Practicum Handbook

Masters of School Administration
Masters of Educational Technology Leadership
Principal Certification Program

Department Educational Leadership & Technology

(Rev. February 2014)
PREFACE

This Practicum Handbook is a general reference to supplement the Lamar University Graduate Catalog students in the Department of Educational Leadership (hereinafter referred to as the “Department”) regarding departmental and College of Education and Human Development requirements as well as policies and procedures. The handbook is a general information guide intended to aid the candidate’s admission, orientation, enrollment, and implementation progress in the successful completion of a Master’s in Education Administration or Master’s in Educational Technology Leadership. The word candidate in the Handbook is defined to be all persons enrolled in the Master’s in Education Administration Program or Master’s in Educational Technology Leadership.

Each candidate is responsible for the contents of the Handbook. When enrolling in the program, students agree to accept responsibility for informing themselves, for following policies and procedures, and for meeting the requirements to qualify for a Master’s in Education Administration or Master’s in Educational Technology Leadership degree. Failure to read the handbook does not excuse candidates from the requirements and regulations described herein. While the information presented here is as accurate as possible as of the date of publication, the Department reserves the right to make necessary changes as future circumstance may require without further notice.
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TK20
TK20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, applications for field experience, professional testing and certification recommendations will be collected, processed, or archived through the TK20 secure portal for documentation purposes for graduation and certification. mailto:TK20@lamar.edu (409) 880-2126

TExES Exam, Certification, LCE, and ILD
For TExES Exam approval to register or questions, email grad.certification@lamar.edu
For Certification recommendation or questions, email grad.certification@lamar.edu
For assistance with completing and submitting an application through Tk20, email tk20@lamar.edu
If immediate assistance is needed by phone, contact (409) 880-2425

GRE, Registration/Enrollment, Appeals for Admission, and DegreePlan
Student Services: luacademic@lamar.edu

Graduation Applications and Academic Probation/Suspension
Graduate College: lugradstudies@lamar.edu
Introduction to the Practicum*

All states require a practicum* for candidates that wish to receive principal licensure. Although some students in our program may not want to become building principals, most school districts require a principal license for any building or district-level leadership position. Thus, the principal license allows future school leaders to be eligible for a range of administrative positions. Basically, the Master’s program and practicum are designed to provide the necessary knowledge, skills, and dispositions to lead.

Although most practicum are typically a one-semester experience, national accreditation organizations are now requiring a minimum of a 6-month practicum while they highly recommend one full year. The Lamar practicum begins after the successful completion of EDLD 5311 and spans across the remainder of the candidate’s program.

To be approved to begin your practicum following the successful completion of EDLD 5311, the following are required:

1) Valid teaching certificate **
2) Two years teaching experience
3) Employed on a TEA approved campus ***
4) Dispositions survey completed by campus principal and submitted to Tk20
5) Approved practicum plan
6) Required artifacts submitted to Tk20

**Please note that out of state students may not be required to meet this criteria
*** Not applicable to out of state students unless taking the TExES
****Out of state students should check with their state department of education to determine if there are specific state requirements needed.

Master’s in Educational Administration or Educational Technology Leadership

It should be noted that candidates in the master’s degree programs (Educational Administration or Educational Technology Leadership) will be enrolled in two practicum courses and receive 6 hours for these courses. The first practicum course will be EDLD 5397 taken as the 7th course in the program. In this course, candidates will submit progress completed, share and compare learning with other candidates, and resolve any concerns or make any changes that are needed. Candidates are expected to have one-half of their practicum hours completed by this halfway point in the program. Candidates are expected to have completed all practicum activities prior to enrolling in the second (and last course) practicum course, EDLD 5398. This final course will provide the time and guidance to complete the Final Candidate Report and evaluations.

Principal Certification Only Program

Candidates, who already hold a master’s degree and are enrolled in the principal certification only program, will be enrolled in one practicum course, EDLD 5398, and receive 3 hours for that course. Students are expected to have completed all practicum activities prior to enrolling in the final practicum course, EDLD 5398. This final course will provide the time and guidance to complete the Final Candidate Report and evaluations.

* According to Texas Administrative Code Title 19 Part 7 Chapter 228 Rule §228.35
Preparation Program Coursework and/or Training states candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours. For the purpose of this program, the practicum as outlined in TAC §228.35 is referred to by Lamar University’s Department of Educational Leadership’s masters programs as an practicum that meets and exceeds the requirements set aside by TAC §228.35.

Role of the Candidate (Ed Admin, Ed Tech, and Certification Candidates)

Candidates are expected to assume a leadership role throughout the span of the practicum. This includes the work done in the first course (EDLD 5311) in drafting the practicum plan as well as making adjustments to the plan as new opportunities and/or needs arise. Candidates are expected to begin candidate activities immediately following completion of EDLD 5311 and stay active as a candidate throughout their degree program. Candidates are required to progress through each phase of the practicum and meet the expectations for each phase. We realize that unexpected events occur and if candidates must take a leave of absence from the program and practicum, they must notify the Director of the Program. ***Please note that you must be currently enrolled in a course to conduct practicum activities.***

Responsibilities

As a candidate, you are responsible for formal interviews of professional practitioners, shadowing and observing their skills and applied methodology, exploring the profession, understanding related ethical standards, and acclimating to the work setting. “Readiness” to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic program of study, you will be expected to synthesize course material, employing theories and content knowledge to develop an individual professional style.

- Maintain the responsibilities of your coursework.
- Secure a campus mentor.
- Submit a Practicum Application.
- Meet with the campus mentor to develop a Practicum Plan and Action Research Project.
- Participate in three Lamar University Field Supervisor Observations. Please review information regarding field observation web conferences in the handbook section related to your program
- Complete the Internship Summary Logs
- Complete the Action Research Report (Not required for Principal Certification Only)
- Upload coursework and assessments to Tk20.

Practicum Hours Requirement

Educational Administration and Educational Technology Leadership

The minimum number of required practicum hours is 300. These hours will be a combination of Campus Supervised Hours (150+) and Course-Embedded Hours (150).

Principal Certification Only Program

The minimum number of required practicum hours is 235 and must cover a span of six months. These hours will be a combination of Campus Supervised Hours (150+) and Course-Embedded Hours (85).
Campus Supervised and Course-embedded Hours Documentation-All Candidates

Campus Supervised Hours are the hours completed on candidate’s campus that are detailed in their Practicum Plan completed and approved by your Campus Mentor in the first course, EDLD 5311. This includes hours spent on the Action Research Plan completed and approved in the second course, EDLD 5301. This is a minimum requirement and most candidates will complete many more than the minimum of 150. Grades are not determined by the number of hours over the minimum but by the quality of your work as a candidate. An electronic Campus Supervised log is provided to each candidate in the first course, EDLD 5311. Students must fill out each section of the log with date, hours spent, brief descriptions of the activities and reflections. It is strongly advised that candidates complete logs each week. Candidates will begin logging Campus Supervised hours following approval of their practicum plans and completion of the first course, EDLD 5311.

Course-Embedded Hours are assigned by course professors and completed by the candidates in each of the courses. The hours are also completed on candidate’s campus but are not included in the Practicum Plan. The rationale for these hours is to apply the learning from candidate courses in the field during the time of each different course. An electronic Course-Embedded log is provided to each student in the first course, EDLD 5311. Descriptions of activities are provided, along with number of hours and the related competency. To complete the Course-Embedded log, candidates are required to only enter the date of the activity and provide a brief reflection on the learning.

Phases of the Practicum

Educational Administration and Educational Technology Leadership

Your practicum is divided into three phases. Each phase proceeds in alignment with the order of the course or courses taken. You are expected to complete candidate hours, keep candidate logs current, and submit various forms or course assignments in each stage. These assignments and forms are required by the State and accreditation agencies and will be stored for review in Tk20. In addition, you are required to complete one practicum observation with your field supervisor and submit a reflection of that observation in each phase.

Masters of Educational Administration

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus Candidate Hours</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
</table>
| 1st 6 Weeks                | EDLD 5311       | 0               | 0                               | 0                              | 1. Practicum Application  
2. Dispositions Survey  
3. Cultural Diversity Survey |
| 2nd 6 Weeks                | EDLD 5301       | 15+             | 15                              |                                | 1. Action Research Plan  
2. Title / Summary  
3. Field Observation Report |

Phase Two
<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus Candidate</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd – 9th Month</td>
<td>EDLD 5352</td>
<td>60+</td>
<td></td>
<td>1. Campus Improvement Plan (EDLD 5333)</td>
</tr>
<tr>
<td></td>
<td>EDLD 5333</td>
<td></td>
<td></td>
<td>2. School/Community Relations Plan (5326)</td>
</tr>
<tr>
<td></td>
<td>EDLD 5344</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLD 5345</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th Month</td>
<td>EDLD 5397 (1st Practicum Course)</td>
<td>15+</td>
<td>15</td>
<td>1. Action Research Report First Submission Draft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Expected 75 total hours at enrollment)</td>
<td></td>
<td>2. Campus Supervised Summary Report (Log) 75 hrs documented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Course-Embedded Summary (Log) courses to-date</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Dispositions Survey #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. PISE/ETLISE</td>
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<td></td>
<td>6. Field Observation Report</td>
</tr>
</tbody>
</table>

**Phase Three**

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus Candidate</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th – 17th Month</td>
<td>EDLD 5339</td>
<td>60+</td>
<td>60</td>
<td>No uploads required</td>
</tr>
<tr>
<td></td>
<td>EDLD 5335</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLD 5326</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLD 5888</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last 6 Weeks</td>
<td>EDLD 5398 (Final Practicum Course)</td>
<td>150+ Total Completed (Required prior to enrollment)</td>
<td>150 Total Completed (Required prior to enrollment)</td>
<td>1. Action Research Final Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Course-Embedded Summary Report (Log)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Campus-Supervised Summary Report (Log)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Domain I, Competencies 1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Domain II, Competencies 4-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Domain III, Competencies 8-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. Principal Practicum Supervisor Evaluation (PISE) (for EA and Prin Cert students) or PISE/ETLISE Combo (for ETL students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8. Dispositions Survey #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. Field Observation Report</td>
</tr>
</tbody>
</table>
### Masters of Educational Technology Leadership

#### Phase One

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 6 Weeks</td>
<td>EDLD 5311</td>
<td>0</td>
<td>0</td>
<td>1. Practicum Application</td>
</tr>
</tbody>
</table>

#### Phase Two

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDLD 5363</td>
<td>0</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLD 5364</td>
<td>0</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLD 5366</td>
<td>0</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>(1st Internship Course)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Phase Three

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
</table>
| 11th – 17th Month | EDLD 5326 | 6 | 60 | 1. Campus Improvement Plan (EDLD 5333)  
2. School/Community Relations Plan (5326) |
|                 | EDLD 5333 | 0 |          |                         |
|                 | EDLD 5344 | + |          |                         |
|                 | EDLD 5345 |          |          |                         |

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Expected Campus</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
</table>
| Last 6 Weeks    | EDLD 5398       | 150+ Completed  | 150 Total Completed (Required prior to enrollment) | 1. Action Research Final Report  
2. Course-Embedded Summary Log  
3. Campus- Supervised Log  
4. Domain I, Competencies 1-3  
5. Domain II, Competencies 4-7  
6. Domain III, Competencies 8-9  
7. Principal Practicum Supervisor Evaluation (PISE) (for EA and Prin Cert students) or ETLISE (for ETL students)  
8. Dispositions Survey #3  
9. Field Observation Report |
**Phases of the Practicum (Certification Candidates only)**

Your practicum is divided into two phases. Each phase proceeds in alignment with the order of the course or courses taken. You are expected to complete candidate hours, keep candidate logs current, and submit various forms or course assignments in each stage. These assignments and forms are required by the State and accreditation agencies and will be stored for review in Tk20.

**Phase One**

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Campus Supervised Candidate Hours</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
</table>
| 3rd – 9th Month | EDLD 5326       | 150+                              | 85                              | 1. Campus Improvement Plan (EDLD 5333) School/Community  
2. Relations Plan (5326)  
3. 2 Field Observation Reports |
|                 | EDLD 5333       |                                  |                                 |                |
|                 | EDLD 5344       |                                  |                                 |                |
|                 | EDLD 5345       |                                  |                                 |                |

**Phase Two**

<table>
<thead>
<tr>
<th>Time in Program</th>
<th>Course(s) Taken</th>
<th>Campus Supervised Candidate Hours</th>
<th>Course-Embedded Candidate Hours</th>
<th>Uploads to Tk20</th>
</tr>
</thead>
</table>
| Last 6 Weeks    | EDLD 5398       | 150+ Total Completed (Required prior to enrollment) | 85 Total Completed (Required prior to enrollment) | 1. Action Research Final Report  
2. Course-Embedded Summary Report (Log)  
3. Campus-Supervised Summary Report (Log) .  
4. Domain I, Competencies 1-3  
5. Domain II, Competencies 4-7  
7. Principal Practicum Supervisor Evaluation (PISE) (for EA and Prin Cert students) or ETLISE (for ETL students)  
8. Dispositions Survey #3  
9. Field Observation Report |
Role of the Campus Mentor (Ed Admin, Ed Tech, and Certification Candidates)

The campus/site-based mentor is a school administrator at the practicum site. The primary responsibility of the campus/site-based mentor is to the school and district and then to the candidate. These individuals have the expertise to provide formative and summative feedback on performance of the candidate. The campus/site-based mentor holds an administrative/principal certification and is serving in a leadership position at the site where the Practicum will be conducted.

The Practicum is the candidate’s opportunity to receive feedback and consultation from a practicing leader and an opportunity to enhance your leadership skills and develop new skills. In the Practicum, learning arises from the school setting and is focused on:

- Understanding how a school vision is developed and managed,
- Supporting teachers and students using technology aligned with curriculum,
- Promoting the success of all students,
- Providing an effective technology and instructional program,
- Understanding and working with all members of the school community,
- Creating a positive culture and climate,
- Communicating effectively,
- Leading groups,
- Motivating and developing others,
- Making decisions based on data and good judgment,
- Resolving conflicts and issues,
- Managing the organization and operations,
- Leading change;
- Conducting meaningful evaluations of self and others.

Role of the Campus/Site-based Mentor

- Assume responsibility for direct supervision, oversight, and support of the candidate during the practicum.
- Review and provide constructive feedback on the candidate’s performance, utilizing professional oral and written expression.
- Maintain close contact with the candidate on a regular basis.
- Confer regularly with the candidate concerning his or her performance and progress to assist the candidate in becoming successful.
- Work with the candidate to determine an appropriate action research project that aligns with the campus improvement plan.
- Establish goals, objectives and activities for the Practicum with the candidate.
- Expect the candidate to attend professional meetings, PTA meetings, and other school meetings.
- Inform and discuss with the candidate the roles, duties, and responsibilities expected of an administrator and information about district policies and procedures.
• Notify the Principal Preparation Program Staff immediately of concerns related to the performance of the candidate with efforts to remediate problems on campus have not been successful.

In most cases, candidates choose their building principal to be the Campus Mentor. This is a good practice, as the candidate will need approval from the building principal to conduct candidate activities in the school. It is also beneficial to the candidate as the building principal recommendation for obtaining an administrative position is typically required. In some unique cases, candidates choose an assistant principal or a principal at another school for a variety of reasons, including the principal not having the time to supervise or other reason. If you change schools or your Campus Mentor changes schools, retires, etc., you will need to choose another Campus Mentor and let your professor know.

Remember that the Campus Mentor and the people with whom you work with will observe and evaluate your candidate experience. In other words, your reputation as a future principal/leader is formed by your efforts and accomplishments during the Practicum. You should realize that effective candidates recognize needs and demonstrate initiative without being told by fulfilling the tasks they have agreed to complete. Your support of the leaders of your school and district, as well as your Campus Mentor, is essential. It is highly recommended that you meet regularly and build an open, honest, and trusting relationship with your Campus Mentor.

**Role of the University Field Supervisor (adjunct) (Ed Admin, Ed Tech, and Certification Candidates)**

Universities in Texas that award masters degrees and submit recommendations for administrative certification are required to have university personnel conduct observations and provide assistance to candidates. In most universities, these are faculty that can make site visits to small numbers of students that live and work near the university. Since Lamar University enrolls students throughout the state and out-of-state, we employ current or recently retired administrators as adjunct faculty to make these observations. Most of the adjunct faculty members are current superintendents. Their role is to work with you and monitor your progress throughout the practicum.

Therefore, all candidates in our Master’s in School Administration, Master’s in Educational Technology Leadership or Certification Only programs must participate in a minimum of three field observations with a Lamar University Field Supervisor (adjunct). The observations may consist of Web Conferences, Skype meetings, chat rooms, or other interactive sessions.

**You will need a camera and microphone in order to actively participate in these observations.** Observations may also include your campus mentor when needed. The "observation" must be at least 45 minutes in duration. It is the candidate’s responsibility to ensure that we have a record of attendance in three observations. The documentation of attendance will be submitted in the final course in each of the phases.

Lamar University Field Supervisors (adjunct) will contact each candidate through their Lamar email account to schedule the three required observations that will occur in each of the three
phases of the practicum. Please make sure you have your candidate plans available for review, either on your computer, on a Google site, or both. We are very fortunate to have these experienced leaders assist our candidates and provide help and guidance. Please utilize this valuable resource for learning more about leading in the schools. But, please direct specific course and program questions to your course professors or the department.

State, National Standards, and International Standards

Your practicum was designed to meet state, national, and international standards. Since Lamar University is located in Texas and the vast majority of our students reside in Texas, our program addresses the Texas state standards. For out of state students, please go online and copy your state standards, review, and compare. You should find your state standards to be very similar. The practicum was also designed to meet the national standards from the Educational Leadership Constituent Council (ELCC). These standards were adopted by 47 of the 50 states.

As a candidate, you need to be very familiar with standards and especially, your state standards. States that require an exam in order to receive principal licensure build their state exams around their standards. More importantly, the state and national standards outline the overall expectations for leading in the schools. They go beyond increasing specific knowledge and skill and describe what leaders must work to accomplish. This is why we require candidates to note the state standard or competency for each planned candidate activity. It is highly recommended that you review the standards often and address that standard that aligns with your practicum activity in your reflections. It is our hope that when you complete your practicum, you will be highly knowledgeable of the standards and can readily describe your level of mastery for each standard.

For additional learning, please review standards from the National Association of Secondary Principals (NASSP) and/or the National Association of Elementary Principals (NAESP). The standards adopted by the Texas State Board for Education Certification (SBEC) are listed below by domain and competency:

Domain I: School Community Leadership
   1. Vision and Campus Culture
   2. Communication and Collaboration that Promote Student Success
   3. Integrity and Ethics

Domain II: Instructional Leadership
   4. Curriculum, Measurement, and Alignment of Resources
   5. Campus Culture and Professional Learning
   6. Teacher (Staff) Evaluation and Development
   7. Decision-Making and Problem Solving

Domain III: Administrative Leadership

9. School Safety and Support Services

As technology specialists, campus administrators, or district administrators, you are critical to the success of the integration of teaching, learning, and technology. With your guidance, teachers will learn to engage students through the power of technology, as they become digital citizens. Beyond educational computing and technology foundations for teachers, the International Society for Technology in Education (ISTE) and the National Council for Accreditation of Teacher Education have established National Education Technology Standards for Coaches. (NETS•C) are the standards for evaluating the skills and knowledge that education coaches need to guide and support teachers in an increasingly connected and global society. As part of the practicum candidates will also incorporate the NETS-C standards listed below:

1. Visionary Leadership
2. Teaching, Learning, and Assessments
3. Digital Age Learning Environments
4. Professional Development and Program Evaluation
5. Digital Citizenship
6. Content Knowledge and Professional Growth

Please click on the following links to review the standards:
SBEC
ISTE

Please review your EDLD 5311 textbook for a copy of the following standards.

ELCC
NAESP
NASSP

The Role of Reflection

The practicum requires you to reflect on your experiences for two main reasons: It promotes learning and it is a habit that successful leaders employ.

It is highly recommended that you reflect on completed activities for both campus supervised and course-embedded hours soon afterward, while the experience is fresh in your mind. Delaying reflective practice lessens the learning and is a major cause of students getting behind and/or having too much to do at the end of the program. If you “keep up” with logging in your Course-Embedded and Campus Supervised Summary and Validation Reports (Logs), you will be finished with this requirement prior to enrolling in your last practicum course, EDLD 5398.

Tips for Writing Reflections

Reflections allow you to analyze your practicum activity. The act of reflection is influenced
by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other’s mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflections should consist of statements regarding:

- the knowledge you gained from the activity and how it helped you master the competency
- insights into the patterns of interactions of the participants
- group processes including: who had power, authority, or influence, who was participating and who was not, who was not included, how did you or another leader draw the silent teachers out, was there confrontation, conflict, consensus, agreement, hurt feelings, etc.
- notations addressing the affective or feeling tone evident
- concerns you noticed
- biases you noticed (especially your own)
- questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor
- issues that puzzle you

Graduation and Certification Information (Ed Admin and Ed Tech Candidates only)

Graduation Requirements:

1. Successfully complete the 36 hours of coursework
2. Have a minimum 3.0 Grade Point Average
3. Submit all required documentation to the TK20 Electronic Portfolio

Graduation occurs three times a year – May, August, and December. You must apply with Graduate Studies Department to graduate. Use the following link to review application deadlines: [http://dept.lamar.edu/graduatestudies/currentGS.htm](http://dept.lamar.edu/graduatestudies/currentGS.htm)

To ensure that you have completed all requirements for graduation and certification, please go to [http://sites.google.com/site/luedlead/have-i-done-everything-for-5398](http://sites.google.com/site/luedlead/have-i-done-everything-for-5398)

Obtaining the Principal Certificate (Ed Admin, Ed Tech, and Certification Candidates)

State departments of education grant licensure for principals, as well as all other professional positions to work in public education. Accredited universities can only “Recommend” or “Approve” to take the state licensure exam, if the state requires an exam. To obtain a Texas principal certificate, you must get approval from our department to take the TExES exam and pass with a score of 240/300 or 80%.

The Lamar EDLD Department requirements for “Approval” to take the TExES exam are listed below. These include State requirements.

- hold a masters degree from an accredited institution of higher education;
- hold a valid classroom teaching certificate
- have two years of creditable teaching experience as a classroom teacher;
• successfully complete an approved principal educator preparation program;
• successfully complete the required TExES exam.
• completion of Instructional Leadership Development (ILD) offered at local Educational Service Center (ESC)*

*The ILD training certificate is NOT required for graduation and getting your M.Ed. degree. It is ONLY required to get department approval to take the TExES exam, leading to certification.

A second training certificate is mandated to serve as a school principal in Texas. This is the Professional Development Appraisal System (PDAS) certificate. This certificate is required for observing classroom teachers. In most cases, school districts will pay for this after you are hired. As such, the PDAS is NOT required for either graduation or approval to take the state exam

**Taking the TExES Exam (Ed Admin, Ed Tech, and Certification Candidates)**

For students seeking a principal certificate in Texas, you must pass the TExES exam. For students outside of Texas, you need to check with your State Department of Education for requirements. In some cases, other states accept a Texas principal certificate and will award a certificate from your state. In other cases, some states do not require an exam and will accept your degree from Lamar University without needing a Texas principal certificate. Again, please check with your state and contact our department with any questions or concerns.

To assist you in passing the exam, please review the following tips:
• Become very familiar with the language and intent of each state competency
• Keep the appropriate competency in mind when logging reflections on your candidate activities
• Review the practice test given in EDLD 5311 and note any needs to address
• Read the Framework and take the TExES practice exam at: http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf
• Study and review the practice exam taken in EDLD 5397
• Study and review the 2 practice exams* taken in EDLD 5398
• Watch the exam reviews in EDLD 5397 and EDLD 5398
• Seek advice from friends or colleagues that successfully passed the TExES

*The practice exams in EDLD 5398 are versions of the Lamar Competency Exam (LCE). You will need to score a minimum of 80% on the exam in order to complete 5398 and get approval to take the TExES exam.

For information regarding taking the TExES principal exam and applying for certification, please refer to https://sites.google.com/site/luedlead/have-i-done-everything-for-5398

Please contact the certification officer at grad.certification@lamar.edu for questions
regarding certification.

Also, important program information can be found at the department’s google site at https://sites.google.com/site/luedlead/

We hope you have an exciting and challenging practicum and please contact any course professor for questions, advice, or assistance.
Appendix A
Glossary of Terms

Candidate - A participant in an educator preparation program seeking certification. Candidates will work in collaboration with school district and university supervisors participating in the program.

Campus Mentor- Campus principal or designee who will observe and evaluate candidate experience. The campus mentor holds an administrative/principal certification and is serving in a leadership position at the site where the practicum will be conducted. The mentor will collaborate with candidate to develop practicum plan and action research project for the candidate and will facilitate the completion of the activities outlined in the practicum plan. In addition, the campus mentor will work with Lamar University faculty to ensure that candidate completes program requirements.

Course-embedded hours - are assigned by course professors and completed by the candidates in each of the courses. The hours are also completed on candidate’s campus but are not included in the Practicum Plan.

Campus-supervised hours- the hours completed on candidate’s campus that are detailed in their Practicum Plan; completed and approved by your Campus Mentor and university professors in the first course, EDLD 5311.

Course binder- Course binder templates are created by instructors and are then sent to and completed by students in Tk20. Students submit course artifacts in the course binders that are used for documentation of completion of requirements for degrees and/or certification.

Field Observation - Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Each candidate is required to attend 3 observations and each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. The field observations are conducted virtually through the use of Adobe Connect ©. Candidates are required to have a working camera and microphone to receive credit for attending the scheduled observation.

Field Supervisor- A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

Practicum- For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in TAC §228.2,. Candidates are admitted to the practicum when all admission requirements** have been met. Candidates are required to log a total of 300 practicum hours for master’s degrees and 225 for principal certification only.
programs conducted in authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose

**Principal Certification Only**- Students who have a conferred master’s degree and are pursuing a principal certificate.