2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name: El Paso Independent School District | CDN or Vendor ID: 071902 | ESC #: 19 | Campus #: | DUNS #: 079841979

Address: 6531 Boeing Dr | City: El Paso | ZIP: 79925 | Phone: 915-230-2362

Primary Contact: Daniel Vasquez | Email: dfvasque@episd.org

Secondary Contact: Norma Nguyen | Email: ndnguyen@episd.org

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title: Juan Cabrera, Superintendnt | Signature: | Date: 2/28/18

Grant Writer Name: Daniel Vasquez | Signature: | Date:

- ☒ Grant writer is an employee of the applicant organization.
- ☐ Grant writer is not an employee of the applicant organization.

701-18-105-046

CDN or Vendor ID

Shared Services Arrangements

[X] Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

[ ] The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

[ ] SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Principal resident pool	Define key characteristics for residents, develop recruitment strategies, set incentives and employment agreements
Principal mentor pool	Define characteristics for mentor selection, define expectations and incentives with agreements
Candidate pool for principalship	Residents are guided through robust and real-world learning experiences that develop their capacity to use problem solving to build practice that supports student learning as they complete necessary coursework for principal certification

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

To create leadership pipeline for El Paso Independent School District (EPISD) that selects strong teacher leaders and builds on their capacity to become effective school administrators. In the first year of implementation, a minimum of 70% of principal residents will complete program to establish the creation of a strong candidate pool to fill administration vacancies and decrease the time an administrative position is held vacant. In the following year, increase the number of principal residents who complete by 10%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

July, 15 2018: Ten mentors and ten residents identified, agreed to terms, and attended Principal Preparation Institute in Austin, TX on June 6-8, 2018.

EPISD Orientation Event for mentors, residents, and EPISD administrators. All mentors and residents complete first goal setting journal and mentoring expectations.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

October 15, 2018: 10 residents enrolled in minimum of 6 hours of courses for Fall semester per Principal Certification track, minimum of 1 on-site visit from UTEP during Internship I course.

Mentors and residents completed monthly mentoring journal on salient learning experiences during mentoring sessions.

Third-Quarter Benchmark:

January 15, 2018: 10 residents completed minimum of 6 hours of courses with minimum 3.0 GPA in Fall and Winter Semester per Principal Certification track.

Mentors and residents completed monthly mentoring journal on salient learning experiences during mentoring sessions.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Evaluation data for this project will include coursework enrollment and performance as well as mentor/resident summarization and feedback of mentoring sessions. EPISD administrators will stay in communication with UTEP representative about residents' progress, attendance, and performance. EPISD Coordinator and UTEP representative will coordinate support for residents struggling in the program, such as solving issues with time commitments, course load, and unanticipated circumstances during their residency year. Given the intensive nature of the course sequence of this program, residents who are persistently unable to meet enrollment, attendance or performance standards will be exited from the Principal Prep mentorship program.

If mentoring sessions show lack of rigor or lack of progress, the resident and mentor will immediately meet with the Coordinator to rectify the situation. The coordinator will also pro-actively work with both resident and mentor to address issues of match and attempt to enter viable solutions. If issues persist and there are no viable solutions, the Coordinator may re-assign residents to another mentor. All issues will be documented and the recruitment plan will be updated to anticipate and avoid similar occurrences in the future and improve the overall recruitment process for the next cohort of residents.

The culminating evaluation of the program is the number of residents that complete the TExES exam, attendance to Advancing Educational Leadership and T-TESS training.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Clinical learning in the Principal Preparation resident program will be a yearlong experiences in class, internship and mentoring. The learning experience for residents is geared toward creating candidates that possess working knowledge of the complexities of the school environment, confidence in building data-driven assessments and employing evidence-based strategies to create and manage change.

In EDRS 5307 Data-Driven Decision-Making in Education, residents will learn measured approaches to address significant achievement and culture challenges on a school campus. Residents will conduct a comprehensive needs assessment focusing on demographic profile, school culture & climate, student achievement, and family & community. This assessment uses interview questions with sitting principal, Texas Academic Performance Reports (TAPR) and accountability reports, and current Campus Improvement Plans to focus on diagnosing the problems of practice. Students will also develop an Improvement Plan integrating an evaluation plan to document progress for the approach. Residents will present Improvement Plans to the leadership team of the school serving as a case study.

In EDAD 5375 and EDAD 5376 School Management Internship I and II, residents will complete 200 total hours of residency at EPISD campuses and will gain first-hand experience in administration under direct supervision of certified administrators. Residents will be assigned to their mentor principal's campus when possible. Internship activities include leading special programs, professional learning community sessions, community education programs, student services, discipline management, scheduling, budgeting, and school business management. Course professor conducts a minimum of two site visits in Internship I and 1 site visit in Internship II. Visits include pre- and post- debriefing sessions intended to examine internship experiences, analyze, and connect those experiences to theoretical and conceptual knowledge. Salient experiences are examined in-class with table top discussions that provide interns with real-life scenarios, allowing them to practice their decision-making skills and thought process.

In monthly sessions with their mentor principal, residents will observe mentors addressing critical situations, student interactions and how they balance unexpected circumstances through the course of an average day. Care will be given to establishing the mentorship relationship on mutual trust and understanding. At the Orientation event, residents will be matched with mentors, share personal histories, share results from a personality strength assessment, and complete the first journal entry on goal-setting and expectations. This not only establishes mentorship relationship, but also the residents in the cohort will establish themselves as resources for each other. To assist in framing journal entries, mentors and residents are encouraged to select and read from selected leadership books such as: Start with Why: How Great Leaders Inspire Everyone to Take Action; The New Principal's Fieldbook: Strategies for Success; The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Monthly journal entries will reflect on mentoring and documenting personal growth and will be shared digitally with EPISD Coordinator

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

To begin the resident selection process, EPISD staff will hold a Principal Preparation Open House to review the purpose of the residency, required documents for the application program, and expectations of program. The Open House is open to all EPISD employees and is meant to be transparent about the time commitment in order to deter casual applications. In addition, mentors and EPISD administrators will encourage teachers and teacher leaders that have exhibited exemplary leadership qualities and well-qualified for residency to attend Open House.
A Principal Preparation Application Session will be held to assist candidates applying through the Graduate School Application Portal. At this session, applicants will upload three letters of recommendation from a supervisor, a colleague, or an individual that has benefited from their leadership. Applicants will also complete a letter of interest on their education philosophy, their growth mindset, and experiences in affecting change. In an effort to consolidate the applicant pool in a short amount of time, residents will have an opportunity to participate in a series of brief interviews with University of Texas at El Paso (UTEP) administrators and administrators from EPISD Department of Academic and School Leadership. Top scorers in interviews and letters of interest will have their records verified against human resource records and supervisor phone calls.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

071902

The UTEP Department of Educational Leadership and Foundations has created a 12-month program that joins coursework with internship and mentoring experience culminating with principal certification.

School-Community Leadership (EDAD 5340) teaches creating campus culture and culture routines to encourage intellectual stimulation and high expectations while incorporating parents and community and responding to diverse backgrounds. Course also covers implementation of a campus vision and support of innovative thinking and framing unsuccessful experiences. Daresh, John C. & Lynch (2010) Improve learning by building community.

Data-Driven Decision-Making In Education (EDRS 5307) teaches data types and collection methods, data interpretation, integrating demographic, perceptual and academic performance and evaluating progress through continuous improvement plans. Bernhardt, V. L. (2018) Data Analysis for Continuous School Improvement 4th Ed.

Administration of School Personnel and Services (EDAD 5348) teaches leadership, team building, and change management partly through case study analyses on personnel situations and developing responses. Sorenson, R. D., & Goldsmith, L. M. (2009). The principal's guide to managing school personnel. Curriculum Renewal (EDAD 5311) includes development of observation and feedback skills and effective professional development. Theoharis, G., & Brooks, J. S. (Eds.). (2011). What every principal needs to know to create equitable and excellent schools, Walker, D. F., & Soltis, J. F. (2009).

Educational Leadership in a Diverse Society (EDAD 5345) teaches region specific trends and causes of regional disparity, leveraging climate to create high expectations, disseminating vision, giving supportive feedback for staff, and building relationships with parents and community. McKenzie, K. B., & Skrla, L. (2011). Using equity audits in the classroom to reach and each all students. Valencia, R. R. (2010). Dismantling contemporary deficit thinking: Educational thought and practice

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Instructional coaching protocols are the focus of the two internships required by the Principal Preparation program with the goal of implementing a staff evaluation and development system to improve the performance of all staff members, Selecting and implementing appropriate models for supervision and staff development and apply the legal requirements for personnel management will also be included. Each internship requires the resident to complete 100 hours at a host school and complete activities such as leading special programs, professional learning community sessions, community education programs, student services, discipline management, scheduling, budgeting, and school business management. The intent of these visits is to observe the resident engaged in a hands-on learning experience, provide real-time feedback, and a coaching opportunity for professional growth.

Candidates are evaluated based on their execution and reflections on the above activities through the creation of a principal portfolio that will include weekly reflection journals, video reflections, personal educational platform, case studies that relate to internship activities completed, samples of teacher meeting agendas, parent letters, and pre- and post-evaluations of professor site visits. These projects are evaluated on proper application of the principles of effective leadership and management in relation to campus budgeting, personnel and human capital, resource utilization and allocation, financial management, technology use, and establishment of school culture and practice.

Statutory/Program Assurances

[x] The LEA must assure that the principal preparation residency is at least one year in length.

[x] The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

[x] The LEA must assure that residents do not hold a principal certification in the state of Texas.

[x] The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

[x] The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) | CDN or Vendor ID 071902

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgeted
1.	Tuition for 13 couorses (grant pays up to $900 per course, resident pays remainder amount	$90,000
2.	AEL training @ Region 19	$4,000
3.	T-TESS @ Region 19	$4,000
4.	Travel to Austin for Summer Institute	$19,215
5.	Books for mentorship	$785
6.	Substitute pay for 4 half days during school year for each resident	$2,000
7.	Mentor stipend	$10,000
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Total grant award requested $130,000

Attachment 1: Scope and Sequence

The University of Texas at El Paso
Educational Leadership and Foundations
Master's in Educational Administration K-12
EPISD Cohort 1 Course Schedule

Summer 2018	Fall 2018	Winter 2019	Spring 2019		May 2019	Summer 2019
EDAD 5310 (4wk) Administrative Leadership	EDRS 5307 (15wk) Data-Based Decision Making	5340 (2wk) School-Community Leadership	EDAD 5342 (7wk1) Educational Law	EDAD 5348 (7wk2) Personnel	SPED 5320 (2wk) Special Education (If Needed)	EDAD 5345 (15wk) Diversity
EDAD 5312 (4wk) Instructional Leadership	EDAD 5314 (7wk2) School-Based Budgeting		EDAD 5375 (15 wk) Internship I		Elective	EDAD 5376 (8wk) Internship II
	EDAD 5311 (15wk) Curriculum					

The University of Texas at El Paso
Department of Educational Leadership and Foundations (EDLF)
Master's Degree in Educational Administration with a focus on K-12 and Principal Certification

Course Descriptions

EDAD 5310. Administrative Leadership.
An introduction to the roles and functions of the school administrator emphasizing administrative and organizational theory and practice; identifies the primary knowledge, skills and competencies required to be an effective school administrator.

EDAD 5311. Curriculum Renewal.
The course introduces and explores fundamental dimensions of curriculum theory, policy, and practices as these interact, affect, and are influenced by the school organization. The course includes discussion of current pedagogical, theoretical, historical, legislative, and other field-based issues of diverse paradigms in curriculum renewal from a school administrative perspective.

EDAD 5312. Instructional Leadership.
An introduction to the roles and responsibilities of the supervisor or school administrator as an instructional leader; emphasizes systematic classroom observation, evaluation of teaching, and clinical supervision.

EDAD 5314. School-Based Budgeting.
This course provides students with an overview of educational budgeting practices and issues, with a primary emphasis on school sites. The course includes an introduction to the planning, cost-effectiveness, and resource allocation issues that arise in the educational budgeting process. Students also have opportunities to consider the equity consequences of the budgeting process, as well as the relationship between educational goals and associated resource allocation decisions. Course readings, assignments, and activities encourage students to develop a conceptual understanding of site-based budgeting and practice skills to participate in the budget development process.

EDAD 5320. Special Education Leadership.
Special Education Leadership Course introduces the basic dimensions of special education law, instruction, and policy as it relates to classrooms, schools, & school districts. Content includes legal interpretations of the Individuals with Disabilities in Education Act, IDEA's core components, special education & inclusive programs, and effective leadership & administrative practices that meet the needs of all students regardless of disability. Students will gain knowledge of the persistent educational inequities confronted by students with disabilities and the intersection of disability, race, and socio-economic status.

EDAD 5340. School Community Leadership.
School Community Leadership (3-0) Treats interpersonal relations and human variables in groups and formal organizations with special emphasis on schools and organizations; identifies strategies for the school principal to improve work group effectiveness.

EDAD 5342. Educational Law.
An introduction to the federal and state legal systems including constitutional provisions, federal and state regulations, and court decisions affecting public education; includes student and employee rights and responsibilities, statutory and assumed authority of school boards, relations with employee organizations, civil liability of school personnel and elements of due process.

EDAD 5345. Ed Leadership in Diverse Society.
Educational Leadership in a Diverse Society (3-0) Overview and systematic application of essential qualitative inquiry skills appropriate for use by school leaders to investigate issues of inclusion and diversity and generate effective curricular, instructional and administrative policies and practices.

EDAD 5348. Admn of Sch Personnel Services.
Emphasizes school management tasks and responsibilities related to certified and non-certified staff including position descriptions, recruitment, selection, assignment, and compensation; treats E.E.O. regulations, due process, grievance handling, and other legal requirements including collective bargaining.

EDRS 5307. Data Based Decision Making.
Application of quantitative and qualitative data analysis techniques for the examination of national, state, and local bases/reports to guide district/school-level decision making. Emphasis upon district and campus site-based decision making, data analysis, program evaluation, and data display for various school stakeholders.

EDAD 5375. School Management Internship I.
First half of a two-course sequence including planned field experience and seminars for the Professional Principal school administrator certification candidate; field experience includes working with a fully certified cooperating administrator in elementary, middle, and high school settings, under the supervision of a university professor. Developing experiences in the administration of special programs, community education programs, student services, law, personnel, discipline management, scheduling, budgeting, and school business/facilities management.

EDAD 5376. Schl Management Internship II.
Continuation of Internship I; candidate continues to work with a fully-certified administrator in elementary, middle, and high school settings under the supervision of a university professor. Advanced coverage of experiences in the administration of special programs, community education programs, student services, law, personnel, discipline management, scheduling, budgeting, and school business/facilities management.

Handbook for Educational Leadership Interns

A RITE OF PASSAGE

William G. Cunningham
Old Dominion University

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Form 2.2

Intern's Formative Assessment and Conference Form

Intern's name_____ Site_____

Dimensions of School Administration	Rudimentary (Little or No Evidence)	Developing (Limited Evidence)	Proficient (Clear Evidence)	Accomplished (Consistent Evidence)
Leadership				
Evidence observed or not observed:				
Recommendations for improvement:				
Strategic Planning				
Evidence observed or not observed:				
Recommendations for improvement:				
Facilitating Student Learning				
Evidence observed or not observed:				
Recommendations for improvement:				
Implementing and Evaluating Curriculum and Instruction				
Evidence observed or not observed:				
Recommendations for improvement:				
Supervising and Evaluating				
Evidence observed or not observed:				
Recommendations for improvement:				

Dimensions of School Administration	Rudimentary (Little or No Evidence)	Developing (Limited Evidence)	Proficient (Clear Evidence)	Accomplished (Consistent Evidence)
Relations with Faculty/Staff				
Evidence observed or not observed:				
Recommendations for improvement:				
Professional Development				
Evidence observed or not observed:				
Recommendations for improvement:				
Community Relations				
Evidence observed or not observed:				
Recommendations for improvement:				
Management				
Evidence observed or not observed:				
Recommendations for improvement:				
Maintaining Security				
Evidence observed or not observed:				
Recommendations for improvement:				
Operations				
Evidence observed or not observed:				
Recommendations for improvement:				

Assessor's signature _____ Date _____

Form 8.2

Intern Experiences Pre-Planning Worksheet

Select a specified number of activities for each ISLLC Standard by placing an X in the potential activities column. (Other parallel standards can be substituted for ISLLC standards.) All students must complete activity 62 prior to any other activity, because it covers basic ethical parameters within which all interns must conduct themselves.

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
ISLLC Standard I: The Vision of Learning				
1. Principal for a Day				
2. Analyze Testing Data to Improve Instruction				
3. Redefine the Mission/Vision of the School				
4. Generate a Weekly Bulletin/Staff Newsletter				
5. Analyze Data and Address Student Issues and Needs				
6. Organize and Facilitate Data Analysis and Plan with the Staff				
Other:				
A. Lead a textbook adoption process				
B. Conduct a projected building utilization study				
C. Marshall resources to obtain the vision				
D. Identify and address barriers to accomplishing the vision				
E. Assess programs and activities to asses alignment with the vision				
F. Serve on a strategic development and planning team				
G. Review discipline referrals for needed school improvements				
H. Review policies for student transportation				
I. Chair the school improvement team				
J. Address the school board on a key issue				
K. Chair a team that is writing a grant				
L. Conduct a needs assessment				
M. Serve on the district technology planning committee				
N.				
O.				
P.				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
ISLLC Standard II: The Culture of Teaching and Learning				
7. Professional Development Preparation				
8. Create a New Program for Teachers, Staff, or Students				
9. Plan a School-Sanctioned Event				
10. Analyze Attendance Rate and Create an Improvement Plan				
11. Create Commendation Letters for Staff				
12. Attend a Professional Conference				
13. Suggest Effective Teaching Strategies				
14. Train Teachers to Use a Computer Program				
15. Plan a Classroom Lesson with a New Teacher				
16. Implement State Learning Standards in Non-State-Standard-Based Courses				
17. Supervise a Curriculum Revision				
18. Plan Educational Programs for Exceptional and Diverse Students				
19. Study District Policies and School's Implementation				
20. Colleague Sharing Session of Best Practices				
21. Collaborate to Identify and Assess "At-Risk" Students' Needs				
22. Attend a Superintendent's Administrative Meeting				
23. Prepare School Reports for School Board/Central Office/State DOE				
24. Create Inclusive Learning Communities				
Other:				
A. Investigate root causes affecting student achievement level				
B. Construct an instructional needs assessment				
C. Write a grant proposal for external funding for new pedagogical approaches				
D. Improve student extracurricular activities				
E. Participate in an accreditation visitation				
F. Orient new staff members				
G. Develop a plan of supervision for regular and special school situations				
H. Arrange the opening and/or closing of school				
I. Serve as a summer school principal				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
J. Design and implement study groups				
K. Coach beginning teachers				
L. Conduct walk-through and informal visitations				
M. Plan and develop enrichment activities				
N. Utilize multiple assessment to evaluate student learning				
O. Review distribution of grades				
P. Audit the effectiveness of professional development				
Q. Chair the school professional development committee				
R. Develop an instructional improvement plan				
S.				
T.				
U.				
ISLLC Standard III: The Management of Learning				
25. Prepare Accountability Reports for Local, State, and Federal Compliance				
26. Be Accountable for and Distribute Standardized Testing Materials				
27. Prepare a BIP and/or FBA for a Chronic Disciplined Student				
28. Decide the Fate of an Appeal for a Student				
29. Conduct a Faculty Meeting				
30. Conduct a Parent–Teacher Student Meeting				
31. Manage Textbook Ordering/Inventory				
32. Assist in Budget Preparation				
33. Control Inventory/Receiving of Supplies				
34. Input Financial Data/Balance Books				
35. Conduct a Safety Audit				
36. Oversee Building Maintenance				
37. Arrange Bus Transportation for Special School Event				
38. Master Schedule Preparation				
39. Input Discipline Information into Computer Program				
40. Complete a New Teacher Observation				
41. Prepare a Specialized School-Based Report				
42. Find Funding Sources for Individual Student Needs				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
43. Support High Expectations for Student Behavior				
44. Develop Proactive Strategies for Intense Student Academic Support				
45. Order Material to Support Instructional Needs				
Other:				
A. Monitor attendance and truancy				
B. Use a computer administrative system and utilize computer software				
C. Design, develop, and implement a staff development program				
D. Coordinate and monitor a comprehensive building program				
E. Terminate a staff member				
F. Participate in the hiring/selection process				
G. Monitor cleanliness and operation of school plant				
H. Monitor student health and special needs				
I. Develop and present study of incidence and source of discipline problems				
J. Develop/update job descriptions				
K. Study the effectiveness of a computerized system for instruction and/or administration				
L. Develop a personal time management system				
M. Administer student recognition, graduation, or some other program				
N. Evaluate technology support				
O. Review and revise school handbook				
P. Evaluate the school nurse, counselors, or office personnel or some other non-teaching position				
Q. Inventory technology in use				
R. Investigate a filed grievance				
S. Work with teachers needing improvement				
T. Disaggregate student assessment data				
U. Discuss unwritten rules, procedures, and expectations				
V.				
W.				
X.				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
ISLLC Standard IV: Relations with the Broader Community				
46. Develop a Program for School–Community Relations				
47. Work with PTSA for "Activity-a-Month" Event				
48. Involve Family, Business, and/or Community in School-Wide Project				
49. Prepare a News Release				
50. Oversee Volunteer Hours/Placements				
51. Demonstration and Articulation of School Context				
52. Contact or Assess Community Resources to Provide Family/Student Enrichment				
Other:				
A. Assess academic/career guidance and decision making				
B. Plan and conduct a school fund-raising event				
C. Present school improvement initiatives to the community				
D. Establish community, business, institutional, and/or civic partnerships				
E. Facilitate constructive conversations on student learning and achievement				
F. Write a bulletin and/or newsletter for parents and community				
G. Plan and conduct parent information meetings				
H. Survey community to elicit recommendations				
I. Answer telephones and meet guests in the front office				
J. Develop a proposal for improving parent involvement				
K. Develop a orientation videotape/ streaming video and/or typed brochure for parents and visitors				
L. Develop parenting skills course				
M. Present the school program to a community service organization				
N.				
O.				
P.				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
ISLLC Standard V: Integrity, Fairness, and Ethics				
53. Analyze School in Terms of Ethics, Fairness, and Diversity				
54. Mobilize Staff to Create Positive Culture				
55. Approve Faculty/Staff Leave				
56. Conduct a Seminar in Sensitivity Training				
57. Oversee IEP/Causality Meeting				
58. Observe Staff Dismissal Procedures				
59. Revisit Leadership Platform for Administrative Action				
60. Assess Ethics for a School Leader				
61. Promote Equity, Fairness, and Respect for School/Community Members				
62. Clarify Principal's Role in Staff Rights and Confidentiality (recommended first)				
Other:				
A. Conduct appeals/expulsion hearing				
B. Validate legal and ethical use of technology				
C. Evaluate a planned holiday program for offensiveness and/or constitutionality				
D. Assess decisions being made on the basis of ethical standards				
E. Promote equality, fairness, and respect				
F. Defend the ethical basis and integrity of a difficult decision you made				
G. Examine the fairness of methods used to gain consensus				
H. Address the heritage and values of diversity in school programs				
I. Assess the ethical practices of students within the school				
J. Audit the ethical standards in your administrative platform, school handbook, or board policy manual				
K.				
L.				
M.				
ISLLC Standard VI: The Political, Economic, Legal, and Cultural Context				
63. Plan School-Wide Cultural/Educational Celebration				
64. Identify, Assess, and Address School Social Factors Affecting the School				

Internship Activity	Potential Activities	Knowledge and Support Needed	Needed Mentor Assistance	Estimated Hours to Complete
65. Evaluate School Programs for Political, Cultural, Economic, and Legal Correctness				
66. Influence Public Policy to Support Student Success				
67. Develop/Apply Anti-Harassment Policy and Strategies				
68. Study and Implement District-Wide Policies on School Issue				
69. Work to Influence Policy for Student Achievement				
Other:				
A. Actively participate in professional, political, or cultural organizations				
B. Submit an article for publication				
C. Actively participate in professional contract negotiations				
D. Support a defense team involved in a legal conflict				
E. Lead a student due process hearing				
F. Work with the judicial system in the resolution of a Juvenile Court case				
G. Review recent court cases and determine impact on programs and supervision				
H. Develop and/or manage a legal and contractual agreement				
I. Influence the legislation on policies that benefit students				
J. Shape a culture of high expectations				
K.				
L.				
M.				

ATTACHMENT 3: Course Syllabus

The University of Texas at El Paso
Educational Leadership and Foundations

Proposal to El Paso Independent School District
(to be used only by EPISD personnel)

Program Overview

This document outlines the basic elements of a potential partnership between El Paso Independent School District (EPISD) and the department of Educational Leadership and Foundations (EDLF) at The University of Texas at El Paso (UTEP).

The purpose of the partnership will be to expand and strengthen collaboration to support the preparation and professional development of educational leaders aligned to the district's policies and strategic priorities, and state standards.

Purpose

The mission of the partnership is to prepare cohorts of school leaders who will improve school effectiveness/performance and promote educational opportunities for all students.

The program is basically focused on the preparation of future school leaders (pathway to the principalship). However, the program could include professional development for current school leaders.

This school leadership profile could be developed thorough a comprehensive needs assessment to include district school leader surveys, interviews and focus groups, to identify the following:

- Areas of strength and areas needing improvement
- Characteristics of school leaders (assistant principals and principals; could include instructional coaches and teachers with great potential)
- Pathway to the principalship (followed)
- District polices & strategic priorities

Program Benefits for Mentors and the District

- Increase leadership capacity within the district
- Connection with network of school leaders across the district and the region
- High-quality coach training from the district

Curriculum and Training Academy

Development

- Input from EPISD administrators and district profile
- UTEP faculty
- State requirements

Strands (aligned with State competencies and district needs)

- Visionary and assertive leadership (communication skills)
- Instructional leadership
- Collaborative leadership
- Continuous improvement and support professional development

Professional Development Modules (for existing Assistant Principals)

- Instructional leadership for curriculum design and delivery (application of cognitive sciences in teaching and learning)
- Instructional design for continuous school improvement
    - Data analysis, research, program evaluation, planning
- Leadership coaching, conflict resolution and communication
- Collaborative leadership
    - Within the school
    - Community
- Instructional leadership and diversity

Internship Experience

- Year-long internship with mentors, district's coaches and UTEP faculty
- Three-day per month internship in mentor's school
- Scheduled at convenience
- Frequent conversations with designated district coach
- Internship plan including activities to address competencies and areas of need
- Completion of portfolio addressing new state competencies
- Self-evaluation and reflection
- Log of experiences (follow internship portfolio procedure)

Mentors

- Practicing school administrators (district identified)
- Host intern for 3 days per month

- Attend mentor training

Nomination and selection

- Participants are nominated by district and school administrators
- Nominations will be reviewed by UTEP committee
- Nominees will complete the application to the Masters' Educational Leadership & Administration at UTEP
- Principal Certificate upon completion of Masters' Educational Leadership & Administration at UTEP

ATTACHMENT 4: Evaluation Process and Metrics

THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS
M.Ed. in Educational Administration with Focus on K-12 Administration
Leading to a Principal Certification– 36 credit hours (Approved: 7-17-15)

Name	Student ID #	E-mail Address
Home/Cell Phone #	Complete Home Address	
Undergraduate Degree & Major	District	School Name
Teaching Certification ☐ Traditional ☐ Alternative	Teaching Area	Work Phone #

I. FOUNDATION COURSES (12 hours)

		Completed	Grade
EDAD 5310	Administrative Leadership		
EDAD 5312	Instructional Leadership		
EDAD 5340	School-Community Leadership		
EDRS 5307	Data-Based Decision Making		

II. GENERAL ADMINISTRATION COURSES (12 hours)

EDAD 5314	School-Based Budgeting		
EDAD 5342	Educational Law		
EDAD 5345	Educational Leadership in a Diverse Society		
EDAD 5348	Administration of School Personnel & Services		

III. SPECIALIZED COURSES (6 hours)

EDAD 5311	Curriculum Renewal		
	Plus 3 hours from:		
SPED 5320	Special Education: Historical and Legal Basis / EDAD 5320		
BED 5331	Survey Issues/Bil/Sec Lang Ed		
EDT 5372	Web Tools for the Constructivist Classroom (Fall only)		
EDT 5375	Technology, Assistive Tools and Issues of Access (Spring only)		
EDT 5376	Assessing, Planning, & Implementing Tech Programs EC-12 (Summer only)		

TExES Principal	(Score of 240 or greater)		

IV. INTERNSHIP COURSES (6 hours)(Prerequisite: TExES Principal Score 240)

EDAD 5375	School Management Internship I		
EDAD 5376	School Management Internship II		

Student: _____ **Date:** _____

Faculty Advisor: _____ **Date:** _____

Department Chair: _____ **Date:** _____

With few exceptions, you are entitled on your request to be informed about the information The University of Texas at El Paso collects about you. Under section 552.021 and 552.021 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to have The University of Texas at El Paso correct information about you that is held by us and that is incorrect, in accordance with the procedures set forth in The University of Texas System Business Procedures memorandum 32. The information that The University of Texas at El Paso collects

will be retained and maintained as required by Texas records retention laws (Section 441 180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.

ADMISSION REQUIREMENTS
FOR STUDENTS SEEKING DEGREE WITH PRINCIPAL CERTIFICATION

- [ ] Completion of all M.Ed. requirements
- [ ] Successful mastery (>= 80%) on the TExES qualifying exam
- [ ] Submission of Application to the Principal Preparation Program and 3 letters of recommendation
- [ ] Admission recommendation by Principal Preparation Program Committee

EXIT PROCEDURES

1. Meet with major advisor during the final semester to verify that all principal certification requirements have been completed.
2. Submit evidence to the Educational Leadership and Foundations Department indicating completion of the requirements noted below.

- [ ] Master's degree
- [ ] Copy of valid Texas teacher certificate
- [ ] Copy of ISD service record reflecting a minimum of two years of classroom teaching experience
- [ ] Copy of ILD (Instructional Leadership Development) /AEL (Advanced Educational Leadership) training certificate
- [ ] Copy of PDAS (Professional Development Appraisal System) /T-TESS (Texas Teacher Education evaluation and Support System) training certificate
- [ ] Copy of TExES Principal Examination report reflecting mastery (>= 240 scale score)

The Texas Examination of Educator Standards (TExES) approval will be issued by The University of Texas at El Paso College of Education Certification Office once a student has been classified as a "completer." The term "completer" signifies completion of all required coursework and completion of all Additional Principal Certification Requirements and Exit Procedures.

Student: _____ **Date:** _____

Faculty Advisor: _____ **Date:** _____

Department Chair: _____ **Date:** _____

With few exceptions, you are entitled on your request to be informed about the information The University of Texas at El Paso collects about you. Under section 552.021 and 552.021 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to have The University of Texas at El Paso correct information about you that is held by us and that is incorrect, in accordance with the procedures set forth in The University of Texas System Business Procedures memorandum 32. The information that The University of Texas at El Paso collects will be retained and maintained as required by Texas records retention laws (Section 441 180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.