

Practicum Activities for EDLE 5354

In this document, you will find practicum activities that can be used for EDLE 5354. You must have a minimum of 60 practicum hours. You must complete practicum hours within all 6 of the Texas Principal Standards. This is a minimum of 10 hours for each standard 1 – 6. I would like for you to review the guidelines in the practicum module. I would also like to formally remind you of the EDLE 5354 guidelines. These hours are TEA required hours for your certificate. Therefore, these are extremely important for learning/experiencing as well as receiving your Texas certification. Below you will find a few additional items to remember:

- You cannot use activities from previous semesters.
- You must have a minimum of 10 hours for each standard 1-6.
- The highlighted activities are the required activities. You **MUST** do those six activities.
- Those activities not highlighted are other suggested activities that you may choose from to complete your minimum of 10 hours for each standard 1-6.
- Should you have another activity that is requested by your site supervisor, you must get it approved by the professor first. However, it cannot take the place of the required activity.
- You must create the professional development video **BEFORE** the second observation and give the professor time to watch the video.
- You must complete the time log for each activity and upload in Livetext.
- One reflection for each required activity (not the video because it will be discussed in the observation) and a cumulative reflection of all activities.
- You must upload your final portfolio into Livetext.
- The required activities for standard 2, 3, 6 are considered PASL practice tasks. The student is responsible for reviewing the PASL Rubric and the collection of all required artifacts.

Now, look over the activities. Those in bold and highlighted **MUST** be completed. Then, you must have additional hours in each of the six areas. Visit with your mentor regarding these activities. Then, **UNDERLINE** those additional activities that you plan to complete. After you have done this, make sure your name is on the document and upload it to the “**Opportunity Plan**” dropbox.

The statements in red are suggestions for students who may be teaching remotely.

By signing below the site supervisor and student attest to meeting collaboratively to select/plan all practicum activities and plan to communicate regularly during the term to best understand the student’s development needs.

Site Supervisor _____ Date _____

Student _____ Date _____

Standard 1: School Culture

- 1) Participate in the development of a campus vision.
- 2) Prepare a monthly newsletter to staff & parents.
You may do this even if the newsletter is never distributed.
- 3) Randomly select a group of students and elicit their recommendations for how to improve preparation for tests. Compile and critique the student recommendations and address the issue of student input into this process. The critique and recommendation for student input will be included in your portfolio.
You can do this electronically. For those of you who are now responsible for distance learning for secondary students, you could do this with your classes.
- 4) With the permission of the director, observe one bus driver during either a morning or afternoon bus route. A summary of observations and any recommendations will be included in your portfolio.
- 5) Review incident and discipline referrals occurring on the buses. Interview several students and bus drivers for concerns and recommendations for safer and more efficient bus service. Include a brief summary of the findings and recommendations in your portfolio.
- 6) Examine reports from current local health and fire inspectors as well as any other required state or federal reporting data on maintenance of the facilities. Examine building work orders and work accomplished for the district/school. Complete a summary of findings and recommendations and include it in your portfolio.
- 7) Meet with the director of maintenance and/or head custodian to review job responsibilities and schedules of the staff. Shadow/observe one custodian and /or maintenance person for a period of time (1 hour or more if possible). A detailed report from the meeting and observation, including the needs, concerns, and overall assessment of work performed, will be included in your portfolio.**
- 8) Complete the TEA Required Training - Dyslexia. The instructions can be found in the TEA Required Trainings Module under content (3 practicum hours). Upload certificate of completion to both dropbox and Livetext.**
- 9) Review the board's policy and school handbooks with respect to discipline. Review current practice in the district/school. Meet and discuss discipline with administrators in charge of student discipline, faculty, staff, students, and selected parents. Assess district/school compliance with law (state and federal) policy, regulations and student handbooks. Write a reflective statement on student discipline and include in your portfolio.

Standard 2: Leading Learning (Instructional Leadership)

- 1) Review board policy and administrative regulations regarding data collection, assessment, and evaluation. Evaluate the degree to which the policy and/or administrative regulations are being implemented. Write a reflective statement about ways in which the leader would seek to improve compliance in this area. If no policy/administrative regulation are in place, review other district policies/regulations in this area. The intern will prepare a policy/administrative regulation proposal for board consideration. The proposal policy/regulation will be included in your portfolio.
This one can be done on your own.
- 2) Analyze benchmark information and create a needed intervention plan. (This would be for subject and grade level...not just one teacher.)
If you have access to data or if you can get access to data you can also complete this on your own.
- 3) Observing district or campus level curriculum committee. **This can be done via Zoom.**
- 4) Work collaboratively with one teacher in the planning and supervising of a co-curricular activity.
- 5) **Select one subject or course curriculum. Review the distribution of grades for the subject or course. Devise, distribute and collect a brief needs assessment relating to strengths and concerns of the testing procedures and grading policy used. A copy of the assessment and recommendations for improving student performance and assessment will be included in your portfolio.** You can use data (grade distributions) from the previous semester for this analysis and it can be done remotely.
- 6) **Complete the TEA Required Training – Mental Health. The instructions can be found in the TEA Required Trainings Module under content (1.5 practicum hours). Upload certificate of completion to both dropbox and Livetext.**
- 7) Gather and analyze the district/school, state, and national normed test results. Assess the current strengths and weaknesses in student achievement. Make recommendations for improvement in student performance on standardized tests. Include the assessment and recommendations in your portfolio.
You may use your district's TAPR for a great deal of this information.
- 8) Using a current curriculum, gather information on present and future technology used to support teaching/learning in this subject area. Make recommendations for expanded uses of the technology, addressing costs, training and current and future needs of the students. Include information gathered and recommendations in your portfolio.
Each district across the state has just adopted K-8 Reading/Language Arts materials and is working to adopt 9-12 Reading/Language Arts materials. If you were a part of this, you could have this information already in hand.
- 9) Form and lead a team of teachers to study and develop a plan for improving test scores. The area chosen should be an area identified as a weakness in school achievement. The plan should be feasible but may require additional funds and/or broader base of support for its implementation. Include the plan and an overview of the team process in the notebook and present the plan at a teachers' meeting.

Standard 3: Human Capital

- 1) Create a professional development video presentation over curriculum related topic, teaching strategies, or instruction. (2nd observation with professor)
- 2) Conduct teacher appraisal or walk-through visits with mentor. After walk-throughs, meet with mentor to discuss what was seen. In the reflection, discuss similarities and difference seen between mentor and student.
- 3) Collaborate with an experienced staff developer in one staff development activity. This activity should include planning, implementing, instructing and evaluating. A copy of the agenda, relevant materials and evaluation will be placed in your portfolio.
- 4) Complete the TEA Required Training – Substance Abuse Prevention. The instructions can be found in the TEA Required Trainings Module under content (3.5 practicum hours). Upload certificate of completion to both dropbox and Livetext.
- 5) Review resumes to select interview candidates
- 6) Conduct interviews for prospective faculty and staff and follow-through with the hiring process
- 7) Conduct a study personnel turnover for the past five years
This can be done independently with data provided by site supervisor
- 8) Work with the principal to develop and/or plan the school’s professional development for the coming year
You may not have had the opportunity to work with your principal for this, but you can make a plan for back-to-school PD.
- 9) Develop strategies to assist teachers with problem areas
Identify some problem areas on your campus. What strategies would you suggest to help teachers overcome these areas and improve?
- 10) Organize and supervise a school event
You can make plans to organize and event without supervising it.

Standard 4: Executive Leadership

- 1) Create a powerpoint or prezi on HOW to introduce a new change to the campus.
This can be done independently.
- 2) Prepare and create a plan to market or “brand” your district to the community (include all levels: elementary, middle, high, and district).
This can be done independently.
- 3) Write a sample memo to the faculty relaying information that needs to be disseminated by the district/school office. Survey several persons receiving the memo, and obtain advice on its organization, clarity, and intent and any recommendations for improvement. Include the memo and survey results in the notebook.
If you have a few teacher friends and colleagues, you can write a memo and have them give you feedback. The memo does not have to be one that is actually distributed.
- 4) Review and critique the processes used by district/school to monitor the ongoing communication between the district/school and faculty and parents. Include your critique in the notebook.

Review notes sent home, website posts, FaceBook posts, Remind notes, etc. Write your critique. The COVID-19 Crisis will give you a great many communications to review.

- 5) After selecting a project, gather evaluative feedback on your ability in giving information, listening, receiving information, seeking information, and monitoring information. Include the feedback in your portfolio.
- 6) **Meet with a current leader that recently faced a significant district/school problem/challenge that influenced instructional practice and student learning. Find out what the challenge was and what steps were taken to address and resolve problem/challenge. Summarize your findings and recommendations and include them in your portfolio.**
- 7) **Complete the TEA Required Training – Youth Suicide Prevention. The instructions can be found in the TEA Required Trainings Module under content (1 practicum hour). Upload certificate of completion to both dropbox and Livetext.**
- 8) Review board policy regarding innovations and change in the district/school. Select two or three readings from respected journals and discuss content with faculty and administration. Assess the degree to which change theory is used to facilitate innovation and changes in district/school programs and operations. Write a reflective statement on the topic, and include it in your portfolio.
An online/email discussion would be acceptable.
- 9) Video professional development presentations. Survey a random sample of the participants about your presentation — its strengths and the areas needing improvement. Include the results of the survey in your portfolio.
- 10) Participate in site-based decision making committee meetings. *If this type of meeting is held via Zoom ask permission to participate.*
- 11) In a chosen activity where you will be leading a group, practice each of the group leadership tasks: outlining goals/problem definition, seeking information, providing information, clarifying/elaborating, challenging viewpoints, diagnosing progress, and summarizing. At the conclusion of the meeting, have the group members complete an evaluation of your performance of each of the tasks. Include a summary of the evaluations and recommendations for improvement in your portfolio.
- 12) Survey administrators and school teachers to assess the areas in which they believe decisions should be reached collaboratively. Include in the survey the perceived level of interest, expertise, need for a high-quality decision, and support for the decision. Discuss the results of the survey with the superintendent or principal, and compare the administrators' beliefs and current practices with those of the teachers for agreement or disagreement. Include a summary and recommendations in your portfolio. *This can done via e-mail and/or Zoom.*
- 13) Choose a current issue in the district or school. Use steps for issue resolution with a small group of concerned parties. Reach consensus for a plan to resolve the issue and / or critique on areas where resolution failed. Include plan and critique in your portfolio. *This can be done independently.*

Standard 5: Strategic Operations

- 1) Participate and conduct a needs assessment.
With input from your site supervisor you can develop a needs assessment.
- 2) Participate in long range planning and create a plan accordingly.
- 3) Compile a list of all options for student participation that the school offers. These could include clubs, study groups, sports teams, and other formal and informal groups. Meet with several students to brainstorm reasons students choose to belong or not to belong to these groups. Seek recommendations for more students participating in extra-curricular activities. Include the list, percentages and recommendations in your portfolio.
You may communicate with students electronically to complete this task.
- 4) Design a college day agenda for elementary and secondary students. Invite a principal or school district to participate.
You do not have to invite anyone to participate to use this task.
- 5) Assist in preparing the master schedule (all levels).
- 6) Review tardy and absentee policies. Find possible trends or issues. Develop a positive reward program for improving the tardy and absentee rates. Implement program and discuss results.
You do not have to implement your developed program to use this task.
- 7) Participate in student discipline hearings and interventions. Create a plan and follow through with the implementation and results.
- 8) Develop a 3 year history of school data. Compare demographic data, student achievement data, and perception data. Plan a presentation for the School Leadership Team to highlight your findings. Include recommendations.
If you have perception data, you may complete this task using the demographic and achievement data available on TAPR.
- 9) Compile and analyze all policies and current practices by leaders that help in developing others. Interview administrators and faculty to assess the perceived effectiveness of current practices. Seek recommendations for greater efforts and results in developing others. Provide a summary of concerns and recommendations in your portfolio. **This can be done via Zoom.**
- 10) With permission of the superintendent or principal, observe a management cabinet, school administrative team meeting, or other meeting where the leader plans to use collaborative decision making. Observe the leader's behavior in outlining goals/problem definition, seeking information, providing information, clarifying/elaborating, challenging viewpoints, diagnosing progress, and summarizing. Include the observations and recommendations for improvement in your portfolio. **If these meetings are conducted via Zoom ask permission to observe.**
- 11) Review board policy/administrative regulations. Assess compliance with policy/regulations. Assess the leadership culture in the school /district. How frequently is top-down leadership vs. consensus leadership used? Does the leadership style most often used comply with official policy or administrative regulations? Write a reflective statement discussing the appropriated

use of both top-down leadership and consensus leadership. Include the statement in your portfolio.

You may do this with reference to your campus and the decisions made/leadership culture.

- 12) Examine the school (or district) budget and the various accounts under the discretion and responsibility of your mentor. Analyze the extent to which funds are directly related to increasing learning. A brief analysis of the major functions, planning, reporting, and major concerns will be noted and included in your portfolio. You do this by asking your site supervisor to e-mail a copy of the budget.

13) Interview the person responsible for district personnel. Major requirements and issues to be discussed should include the planning, recruitment, selection, induction, compensation, evaluation, and dismissal of personnel. A detailed summary of the interview will be included in your portfolio.

- 14) Complete a requisition for a service or supply item from a budgeted account. A copy of the requisition and a brief description of the path it follows for approval are to be included in your portfolio.

If you have done this during this semester, you may include it.

- 15) Review board policy on technology. Study the district/school plan on use of technology. Review the degree of compliance between policy and technology plan, as well as the legal aspects regarding the use of software. Include recommendations in your portfolio.

This can be done independently.

- 16) Interview the Director of Transportation to discuss current issues and needs for transportation. This discussion should include costs, maintenance, personnel issues, training and safety, and student problems. A brief summary of the needs and issues will be included in your portfolio.

This can be done via Zoom.

Standard 6: Ethics, Equity and Diversity

- 1) Design a campus program and/or classroom activity that promotes awareness and appreciation of diversity

This can be done independently.

- 2) Interview the person responsible for special education or special programs. Major requirements and issues to be discussed should include: program design, equity, fund allocation, instructional instruction considerations and Federal compliance. A detailed summary of your interview will be included in your portfolio. This can be done via Zoom.

- 3) Review board policy/administrative regulations. Assess the inclusion of the Texas Educators Code of Ethics.

This can be done independently.

4) Facilitate the formation of a collaborative team within your campus to improve cultural awareness, school climate and instruction.

- 5) Discuss with site supervisor the application of the acceptable use policy. Include a summary in your portfolio. This can be done via Zoom.

6) Review the campus (district) budget with site supervisor. Analyze the extent to which funds are directly related to special programs. A brief analysis of the major functions, planning, reporting, and major concerns will be noted and included in your portfolio.

7) Discuss with your site supervisor three ethical decisions he/she has made in the last year. Include a summary in your portfolio.

You can do this via email.

8) Make a list of initiatives on your campus that promote continuous learning opportunities for students as well as staff members. Include the list in your portfolio.

This can be done independently.

- **Note: The required activities for standard 2, 3, 6 are considered PASL practice tasks. The student is responsible for reviewing the PASL Rubric and the collection of all required PASL artifacts.**