1</td>
<td>Student Data Form</td>
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<td>September 1</td>
<td>Certification Testing Material Quiz</td>
<td>10</td>
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<tr>
<td>September 5</td>
<td>Practicum Reflection Standard 1</td>
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<td>September 7</td>
<td>Discussion Chapter 11: Staff Dev.</td>
<td>10</td>
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<tr>
<td>September 12</td>
<td>Practicum Reflection Standard 2</td>
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<tr>
<td>September 14</td>
<td>Discussion Chapter 17: Passive Prin.</td>
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<td>September 19</td>
<td>Practicum Reflection Standard 3</td>
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<td>September 19</td>
<td>Submit video Observation 2</td>
<td>30</td>
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<td>September 21</td>
<td>Practicum Reflection Standard 4</td>
<td>10</td>
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<td>September 25-27</td>
<td>Individual Post Conference Obs. 2 and Pre-Conference Obs. 3</td>
<td>10</td>
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<td>September 28</td>
<td>Practicum Reflections Standards 5&amp;6</td>
<td>10/10</td>
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<tr>
<td>October 3</td>
<td>Submit video Observation 3</td>
<td>30</td>
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<td>October 5</td>
<td>Cumulative Reflection/Philosophy</td>
<td>20</td>
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<tr>
<td>October 9 - 11</td>
<td>Individual Post Conference Obs. 3</td>
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<td>October 12</td>
<td>Submit Portfolio **</td>
<td>30</td>
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<tr>
<td>October 12</td>
<td>Submit Practicum Log/Approval **</td>
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<tr>
<td>October 12</td>
<td>Submit all completed TEA trainings** *(Plan head – do not wait until the last week of the course)</td>
<td>200 points</td>
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**These items must be uploaded to Qclassroom.
The electronic portfolio should be **ONE** document and include the following:

- ✓ Table of Contents
- ✓ Vita/Resume
- ✓ Culminating Reflection (5-7 pages)
- ✓ Required Activity Reflections (6 total)
- ✓ Philosophy letter to new student
- ✓ Artifacts from each additional activity that represent all 6 standards

**Total Possible Points – 200**

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<thead>
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<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>180-200</td>
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<tr>
<td>B</td>
<td>160-179</td>
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<tr>
<td>C</td>
<td>159 - 140</td>
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**IMPORTANT:** In order to receive credit for this capstone course, you must earn a B or better for this course. You will NOT receive a passing grade if the portfolio, practicum log, TEA required trainings, and mentor approval form are not submitted in QClassroom by the dropbox date listed above. This is YOUR responsibility as a student.

EDLE 5354 – Practicum for the School Principal (3 credits; fully online) spans 8 weeks or the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week or Summer session equivalent. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to complete 60 hours of on-site practicum activity under the direction of their campus mentor. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities.

**V. Required Readings:**


**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**VI. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data are used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay,
and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information:

Attendance

Students will be expected to attend by regularly logging in to the D2L site. The site supervisor is to be included in the video conference meetings when possible.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

Other Support Services

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources: SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources: Burke 24-hour crisis line: 1(800) 392-8343
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Academic Integrity – Policy 4.1

The Code of Student Conduct and Academic Integrity (https://www.sfasu.edu/docs/policies/10.4.pdf) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy (10.4)

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the
instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**VIII. Texas Certification**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email
from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Continue to check the newsfeed and your D2L course and emails. Also, refer to the online course content page for additional information.

Communication and Response Time
When communicating by e-mail, please use the e-mail within D2L. In most cases, you can expect a response within 48 hours. You can also communicate by phone/text and in most cases, you can expect a response within 24 hours. If you choose to communicate by text, please identify yourself and provide your section number.