TEA
Texas Education Agency®

2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [   ]

Application stamp-in date and time

RECEIVED TEXAS EDUCATION AGENCY

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

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.

[X] 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
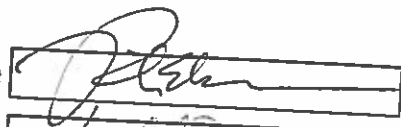4. IHE/EPP evaluation process and metrics

Applicant Information

Name [Education Service Center Region 13] CDN or Vendor ID [227-950] ESC # [13] Campus # [ ] DUNS # [042979604]

Address [5701 Springdale Rd] City [Austin] ZIP [78723] Phone [512-919-5313]

Primary Contact [Dr. Millie Klein] Email [millie.klein@esc13.txed.net]

Secondary Contact [Dr. Lauralee Pankonien] Email [lauralee.pankonien@esc13.txed.net]
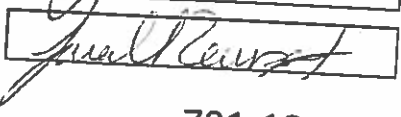
Certification and Incorporation

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:

[X] Grant application, guidelines, and instructions

[X] General Provisions and Assurances and any application-specific provisions and assurances

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title [Dr. Rich Elsasser] Signature [signature] Date [3/5/2018]

Grant Writer Name [Sarah Reuwsaat] Signature [signature] Date [3/5/2018]

[X] Grant writer is an employee of the applicant organization.

[ ] Grant writer is not an employee of the applicant organization.

701-18-105-021

RFA # [701-18-105] SAS # [276-18]

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

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

[X] 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
Program and Cultural Consistency	Utilize the PCN program to provide consistency of principal resident experiences and skill set. Assure that principals hired in the future know the students within their LEA and have experience of the culture and priorities of the LEA.
Employee Retention	Improve employee retention by allowing residents currently serving in the LEA an in-depth opportunity for leadership development and upward mobility.
Capacity and Consistency within Administrative Pool	Create an in-house pipeline to fill annual administrative vacancies to provide consistency among annual applicant numbers and build capacity.

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.

The Principal Certification Network (PCN) housed at Education Service Center Region 13 (ESC 13) will provide 17 principal residents from 4 partnering LEAs the opportunity to receive rigorous and authentic learning experiences in order to build strong leadership capacity through leadership development training, professional development, and campus-based leadership experiences. Throughout the residency year, principal residents will receive the following: sustained and rigorous clinical learning in an authentic school setting; ongoing support from an effective mentor principal; and an opportunity to practice and be evaluated in a school setting. To achieve the goals of the PCN, residents will complete evidence-based coursework and be given substantial leadership responsibilities and opportunities.

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:

(April-September)
Four LEAs will partner with ESC 13 to recruit residents for the Principal Certification Network (PCN). Residents will participate in 20 summer face-to-face trainings, conferences, and professional development opportunities to include the following: the TEA Principal Preparation Summer Institute; two day PCN Leadership Retreat; Leadership Conference (Texas Association of Secondary School Principals or Texas Elementary Principals and Supervisors; Advancing Educational Leadership (AEL); Texas Teacher Evaluation & Support System (T-TESS); Mental Health First Aid; Discipline, Positive Behavioral Intervention and Supports (PBIS); Restorative Practices; English Language Learners; Special Education; Dyslexia; 504; Suicide Prevention; Gifted/Talented; Social/Emotional Learning; Data Analysis; Introduction to Action Research; Conflict Management; and Texas Principal Evaluation & Support System (T-PESS).

Measurable Progress (Cont.)

Second-Quarter Benchmark:

(October-March)
Residents will participate in close to 175 hours of authentic, campus-based leadership opportunities including addressing and resolving a significant problem/challenge in the school that influences practice and student learning; establishing and supporting effective and continuous professional development with assigned staff; and facilitating stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Third-Quarter Benchmark:

(April-August)
By the end of the PCN, all residents will participate in and complete 207 hours of face-to-face and/or online training and practicum hours and will have completed all 175 hours of authentic, campus-based leadership opportunities. One hundred percent of residents will pass the TExES exam. At the end of the residency year, residents will have completed a minimum of three face-to-face site visits to include direct feedback and coaching from the PCN coordinator.

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.

The PCN Coordinator will utilize program benchmarks to monitor quality of resident experience, progress in mastering content and principal standards, and candidate integration into authentic experiences within their district. Benchmarks to assess a resident's growth in the program include the Action Research Proposal and Project; diverse campus visits; online reflections; field observation visits; practicum/field experience; portfolio; information analysis; school board meeting analysis; and the TExES reflection. Please see the Evaluation Process and Metrics attachment for benchmark descriptions.

The PCN Coordinator and Mentor Principal will use field support to determine resident needs throughout the course of the program. Data will be utilized from face-to-face sessions as well as site visits (pre-conference, observation, and post-conference) to determine supplemental and differentiated support needs. In addition, the PCN Coordinator will provide weekly check-ins with principal residents as well as targeted feedback of assignments.

The PCN Coordinator will also provide supplemental, differentiated, and targeted face-to-face class support as well as 1-1, additional site visits and coaching calls as needed, in order to make mid-program modifications to meet the needs of residents. All supplemental instruction will be facilitated by the PCN Coordinator through weekly dialogue within module discussion boards on standards-based content.

Following each cohort, content and curriculum is reviewed to ensure content and curriculum and supporting texts are aligned, rigorous, and relevant. Survey feedback from residents and mentors, TExES exam success rate, as well as post-residency placement and leadership activity participation is also used to determine when and how to modify the program.

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.

Each resident will engage in a campus-based practicum/internship throughout the school year. The resident will complete a minimum of 175 hours of authentic field-based experiences on standards and competencies required for Texas principal certification.

Specific LEA priority activities/experiences include providing residents opportunities to address and resolve a significant problem/challenge in the school that influences practice and student learning through the Action Research Project. This project will allow each resident to tackle a real life problem that their campus is struggling with (i.e. student attendance, staff attendance, staff appreciation and morale, classroom rigor, new teacher support, safety and security concerns, etc).

Residents will establish and support effective and continuous professional development with assigned teaching staff by receiving training on data use, interpretation, and presentation; participating in PLC development and monitoring; and understanding teacher evaluation and support systems. In addition, residents will facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture by working with campus PLCs, and campus groups such as coaches, counselors, paraprofessionals, and custodians. Residents will work collaboratively with central office administrative teams as well. See the PCN Syllabus attachment for additional PCN practicum/internship activities to include community and parent events, fall carnivals, UIL events, student discipline, staff team-building events.

PASL tasks will be introduced in July and integrated as independent student experiences throughout the program within related modules. For example, residents' required log documenting campus professional development needs regarding standards and content of each module will be a resource to launch their PASL task 2. Additionally, during the Culture module and lasting through Leading Groups, Change, and Decision Making module, residents will be working independently on task 3 of PASL where they will demonstrate their ability to facilitate stakeholder's efforts to build a collaborative team within the school.

The practicum will span two semesters. A PCN field supervisor will observe the resident a minimum of three times during the practicum. The first visit will be scheduled during the first six weeks of the practicum. Additional visits may be made if deemed necessary by PCN program staff or the principal mentor. It will be the responsibility of the resident to work with the field supervisor in scheduling times that works for the candidate, the field supervisor, and the site-supervisor/mentor.

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 recruit strong residents, LEAs conducted purposeful interviews with candidates who met the criteria for participation in the PCN. Prospective residents invited to participate in the grant application demonstrated the ability to address and resolve a significant problem/challenge in their school that influences practice and student learning. They also showed a growth mindset and the ability to build collaborative teams – like leadership on campus/district committees – and to be a part of administrative conversations and plans for the campus. Finally, prospective residents displayed skills needed to establish and support effective and continuous professional development, teacher mentoring/coaching, and teacher support systems.

Minimum requirements for consideration within the PCN include: a Master's degree from an accredited university with a minimum of 3.0 GPA; 2 years of qualified teaching experience; 3 years of demonstrated leadership experience; and a valid Texas Teaching Certificate. Applicants can not already hold a Texas Principal Certificate. Additionally, applicants are required to submit their education history to include transcripts, dates attended, and GPA, as well as their employment history to include most recent employment, supervisor's name and contact info, and dates of employment. During the application process, applicants will complete the PCN online application and submit the following items: service record showing a minimum of two (2) years teaching experience; official Master's Degree transcript (sealed and unopened from the university); documentation of GRE scores (if taken); copy of current Texas Teaching Certificate; three professional recommendations forms (including one from current supervisor). Once all required items are received, qualified applicants will be invited to interview with PCN to determine acceptance into the program. The PCN serves participants from many diverse demographics that reflect the student population of the central Texas region.

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.

The PCN prepares future leaders to meet the evolving challenges faced by schools of the new millennium through redefining educational leadership. PCN is a high–quality, comprehensive certification program and cohort model designed exclusively to prepare aspiring educational leaders for principalship through non–traditional means. The certification program permits participants to engage in the work of principals and assistant principals through a leadership practicum or internship while working around demanding schedules.

The PCN provides participants with a challenging and relevant certification program that requires minimal on–site attendance. During the program, cohorts participate in face–to–face and online training, including a PCN Leadership Kick-off Meeting, AEL, T-TESS, and other leadership trainings. The program also requires completion of a Diverse Campus visit, an Action Research Project, several independent-study activities, and also incorporates a school-based practicum/internship component.

The program is divided into nine leadership modules: culture; communication; professional ethics; curriculum leadership; instructional leadership; professional development and HR; leading groups, change, and decision making; resource management (budget); and managing facilities and school safety. Each module requires one weekend on–site session; the remaining coursework is completed online, including a variety of assignments requiring online interaction with other cohorts and the course facilitators. The PCN curriculum is written and facilitated by individuals with campus administrator and/or district–level experience based on best practices, and is fully aligned to the state standards and objectives. In addition, all program participants are required to have campus and/or district level leadership experience and a record of accomplishment, thereby providing a real–world perspective through cohort interaction during each module.

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.

Residents are assessed during the program in many different ways, including but not limited to the following: participation during face–to–face sessions; observations by PCN faculty; resident reflections; written assignments submitted for evaluation by online course facilitators; written assignments submitted for evaluation by the PCN program coordinator; online course and conference board postings and activity; submitted projects, reports, and presentations; review of action research proposal and report; oral presentation of action research proposal; diverse campus visit report; practicum/ internship logs; reports from site and field supervisors of on–the–job performance; end of module tests/exams; practice exam scores; TExES results and reflections; and recommendation for certification forms submitted by the PCN Program Coordinator with input from site and field supervisors.

PCN provides field based support in person and via phone and email to ensure residents are meeting program expectations, immersing themselves in authentic field-based experiences, and are encountering personal growth. Coaching is provided through differentiated and targeted feedback as residents work through online module content. Supplemental and targeted support is included in all face-to-face classes as well as site visits. The PCN Coordinator provides individual feedback to all assignments and program benchmarks. A specialized tutorial is also provided for the TExES exam, as well as any supplemental 1-1 tutorials needed for residents.

The PCN Coordinator provides a minimum of three site visits a year, all in person, for continuous coaching throughout the program. Each of these includes a pre-conference and post-conference with the resident. During the pre-conference, the PCN Coordinator guides the resident using coaching questions to consider what will be observed, desired outcomes, method to assess if the resident met desired outcomes, alignment to standards, and specific look fors. The observed activities include authentic leadership experiences on campus. During the post-conference, the PCN Coordinator guides the resident using coaching questions to assess the experience, outcomes, alternative approaches, and more. The PCN program ensures each site visit is face-to-face; pre- and post-conferences may be via phone if in-person communication is not possible. Feedback sessions will take place throughout the program. At the end of each face-to-face module, residents will share feedback on the module through written reflection and dialogue. Following the program, the PCN Coordinator will collect feedback through surveying both residents and mentor principals.

Statutory/Program Assurances

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

☒ 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.

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

☒ 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.

☒ 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) | 17 | CDN or Vendor ID | 227-950 |

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.	Program Coordination for Professional Development	159,800
2.	-Application, Registration, and Orientation Fees for PCN ($400 per resident)	
3.	-Curriculum and Module Development ($7500 per resident)	
4.	-Summer Training ($1500 per resident)	
5.	TEeXS Exam Fee ($210 per resident)	3,750
6.	Probationary Certificate Fee ($52 per resident)	884
7.	Standard Certificate Fee ($78 per resident)	1,326
8.	Curriculum Textbooks for Residents ($300 per resident)	5,100
9.	Professional Conference Registration Fee ($295 per resident)	5,015
10.	Stipends for Principal Mentors ($1000 per mentor)	17,000
11.	In Region Staff and Resident Travel	12,557
12.	-Travel for Residents for IHE/EPP Training or Coaching Purposes	
13.	-Program Coordinator Travel for Site Visits	
14.	Indirect Costs (7.578%)	15,568
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
	Total grant award requested	221,000

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Education Service Center ESC 13	227-950
Member LEA	
Manor ISD (8 residents)	227-907
Nixon Smiley CISD (2 residents)	089-903
Lockhart ISD (6 residents)	028-902
Blanco ISD (1 resident)	016-902

ESC 13 Principal Certification Network (PCN):

Scope and Sequence

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*PCN scope and sequence may be modified as updates are made to the program.

REGION 13

Program Description

The Education Service Center Region 13 Principal Certification Network (PCN) prepares future leaders to meet the evolving challenges faced by schools of the new millennium through redefining educational leadership. PCN is a high–quality, comprehensive certification program designed exclusively to prepare aspiring educational leaders for the principalship through non–traditional means. The certification program permits participants to engage in the work of principals and assistant principals through a leadership practicum or internship while working around demanding schedules, and provides a cohort of peers for networking.

PCN provides participants with a challenging and relevant certification program that requires minimal on–site attendance. During the program, cohorts participate in face–to–face and online training, including a leadership kick-off, Advancing Educational Leadership (AEL), Texas Teacher Evaluation & Support System (T-TESS), and other leadership training, nine online leadership modules as well as a Diverse Campus visit, an Action Research Project and several Self-Study activities. The program also requires a school-based practicum/internship component. Each four to eight week module requires one weekend on–site session; the remaining coursework is completed online, including a variety of assignments requiring online interaction with other cohorts and the course facilitators. The PCN curriculum is written and facilitated by individuals with campus administrator and/or district–level experience based on best practices, and is fully aligned to the state standards and objectives. In addition, all program participants are required to have campus and/or district level leadership experience and a record of accomplishment, thereby providing a real–world perspective through cohort interaction during each module.

Target Outcomes

- ➢ Improve student outcomes through specialized leadership development training and professional development for future administrators

- ➢ Provide a rigorous and relevant learning experience through a non-traditional program that acknowledges and works alongside practicing educational leaders.

- ➢ Equip PCN cohort members with the knowledge and practice foundation to successfully master the TExES exam and gain a position in current practice.

- ➢ Create a collaborative network of school leaders that work together as a referral source and peer learning organization.

Curriculum & PCN Modules

The PCN program is based on the state standards established by SBEC and are aligned with the TExES exam. Curriculum includes state standards and (9) principal competencies. The PCN Modules are based on the responsibilities, knowledge and skills necessary for school leadership.

Module 1: Culture

Domain 1: School Culture- School Community Leadership

- o Competency 001 – The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)
- o Competency 002 – The beginning principal knows how to work with stakeholders as key partners to support student learning.

Module 2: Curriculum Leadership

Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- o Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- o Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Module 3: Instructional Leadership

Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- o Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- o Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Module 4: Human Capital Leadership

Domain 3: Human Capital- Human Resource Management

- o Competency 005 – The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- o Competency 006 – The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Module 5: TExES 268 Review Session

Module 6: Leading Groups, Change, and Decision-Making

Domain 4: Executive Leadership- Communication and Organizational Leadership

- o Competency 007 – The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
- o Competency 008 – The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Module 7: Resource Management (Budget)

Domain 5: Strategic Operations- Alignment and Resource Allocation

- o Competency 009 – The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
- o Competency 010 – The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Module 8: Ethics, Equity, and Diversity

Domain 6: Ethics, Equity and Diversity

- o Competency 011 – The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Module 9: Communication

Domain 4: Executive Leadership- Communication and Organizational Leadership

- o Competency 007 – The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
- o Competency 008 – The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain 1: School Culture, School Community Leadership

- o Competency 002 – The beginning principal knows how to work with stakeholders as key partners to support student learning.

Module 10: School Operations and Safety

Domain 5: Strategic Operations (Alignment and Resource Allocation)

- o Competency 009 – The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
- o Competency 010 – The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

PCN Summer Schedule

Date	Session	Location	Time
May 17	Leadership Seminar and Program Orientation	ESC 13, Highland Lakes	5:30-8:30 p.m.
June 6-8	TEA Principal Preparation Summer Institute	Austin TBD	8:00-5:00 p.m.
June 11-12	PCN Leadership Retreat	Red Corral Ranch	8:30-4:40 p.m.
June 13-15	TASSP, TEPSA	Austin TBD	8:30-5:00 p.m.
June 18-20	AEL	ESC 13 June 18-Barton Springs June 19-Barton Springs June 20-Treaty Oak	8:30-4:00 p.m.
June 21	Open Culture Module; StrengthsFinder/Resume	ESC 13, Room TBD	8:30-3:30 p.m.
June 25-27	T-TESS	ESC 13, Highland Lakes	8:30-4:00 p.m.
June 28	Mental Health 1st Aid	ESC 13, Room TBD	8:30-3:30 p.m.
July 9, 10	Discipline, PBIS, Restorative Practices	ESC 13, Highland Lakes	8:30-3:30 p.m.
June 11	ELL	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 12	Dyslexia and 504	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 16	Suicide Prevention and Social Media	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 17	GT	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 18	SEL	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 19	SpEd	ESC 13, Highland Lakes	8:30-3:30 p.m.
July 23	Conflict Management	ESC 13, Room TBD	8:30-3:30 p.m.
July 24-25	T-PESS	ESC 13, Laguna Gloria	8:30-4:00 p.m.
July 26	Data Analysis and Introduction to Action Research	ESC 13, Room TBD	8:30-3:30 p.m.
July 28	Close Culture/Open Curriculum Module	ESC 13, Canyon of the Eagles	8:30-3:30 p.m.

ESC 13 Principal Certification Network (PCN): Program Syllabus

PCN Contact Info:

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512-919-5433

*PCN program syllabus may be modified as updates are made to the program.

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Curriculum & PCN Modules

The PCN program is based on the state standards established by SBEC and are aligned with the TExES exam. Curriculum includes state standards and (9) principal competencies. The PCN Modules are based on the responsibilities, knowledge and skills necessary for school leadership.

Module 1: Culture

Domain 1: School Culture- School Community Leadership

- o Competency 001 – The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)
- o Competency 002 – The beginning principal knows how to work with stakeholders as key partners to support student learning.

Module 2: Curriculum Leadership

Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- o Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- o Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Module 3: Instructional Leadership

Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- o Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- o Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Module 4: Human Capital Leadership

Domain 3: Human Capital- Human Resource Management

- o Competency 005 – The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- o Competency 006 – The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Module 5: TExES 268 Review Session

Module 6: Leading Groups, Change, and Decision-Making

Domain 4: Executive Leadership- Communication and Organizational Leadership

- o Competency 007 – The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

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

Module 7: Resource Management (Budget)

Domain 5: Strategic Operations- Alignment and Resource Allocation

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

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

Module 8: Ethics, Equity, and Diversity

Domain 6: Ethics, Equity and Diversity

- o Competency 011 – The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Module 9: Communication

Domain 4: Executive Leadership- Communication and Organizational Leadership

- o Competency 007 – The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

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

Domain 1: School Culture, School Community Leadership

- o Competency 002 – The beginning principal knows how to work with stakeholders as key partners to support student learning.

Module 10: School Operations and Safety

Domain 5: Strategic Operations (Alignment and Resource Allocation)

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

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

Projects and Assignments

Description of Project or Assignment
Online Reflections (Dialogue with Sarah): Reflections will be submitted to allow the resident to demonstrate development of the Learner-Centered Principal Standards and the TExES principal competencies, evaluate self-growth, assess application of the concepts necessary for an educational leader, and focus on the strengths and weaknesses of the experience as a focus of the inner-reflection for professional development. A reflection will be due each month during the fall and spring. The resident is expected to submit a reflection on the given topic each month and write a brief, constructive reply to two other resident reflections on that topic. Topics will include reflections of field experiences and other important areas for reflection. Reflections should be written in a positive, professional manner and should not include names of those involved.
Information Analysis: The resident will collect articles of news events concerning school issues. The articles will be summarized and analyzed to articulate an understanding of the critical issues present in today's political, economic, and social climate affecting education, and how to buffer the internal and external systems, culture/climate, and personnel. The news article will be submitted with the summary. Two analyses will be completed.
School Board Meeting Analysis: The resident will attend at least one school board meeting. A set of guided questions will be provided to the resident to develop the analysis of the board decision-making process, which will be synthesized into a report. A copy of the board agenda, as legally posted, must be included.
Action Research Project Written Proposal: Residents will submit their project description; value of the project to the school or school district; value of the project to the resident; and an estimate of the projected number of hours involved and how they will be accomplished.
Action Research Project: The resident will participate in the development, implementation, presentation, and submission of an action research project within their campus or district. The focus of the action research should align with the campus improvement plan. A report stating the purpose, design, implementation, results, recommendations and value of the project will be completed. The goal of the PCN Action Research Project is true action research; that is, for each resident to create and carry out a project which will result in positive change in his or her workplace rather than just to be an additional requirement of the program.
Diverse Campus Visit: The goal of the Diverse Campus Visit is to "provide the resident with experiences in a variety of educational settings with diverse student populations" (in compliance with SBEC Chapter 228 requirement). Participants will select a campus with a student population different from the one they currently serve and make arrangements to visit. They will observe for a minimum of half a day and write an account of their visit using the elements of the Campus Visit Form.

Action Research Project Presentation
Project presentations will consist of two parts: 1) a visual demonstrating results, such as a notebook with correspondence, pictures, etc., a printed copy of a PowerPoint presentation, or a similar product and 2) an oral presentation to the group. Residents will describe the project's purpose, expected outcomes and how they measured success or evaluated progress, etc. Residents will also include relevant data; project reflections; success, failures, benefits to their campus; and implications for the future.

Action Research Written Report
The written report is a write-up capturing the details of the resident's Action Research Project in written form. Residents will include the following components in their written reports: description of research/process; purpose or hypothesis; outcomes (can include summary of data); recommendations/implications for the future; and value to self, campus and/or district (How has this helped growth as a campus leader?)

Portfolio: The resident will develop a portfolio containing a collection of performance-based artifacts related to each of the Learner-Centered Standards for Principals and the TExES competencies. Possible artifacts to collect may include items from both campus and program activities. Examples include: Action Research Project Report, crisis management plans, meeting agenda, etc. These artifacts should represent the activities recorded on the Internship Log. Artifacts and accompanying reflections will be due throughout training as ongoing development of the portfolio.

TExES Reflection: Upon passing the TExES for standard principal certification, residents will complete a reflection addressing their performance on the exam including strengths and weaknesses and plans for future professional development based on this data.

PCN Practicum/Internship Activities

Domain 1 – School Culture- School Community Leadership

Comp 001 - School Culture: community and parent events, fall carnivals, UIL events, football duty, student discipline, staff team-building events

**Meet with community organizations, organize student participation in community events, or solicit business or community partnerships
**Attend a district SBDM meeting/campus SBDM
**Participate in ongoing development of Campus Improvement Plan
Participate in the planning of a graduation ceremony
Conduct orientation for new teachers
Conduct training for volunteers
Coordinate volunteer recognition program

Advise parent or student group on fundraising

002 – Communication: parent meetings, community meetings, site base decision making meetings, staff meetings, professional development, email, memos, newsletters, ARD meetings

**Participate in a parent meeting to review graduation requirements, degree plans, and/or student placement/retention
**Participate in the coordination of open house or other parent/community function
**Attend a PTA/PTO meeting or a PTA/PTO board meeting
Create and/or develop a written memo to all staff
Review school webpage and know the follow-up procedures and processes
Write parent newsletter article or letter that goes to every parent
Gain familiarity with outside agencies that are associated with the campus (i.e. communities in schools agency, CPS, counseling interventions, businesses, food bank)
Work with unique parent groups (GT, BIL, ESL, Booster club, band, spirit group, etc.)

003 – Ethics: ARD meetings, special education information meetings, student discipline, appraisals

**Attend and/or conduct discipline conference with student, teacher, & parent
**Know and understand the special education referral process
**Participate in a 504 meeting or ARD meeting
**Review laws/ administrative procedures relating to child welfare and/or PD for staff on reporting to CPS
**Review district procedures/programs for dyslexic students
**Participate in an attendance review committee meeting
Understand the attendance procedures and processes
Review procedures/programs for Bilingual and ELL students and participate in an LPAC meeting
Review administrative procedures/programs for At-Risk students
Attend and/or conduct meeting required for expulsion or AEP placement
Participate in Gifted & Talented selection committee
Review campus RTI procedures and attend RTI meeting
Review district procedures for what is kept in student folders (PRC)
Review school, district, and state policies and procedures for promotion and retention

Complete paperwork for filing on a student with excessive absences, attend parent meeting, and attend hearing
Review requirements for releasing information on a student and parents' rights regarding student records (Open Records Act and FERPA)
Complete paperwork for filing on a student with excessive absences, attend parent meeting, and attend hearing

Domain II – Instructional Leadership

004 – Curriculum: team planning meetings around curriculum, professional development, "implementing STAAR" events, ARD meetings

**Work with testing coordinator to prepare for district or state mandated testing
**Participate in campus or district curriculum committee
**Participate in a vertical team meeting for one of the core subject areas (ELA, Math, Science, Social Studies) in which the resident is not currently teaching and/or involved
Review lesson plan requirements with campus administrator
Review the campus technology plan and STAR Chart requirements
Develop a personal technology plan
Review procedures for PSAT, SAT, ACT, THEA, ASVAB, and other relevant tests

005 – Instruction: walk-throughs, TTESS observations, professional development, team planning meetings

**Review campus policies on technology integration and application; review previous STAR chart results
**Understand the Student Code of Conduct and participate in a student discipline conference
**Participate on discipline committee to develop or revise discipline plan
**Participate in the development of Personnel Graduation Plans (PGP)
**Participate in a Grade Placement Committee Meeting and development of an Accelerated Instruction Plan
Review textbook selection procedures
Coordinate special performances/events or plan school assembly or supervise dances and/or athletic events
Review technology plan for school

006 – Professional Development/Human Resources: professional development sessions or planning for professional development sessions, walk-throughs, TTESS observations, interviewing, hiring

**Participate in the personnel selection process (screening, scheduling, conducting interviews, and preparing questions)
**Conduct walk-through observations with feedback
**Coordinate and/or present staff development session(s)
Review the district's grievance procedures (students, parents, teachers, etc.)
Review policies related to sick leave (FMLA), personal leave, workman's comp, etc. and use of substitutes on campus
Participate in orientation for new staff members
Review staff development goals in Campus Improvement Plan
Participate in the development/revision of staff handbook

007 - Leading Groups and Change: site-based decision making; leading change initiative on the campus (from new forms to student discipline to implementing STAAR)

**Facilitate a campus committee meeting that addresses an issue, concern, program, or initiative; using group process skills, use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
**Work with staff to analyze test results (i.e. STAAR, EOC, SAT, ACT, TPRI, etc.)
Create a plan for special populations based on data
Monitor the plan; follow up with instructional leadership
Conduct an orientation meeting for new staff on the use of campus data
Facilitate a parent/teacher conference

Domain III – Administrative Leadership
008 - Budget/Resources: tutorials if involved in paperwork for teacher stipends, activity funds, athletic budgets, grade level or team budgets

**Review campus/district budget with administration; focus on the formula for staffing and budget allocations, procedures for campus activity funds, and campus/district purchasing procedures
**Develop a schedule (i.e. testing, assembly, duty/supervision, lunch, shortened day, etc.)
Understand the development of a campus-level budget
Review federal programs available and guidelines in district and on the campus
Review fundraising guidelines
Participate site textbook inventory

Implement procedures for distributing/turning in textbooks

009 – Facilities: Safe and Secure School – discipline committees, bus duty, playground duty, duty at ball games, UIL events, planning fire drills and other evacuation drills

**Review district procedures for admitting and withdrawing students, including verifying residency requirements, and policies/procedures related to parental custody
**Coordinate fire drills and conduct inspection with Fire Marshal or District Safety Coordinator
**Review site disaster plans, administrative procedures, Emergency Management Plan
**Conduct a safety audit on campus, including campus grounds/\; complete accident report for student and/or employee
Review campus bus schedules and procedures for releasing students
Survey building maintenance needs and work with staff to complete work orders
Review requirements/procedures for equitable use of facilities
Review administrative procedures for missing children
Review procedures for volunteers on campus
Review crises management plan including fire drills and administrative procedures
Review first aid procedures (AED, transporting injured, asthma, diabetic plans, etc.)

*** Highly recommended activities*

Resident Roles and Responsibilities— Online Modules

Prior to Beginning Course:
- Use the table in the 'Equipment Needs' section of this handbook and/or the online Technical Specifications and Support to make sure all necessary software is installed (including, but not limited to, Acrobat Reader, Macromedia Flash, QuickTime, Internet Explorer, Chrome etc).
- Attend online orientation.

Beginning of Course:
- Review the syllabus and assignments.
- Develop a personal schedule of time for completing the course requirements.
- Review the guidelines for posting and responding to conference board messages—the PCN Coordinator will be evaluating the quality of work.

During the Course:

- Be an active participant; don't be afraid to join the online discussions.
- Don't wait until the last day to complete the course—learning is enhanced when everyone participates.
- Write clearly; use the spell check feature.
- Utilize a Word document for lengthy posting planning prior to submitting work through conference board.
- Respond to others, using the conference board to "discuss" concepts from the course with other participants, not just the facilitator.
- Keep in mind that interaction with others in the online courses is primarily through written communication, so be cognizant of the "message" sent. If unsure, ask other residents to clarify what they mean.
- Respond to e-mails from the facilitator promptly.

Upon Completion of the Course:
- Double check that all the course requirements, end of course tests, and all required conference board postings are complete.
- The course facilitator will need about one (1) week to review all final postings and test results before changing a resident's status.
- Participants will not be allowed to access a new module until the assignments for the previous module have been successfully completed. Failure to complete two (2) modules by the module deadline may be grounds for dismissal from the program.

Responsibility of the Employing District/Campus

District/Campus Responsibilities
Participation in the ESC 13's PCN program obligates the district to the following responsibilities:
- Assign each resident a site supervisor/mentor.
- Allow release time as needed for the resident to attend all PCN training, including up to two (2) release days during the academic year. (PCN training is typically in the summer and on weekends.)
- Evaluate the overall performance of the resident using the district's assessment tools.
- Contact the PCN program staff immediately if the resident is not performing satisfactorily, and with the PCN Coordinator, develop a program to provide the resident with the necessary support.
- Contact the PCN Program Coordinator if a criminal background check of the resident reveals information that would jeopardize the resident's good standing in the district or PCN program.

Principal Mentor Responsibilities
Participation in ESC 13's Principal Certification Network Program obligates the site supervisor to the following responsibilities:

- Participate in an initial meeting with the PCN Program Coordinator.
- Participate in site supervisor/mentor training provided by PCN or provide documentation of completion of an acceptable principal mentor training program.
- Review the resident's developmental projects and activities in conjunction with the resident's selected target areas for growth, assign projects related to the target areas for growth and review the resident's progress, giving feedback on an ongoing basis.
- Support the PCN program staff as needed to assure the completion of assignments, internship/practicum hours, and mastery of proficiencies.
- Provide guidance to the PCN resident upon request and/or when appropriate.
- Notify the PCN Program Coordinator of any concerns related to the performance of the PCN resident. See **Appendix D**: PCN Absence Make-up Proposal Form.
- Allow release time as needed for the resident to attend all PCN training, including up to two (2) release days during the academic year. (Most training takes place on Saturdays or evenings, except during the summer.)
- Meet with the PCN program staff and resident during scheduled site visits.

Textbooks

A list of all required textbooks is provided by the PCN at the beginning of the program. Participants are responsible for obtaining a copy of each textbook prior to the start date for the module, and are responsible for the costs of the textbooks. Texts are college level textbooks, or are research–based study books published by recognized research and staff development organizations.

Lemov, Doug. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College.* Jossey-Bass, 2010.

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers.* John Wiley & Sons, 2012.

Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools.* John Wiley & Sons, 2013.

Deal, Terrence E., and Kent D. Peterson. *Shaping School Culture: Pitfalls, Paradoxes, and Promises.* 2nd ed., Wilkey, John & Sons, 2009.

*Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom.* 1R ed., The New Press, 2006.

Kemerer , Frank R, and John A Crain. *Texas Documentation Handbook: Appraisal, Non Renewal, Termination.* 5th ed., Park Place Publications.

*Lindsey, Randall B., et al. *Cultural Proficiency: A Manual for School Leaders.* Corwin Press, 2009.

Love, Nancy, et al. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry.* Corwin Press, 2008.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When the Stakes are High.* 2nd ed., McGraw-Hill, 2012.

Rath, Tom, and Barry Conchie. *Strengths Based Leadership: Great Leaders, Teams, and why People Follow.* Gallup Press, 2008.

Schmoker, Michael J. *Focus: Elevating the Essentials to Radically Improve Student Learning.* ASCD, 2011.

Sorenson, Richard D., and Lloyd M Goldsmith. *The Principal's Guide to School Budgeting.* 2013.

Walsh, Jim, et al. *The Educator's Guide to Texas School Law.* 7th ed., University of Texas Press, 2009.

Texas Education Agency: Texas Teacher Evaluation & Support System (T-TESS), 2016.

Texas Education Agency: Texas Principal Evaluation & Support System (T-PESS), 2016.

Texas Education Agency. The Texas Rural Schools Task Force Report: Elevating Support of Texas Rural and Small Schools, 2017.

We'll also be integrating pieces from John Hattie and Marzano.

*Only one of these books will be required.

Equipment

The PCN integrates technology into the preparation program both for communication and course delivery. All program participants must own or have daily access to a personal computer, printer, and Internet connection. All participants must have an e-mail address, and must check it regularly for communication from PCN program staff.

Minimum system requirements: Multimedia PC (Mac or Windows)
Web browser: Internet Explorer 6.x, Mozilla Firefox 1.0, Netscape 7.x

Employment

Obtaining a Position
It is the responsibility of the resident to obtain a qualifying administrative position within a district. The PCN does not "place" residents within districts and/or positions.

PCN will notify districts within Region 13 of the residents who are seeking employment as a school administrator. Occasionally, various districts within the region notify the PCN when they have administrative openings. It is important that the resident strive to obtain a leadership role/position as soon as possible during the beginning of the PCN program.

Acceptable Positions
Ideally, the resident obtains an administrative position as an assistant principal or principal within a district. However; there are other types of administrative positions that are acceptable such as Special Programs Director, Curriculum Director, Special Education Director, etc. Less

desirable are teaching positions with additional leadership opportunities provided by the school administration. Residents should ask for guidance from the PCN Program Coordinator to verify that positions other than that of assistant principal or principal are acceptable within program guidelines.

Internship/Practicum

Residents must complete a 175 hour internship during the course of the program. The internship can be fulfilled in various ways. Ideally, a principal or assistant principal position would meet this obligation. Residents not in a campus administrative position will be asked to perform administrative duties on a campus throughout the program, and to document the hours involved through a practicum. The PCN program has embedded internship activities within the curriculum; however the resident will not be able to complete the 175 hours by only completing the assignments. Residents will need to regularly meet with their site-supervisor to ensure that the remaining internship hours can be met and documented by the end of the program.

General Guidelines

Certification Requirements

The Texas Legislature and SBEC regulate Texas educator certification. All educators in Texas, regardless of the route they take to certification, must pass mandated state board exams. No guarantee of certification is implied by acceptance into PCN or completion of the practicum/internship. The following must be completed before PCN will recommend a participant for certification:

- Satisfactorily complete all PCN class and coursework requirements, including attendance, assessments, diverse campus observation, action research project, self-study projects and module coursework;

- Submit all required documents; (participant, site-supervisor, and district)

- On a module by module basis, acquire an unconditional recommendation from facilitator as communicated to the program coordinator;

- Successful completion of all required certification exams

- Successful completion of the practicum/internship and action research project

- Payment of all required fees

- Obtain an evaluation of satisfactory or above from the employing school district and mentor principal;

- Obtain an unconditional recommendation from the PCN program. If, in the professional judgment of the PCN program staff, the resident has not demonstrated professional qualities that are in the best interests of students or has demonstrated attitudes or behaviors that detract from the learning environment of the school district, recommendation will be withheld.

The PCN program also includes a mandatory 10th session—the TExES Review—to assist residents to prepare for taking the TExES exam.

Probationary Certification

The probationary principal certificate is a one-year certificate and may be renewed up to two times. Should the resident require probationary certification for employment, A Statement of Eligibility Form must be completed by the hiring district and submitted to the PCN office. In order to be eligible for a probationary certificate, a resident must be up to date on all training, course work and fees, and employed in a principal or assistant principal capacity. Application for probationary certification is completed online by the resident with the State Board of Educator Certification.

As of September 1, 2017, a principal program resident will be eligible for hire under an intern certificate. *Please note that the issuance of probationary certificates will be based on the most current SBEC rules.*

Standard Certification

Residents are eligible for Standard Principal Certification upon: 1) Successful completion of all coursework, assignments, assessments and projects; 2) Successful completion of the practicum; 3) Passing score on the TExES (268); 4) Recommendation of the program coordinator, taking into account information from site and field supervisor; 5) Required attendance and make-up; and 6) payment of all fees 7) An evaluation of satisfactory or above from the employing school district

Application for standard certification is completed online by the resident with the State Board of Educator Certification. Once the resident has applied online with SBEC, it is his/her responsibility to notify the PCN Program Coordinator. After the PCN program coordinator is notified by the cohort of the filing of his/her application for principal certification, the PCN will review the application and inform SBEC of its recommendation for approval of the resident. Residents can monitor the status of their application by periodically logging in to their individual SBEC account. Once certification is granted by SBEC, the resident is notified by e-mail from SBEC.

Texas Examination of Educator Standards (TExES)

The Texas Examinations of Educator Standards (TExES) is the certification test by the State Board for Educator Certification (SBEC). These examinations are based on the principal standards that have been developed by SBEC and Texas educators. A resident must pass the Principal exam in order to be recommended for the standard certification. Registration is handled through SBEC and scores are returned to the resident and the PCN. If a resident fails the exam, the test can be re-taken up to 4 times. Residents participating in a make-up/intervention plan will not be recommended to SBEC for testing for the TExES exam until deficient areas are mastered.

If the test has not been passed by the end of the program, the resident will need to apply for an extension and pay the extension and probationary certification fees (if applicable) in addition to paying for any modules needed to complete program requirements. These fees entitle the resident continued access to course content and online assessments.

Attendance

Attendance for all class sessions is required. In the case of an emergency, a resident may find it necessary to miss a class. In this case, he/she must notify the program coordinator of the absence prior to the beginning of the missed session. The resident is also responsible for completing an Absence make-up form, addressing how the missed session will be made up. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the PCN Coordinator in advance of attending a make-up session.

At the point in which the resident is absent in excess the PCN program committee will meet to discuss the absences and will make a decision concerning continuation in the program. A letter may be mailed to the resident and the resident's site supervisor/principal. Both an extension in the program or dismissal from the program will be considered. Extensions due to absences will be handled in the same way and with the same fees as extensions due to performance. If a person is dismissed from the program, no fees will be refunded.

The PCN program staff maintains high standards of conduct during instruction and expects residents to demonstrate professional behavior as well. This includes being punctual for the beginning of instruction sessions, after lunch, and after each break. Attendance for the entire class session is required. The program reserves the right to meet and discuss chronic tardiness as well.

Professionalism
Professionalism is an important part of the education administrator's career. As educators work with their colleagues, teachers, parents, and community, conducting one's self in a professional manner is very important. When an applicant becomes a member of the PCN program, it is expected that the member will model professionalism. Successful completion of the program is contingent upon meeting all course and attendance requirements, satisfactory performance on assessments, demonstration of interpersonal skills deemed necessary for working in a team environment and professional conduct in all face–to–face and online class sessions. PCN participants agree to maintain a professional demeanor and exercise sound judgment at all times while representing their school, district, and the PCN.

Professionalism includes being on time for all classes, participating in class discussions, and treating fellow participants and facilitators with respect, as well as conducting oneself as a professional in the work place. This is a vital part of the PCN instruction and participation in the PCN. Failure to adhere to these provisions is grounds for immediate dismissal from the program.

On-line Learning
All online coursework is required to be completed in the time allotted for each course. Failure to complete all course requirements (conference board postings, readings, activities, tests, etc.) in the allotted time will result in an "Incomplete" status for the course. Please note that the resident's initial status will be recorded in their PCN file as having not completed the coursework on time. Failure to complete future coursework in the online course or face–to–face sessions may jeopardize the resident's continuance in the program. Participants will not be allowed to access a new module until the assignments for the previous module have been successfully completed.

Please note that failure to complete two modules by the module deadline for each may be grounds for dismissal from the program.

Assessment

Residents are assessed during the program in many different ways including, but not limited to, the following:

- End of module tests online;
- Observations by facilitators, such as participation during face-to-face sessions;
- Written assignments that are submitted for evaluation by online course facilitators;
- Written assignments that are submitted for evaluation by the PCN program coordinator, i.e., action research proposal, action research report, diverse campus visit report;
- Oral presentation of action research proposal;
- Conference board postings and responses to the postings of other residents throughout the online modules;
- Reports from site and field supervisors of on-the-job performance.

Residents are expected to complete all course assignments to receive credit for the class.

Hiatus & Extensions

A resident who is granted a hiatus from the program for any reason may be given the option to complete the program requirements with the next scheduled cohort. Credit will be given for professional development and courses completed by the resident prior to taking the hiatus. If the program is not completed with the next scheduled cohort group, the resident will be terminated from the PCN and will only be able to re-enter the program through re-applying and completing the full application process. There is no guarantee of acceptance into the program through reapplication.

If a resident does not complete all of the above requirements by the designated deadline, one (1) extension may be granted. Decisions about extensions are made by the PCN program staff. The resident must show progress toward meeting the certification performance requirements based on a make-up/intervention plan developed in conjunction with the PCN program coordinator. There must be successful completion of the make-up/intervention plan prior to recommendation. The resident may also be required to attend additional instruction as may be deemed necessary for their professional growth and performance success. Fees for this instruction will be the responsibility of the resident. In addition, PCN program staff will continue site visits at a minimum of one per semester until program completion or dismissal.

Probation Status & Dismissal

In the event that a resident is not meeting program expectations, he/she may be placed on probationary status and could ultimately be removed from the program. If a resident is experiencing difficulty in a specific area, including participation in instruction sessions, attendance, or performance during the practicum/internship, the program coordinator will meet with the resident to determine the course of action, which may include a make-up/intervention

plan or contact with the resident's site-supervisor. All incomplete assignments must be "made up" by completing coursework in a time frame designated by PCN program staff.

Once all missing coursework is completed and approved by the facilitator, and the resident's status will be changed to "Passed." The program coordinator will meet regularly with the resident to evaluate progress. Residents placed on a make-up/intervention plan will not receive the required endorsement from PCN that enables them to take the TExES exam and will not be recommended for the Principal Certificate. Residents who do not finish work during the time period specified when granted an incomplete on a module will have to pay to retake and complete the module the next time it is offered in order to be certified

Although a resident may be placed on probation prior to dismissal, there is no requirement that a resident be placed on probation prior to dismissal. The following are grounds for dismissal: insubordination to program staff; unacceptable behavior identified in the Texas Educator's Code of Ethics; falsification of information or documents; failure to meet PCN requirements/standards; and failure to receive a district evaluation of satisfactory or above, and/or contract extension with current district.

ESC 13 Principal Certification Network (PCN):

Instructional Coaching Protocols

Table of Contents

*PCN instructional coaching protocols may be modified as updates are made to the program.

Site Visits

Each principal resident in the Principal Certification Network (PCN) will engage in a campus-based practicum/internship throughout the school year. The resident will complete a minimum of 175 hours based on standards and competencies required for Texas principal certification. The practicum will span two semesters. A PCN field supervisor will observe the resident a minimum of three times during the practicum. The first visit will be scheduled during the first six weeks of the practicum. Additional visits may be made if deemed necessary by program staff or the principal mentor. It will be the responsibility of the resident to work with the field supervisor in scheduling times that work for the resident, the field supervisor, and the principal mentor. See **Appendix A** for Site Visit Protocols.

Support System
PCN Coordinator

The PCN Coordinator provides a minimum of three site visits a year, all in person, for continuous coaching throughout the program. Each of these includes a pre-conference and post-conference with the resident. During the pre-conference, the PCN Coordinator guides the resident using coaching questions to consider what will be observed, desired outcomes, method to assess if the resident met desired outcomes, alignment to standards, and specific look fors. The observed activities include authentic leadership experiences on campus. During the post-conference, the PCN Coordinator guides the resident using coaching questions to assess the experience, outcomes, alternative approaches, and more. The PCN program ensures each site visit is face-to-face; pre and post-conferences may be via phone if in-person communication is not possible. Feedback sessions will take place throughout the program. At the end of each face-to-face module, residents will share feedback on the module through written reflection and dialogue. Following the program, the PCN Coordinator will collect feedback through surveying both residents and mentor principals.

PCN Field Supervisor

The staff will support the resident by:

- Monitoring the resident's progress and providing feedback
- Recommending programmatic modifications as needed
- Collecting documents on all program benchmarks
- Conducting site visits

PCN provides field based support in person and via phone and email to ensure residents are meeting program expectations, immersing themselves in authentic field-based experiences, and are encountering personal growth. Coaching is provided through dialogue as residents work through online module content through differentiated and targeted feedback. Supplemental and targeted support is included in all face-to-face classes as well as site visits. The PCN Coordinator provides individual feedback to all assignments and program benchmarks. A specialized tutorial is also provided for the TExES exam, as well as any supplemental 1-1 tutorials needed for residents.

Principal Mentor

A principal mentor is an experienced administrator and/or instructional leader who guides, assists, and supports the resident during the practicum. Principal mentors are collaboratively assigned by the campus or district administrator and the PCN and play a vital role in the resident's support system. See **Appendix C**, PCN Principal Shadowing.

Principal mentors have at least three years of administrative experience; are currently certified as principals; and have completed training by the EPP within three weeks of being assigned to a practicum resident.

The principal mentor will assist the resident by:

- Completing PCN principal mentor training
- Working with the resident to determine appropriate collaborative action research project that aligns with the campus improvement plan.
- Communicating regularly with the resident to provide information, guidance and feedback.
- Communicating with the PCN staff during site visits
- Notifying the PCN staff immediately of concerns related to the performance of the resident when efforts to remediate problems on campus have not been successful
- Providing input and feedback regarding recommendation for principal certification near the end of the school year.

Responsibility of the Employing District/Campus
District/Campus Responsibilities

Participation in the ESC 13's PCN program obligates the district to the following responsibilities:
- Assign each resident a site supervisor/mentor.
- Allow release time as needed for the resident to attend all PCN training, including up to two (2) release days during the academic year. (PCN training is typically in the summer and on weekends.)
- Evaluate the overall performance of the resident using the district's assessment tools.
- Contact the PCN program staff immediately if the resident is not performing satisfactorily, and with the PCN Coordinator, develop a program to provide the resident with the necessary support.
- Contact the PCN Program Coordinator if a criminal background check of the resident reveals information that would jeopardize the resident's good standing in the district or PCN program.

Principal Mentor Responsibilities

Participation in ESC 13's Principal Certification Network Program obligates the site supervisor to the following responsibilities:

- Participate in an initial meeting with the PCN Program Coordinator.
- Participate in site supervisor/mentor training provided by PCN or provide documentation of completion of an acceptable principal mentor training program.
- Review the resident's developmental projects and activities in conjunction with the resident's selected target areas for growth, assign projects related to the target areas for growth and review the resident's progress, giving feedback on an ongoing basis.
- Support the PCN program staff as needed to assure the completion of assignments, internship/practicum hours, and mastery of proficiencies.
- Provide guidance to the PCN resident upon request and/or when appropriate.
- Notify the PCN Program Coordinator of any concerns related to the performance of the PCN resident. See **Appendix D**: PCN Absence Make-up Proposal Form.
- Allow release time as needed for the resident to attend all PCN training, including up to two (2) release days during the academic year. (Most training takes place on Saturdays or evenings, except during the summer.)
- Meet with the PCN program staff and resident during scheduled site visits.

Responsibilities of Administrators

Administrators have specific responsibilities they must uphold in order to meet ethical, legal, and role requirements. McREL research identifies 21 leadership responsibilities (listed below) that residents will learn during the program residency.

- Affirmation
- Change Agent
- Communication
- Contingent Rewards
- Culture
- Discipline
- Flexibility
- Focus
- Ideals & Beliefs
- Input
- Intellectual Stimulation
- Involvement in curriculum, instruction and assessment
- Knowledge of curriculum, instruction and assessment
- Monitor & Evaluate
- Optimize
- Order

- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

Source: User's Guide: Texas Principal Evaluation & Support System:
http://www4.esc13.net/uploads/pdas/docs/3_T-PESS_Users_Guide_051215_1.pdf pp. 27-30.

Activities of Administrators

During their practicum/internship, residents in the PCN program will complete administrator activities similar to the activities listed below. See **Appendix B** for the PCN Practicum/Internship Log.
- Plan and lead professional development activities for teachers, administrators, and support staff.
- Participate in special education-related activities such as attending meetings and providing support to special educators throughout the district.
- Meet with federal, state, and local agencies to keep updated on policies and to discuss improvements for education programs.
- Plan, coordinate, and oversee school logistics programs such as bus and food services.
- Coordinate and direct extracurricular activities and programs such as after-school events and athletic contests.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Direct and coordinate school maintenance services and the use of school facilities.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.

- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Enforce discipline and attendance rules.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Recommend personnel actions related to programs and services.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- Create school improvement plans by using student performance data.
- Mentor and support administrative staff members such as superintendents and principals.
- Teach classes or courses to students.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.

Source: Texas Labor Market and Career Information, http://www.lmci.state.tx.us/

Appendix A: PCN Site Visit Protocols

 REGION 13

PCN Site Visit

Intern _____   Visit Date _____

Field Specialist | Reuwsaat, Sarah   **Observation Time** [_____] To [_____]

Standards/ Competencies Observed

☐ **Standard 1: School Culture**

☐ Comp 001: Shared Vision & High Expectations

☐ Comp 002: Partnering with Stakeholders to
    Support Student Learning

☐ **Standard 2: Leading Learning**

☐ Comp 003: High Quality Instruction

☐ Comp 004: Monitor and Assess Instructions

☐ **Standard 3: Human Capital**

☐ Comp 005: Feedback, Coaching, & PD Comp

☐ Comp 006: Selection Placement & Retention

☐ **Standard 4: Executive Leadership**

☐ Comp 007: Relationship & Appropriate
    Communication with Stakeholders

☐ Comp 008: Improving Student Outcomes

☐ **Standard 5: Strategic Operations**

☐ Comp 009: Collaboratively Determine Goals
    & Implement Aligned Strategies

☐ Comp 010: Managing Facilities and School
    Safety

☐ **Standard 6: Ethics, Equity, & Diversity**

☐ Comp 011: Ethical Leadership

Actions Observed	Evaluation
Prepared (materials, presentation, etc.)	
Interactions with Others	
Asked/Answered Questions as Appropriate	
Knew Competencies Involved	
Appropriate Content for Occasion	
Incorporated Best Practices for Occasion	
Other	

Pre-Conference Notes

Observations

Post-Conference Notes

 REGION 13

Field Specialist | Reuwsaat, Sarah   **Observation Time** [   ] To [   ]

Signatures

By clicking (or signing) in the box below I verify that I have participated in this site visit. I understand a copy of the site visit report will be sent to me via email.

☐ Resident: ☐ Field Specialist: Sarah Reuwsaat

Appendix B: PCN Practicum/Internship Log

Residents will keep a detailed record of activities during the internship. At least 175 hours of activities must be undertaken during the program and recorded. The activities should encompass the full range of school leadership experiences. See PCN Syllabus for recommended activities.

Name:_____

Site Supervisor's Name:_____

Date	Activity	Amount of Time	Standard(s)	Leadership Skill

Total Hours for this sheet:_____

Principal's Signature:_____
Submit module log to the PCN Program Coordinator.
(Duplicate this form as needed)

Appendix C: PCN Principal Shadowing

Participant Name: District:

Site-Supervisor: Campus:

Summarize the daily activities of your principal. Include before-school routines, classroom visits, student and staff lunch periods, after-school duties, student discipline, parent communication, communication with other administrators, etc. (12 hours required)

Date:	Hours Spent:

Summary of Activities:

Date:	Hours Spent:

Summary of Activities:

Appendix D: PCN Absence Make-up Proposal Form

PCN Absence Policy: "Attendance for all class sessions is required. In the case of an emergency, a resident may find it necessary to miss a class. In this case, he/she must notify the program coordinator of the absence prior to the beginning of the missed session. The resident is also responsible for completing an Absence Make-up form, addressing how the missed session will be made up. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the PCN Coordinator in advance of attending a make-up session." NOTE: Attendance at PCN class sessions takes precedence over other activities.
Region 13 Principal Certification Program—Program and Policy Handbook

Resident Name:

Date of missed training: Topic Missed:

Brief description of make-up activity:

How will you ensure that your proposed activity is equivalent to six clock-hours?

Proposed completion date:

To be completed by PCN Coordinator:

Approved: Date:

Denied: Date:

Upon completion of make-up activity submit to PCN Coordinator a copy of this approved form with workshop certificate of attendance and all other assigned documents attached.

ESC 13 Principal Certification Network (PCN):

Evaluation Process & Metrics

Table of Contents

*PCN evaluation processes and metrics may be modified as updates are made to the program.

Description of Program Benchmarks

The PCN Coordinator utilizes program benchmarks to monitor quality of resident experience, progress in mastering content and principal standards, and candidate integration into authentic experiences within their district.

The following benchmarks are the methodology by which the Principal Certification Network (PCN) evaluates a principal resident's growth in the program. It is important that all required projects and activities are completed and submitted by their respective due dates.

Action Research Proposal and Project: The resident will participate in the development, implementation, presentation, and submission of an action research project within their campus or district (**Appendix A**). The focus of the action research should align with the campus improvement plan. A typewritten report stating the purpose, design, implementation, results, recommendations and value of the project will be completed. The resident will prepare a 10-15 minute presentation to the class (**Appendix B**).

Diverse Campus Visit: The goal of the Diverse Campus Visit is to "provide the resident with experiences in a variety of educational settings with diverse student populations" (in compliance with SBEC Chapter 228 requirement). Participants will select a campus with a student population different from the one they currently serve and make arrangements to visit. They will observe for a minimum of half a day and write an account of their visit using the elements of the Campus Visit Form (**Appendix C**).

Online Reflections (Dialogue with Sarah): Reflections will be submitted to allow the resident to demonstrate development of the Learner-Centered Principal Standards and the TExES principal competencies, evaluate self-growth, assess application of the concepts necessary for an educational leader, and focus on the strengths and weaknesses of the experience as a focus of the inner-reflection for professional development. A reflection will be due each month during the fall and spring. The resident is expected to submit a reflection on the given topic each month and write a brief, constructive reply to two other resident reflections on that topic. Topics will include reflections of field experiences and other important areas for reflection. Reflections should be written in a positive, professional manner and should not include names of those involved.

Field Observation Visits: A PCN field supervisor will observe the resident a minimum of three times during the practicum (see **Appendix D**). The first visit will be scheduled during the first six weeks of the practicum. Additional visits may be made if deemed necessary by PCN staff or the mentor. It will be the responsibility of the resident to work with the field supervisor in scheduling times that works for the resident, the field supervisor, and the site-supervisor/mentor.

Practicum/Field Experiences: The resident will engage in a campus-based practicum/internship throughout the school year. The resident will complete a minimum of 175 hours based on standards and competencies required for Texas principal certification (see **Appendix E**). The practicum will span two semesters.

Portfolio: The resident will develop a portfolio containing a collection of performance-based artifacts related to each of the Learner-Centered Standards for Principals and the TExES

competencies. Possible artifacts to collect may include items from both campus and program activities. Examples include: Action Research Project Report, crisis management plans, meeting agenda, etc. These artifacts should represent the activities recorded on the Practicum/Internship Log. Artifacts and accompanying reflections will be due throughout training as ongoing development of the portfolio (see **Appendix F**).

Information Analysis: The resident collect an article of news events concerning school/ educational issues. The article will be summarized and analyzed to articulate an understanding of the critical issues present in today's political, economic, and social climate affecting education, and how to buffer the internal and external systems, culture/climate, and personnel. The news article will be submitted with the summary (See **Appendix G**).

School Board Meeting Analysis: The resident will attend a minimum of one school board meeting. A set of guided questions will be provided to the resident to develop the analysis of the board decision-making process, which will be synthesized into a report. A copy of the board agenda, as legally posted, must be included.

TExES Reflection: Upon passing the TExES for standard principal certification, residents will complete a reflection addressing their performance on the exam including strengths and weaknesses and plans for future professional development based on this data.

Book Study and Essay: Residents will engage in independent study of texts both research-based and aligned with TExES principal certification standards in order to learn how the new material has direct implications to campus leadership and connects to immediate and future relevance in education (see **Appendix H**).

Program Benchmarks Assessment of Growth
PCN utilizes the following benchmarks throughout the course of the program to assess residents' growth and provide progressive coaching and assistance.

Methodology to Assess Resident's Growth	Assessment Tool
Participation Leadership Kick-off	Observation by PCN faculty, Resident Reflections
Complete Online Orientation	On-line Course Activity Report
Completion of Required Pre-Service Training	Sign in sheets, reflections, assessments
Action Research Proposal	Submitted Proposal (Rubric)
Action Research Project	Submitted Project, Report and Presentation (Rubric)
Diverse Campus Visit	Submitted Report (Rubric)
Internship/Practicum	Practicum/Internship logs
Feedback from Field Supervisor Visits (3)	Field Visit Reports
Feedback from Site-Supervisor	Practicum/Internship Log & Field Supervisor Reports

Completion of Required In-Service Training face-to-face and online	Sign in Sheets, On-line Course Gradebook and Conference Board, End of Module Tests/Exams
Participation TExES Review Session	Sign in Sheets, practice exam score
Passing score on TExES	TExES results and Reflection
Self-Study-School Board Meeting, Info Analysis	Submitted Report (Rubric)
Portfolio	Submitted Final Project
Recommendation for certification by Program Coordinator (input from site & field supervisors)	Recommendation for Standard Form

Field Based Support and Evaluation

PCN provides field based support in person and via phone and email to ensure residents are meeting program expectations, immersing themselves in authentic field-based experiences, and are encountering personal growth. Coaching is provided through differentiated and targeted feedback as residents work through online module content. Supplemental and targeted support is included in all face-to-face classes as well as site visits. The PCN Coordinator provides individual feedback to all assignments and program benchmarks. A specialized tutorial is also provided for the TExES exam, as well as any supplemental 1-1 tutorials needed for residents.

The PCN Coordinator provides a minimum of three site visits a year, all in person, for continuous coaching throughout the program. Each of these includes a pre-conference and post-conference with the resident. During the pre-conference, the PCN Coordinator guides the resident using coaching questions to consider what will be observed, desired outcomes, method to assess if the resident met desired outcomes, alignment to standards, and specific look fors. The observed activities include authentic leadership experiences on campus. During the post-conference, the PCN Coordinator guides the resident using coaching questions to assess the experience, outcomes, alternative approaches, and more.

The PCN program ensures each site visit is face-to-face; pre- and post-conferences may be via phone if in-person communication is not possible. Feedback sessions will take place throughout the program. At the end of each face-to-face module, residents will share feedback on the module through written reflection and dialogue. Following the program, the PCN Coordinator will collect feedback through surveying both residents and mentor principals.

Appendix A: Action Research Project

The goal of the PCN Action Research Project is true action research; that is, for each resident to create and carry out a project which will result in positive change in his or her workplace rather than just to be an additional requirement of the program.

The project will include: 1) a written proposal, 2) the project itself, 3) a presentation, 4) written report

Examples of such projects are:
- Directing the district-wide United Way campaign
- Assisting with the annual budgeting processes
- Giving district-wide presentations for professional development
- Directing the master scheduling process
- Directing the creation or revision of the resident's campus improvement plan
- Creating or directing a new school-community relations project
- Coordinating a campus tutoring program
- Chairing a district-wide textbook committee
- Editing district curriculum

The project description should be a one-page document, including the elements listed below:
- Description of the project
- The value of the project to the school or school district
- The value of the project to the resident
- An estimate of the projected number of hours involved and how they will be accomplished

The project presentation will consist of two parts:
- A visual demonstrating results, such as a notebook with correspondence, pictures, etc., a printed copy of a PowerPoint presentation, or a similar product.
- An oral presentation to the group.

Appendix B: Action Research Project Presentation & Written Report Instructions

Expectations for Action Research Presentations:

Presentations are to be up to 15-20 minutes long. Include handouts and artifacts-print enough copies for the entire class.

- Description of project including purpose, expected outcomes and how you measured success or how you evaluated progress, etc.

- Use a formal presentation format: Prezi, Power Point, or some other format. Include relevant data you do have. Discuss what you don't have at the time of presentation.

- End with your reflection: Include success, failures, benefit to campus, implications for the future, benefit to you, etc.

- This is about the learning. It doesn't matter if things went well or as expected. (Ask any scientist/researcher and they will tell you this is normal!)

Expectations for Action Research Written Report:

The written report is just a write-up capturing your project but in written form. The project itself was the primary focus; the written report just pulls it all together in written form. It needs to be only one-page, no more than two.

Include the following:
- Description of research/process

- Purpose or hypothesis

- Outcomes- can include summary of data or however you measured success

- Recommendations/implications for the future

- Value to self, campus and/or district; how has this helped your growth as a campus leader?

Appendix C: PCN Diverse Campus Visit

The goal of the PCN Diverse Campus Visit is to "provide the resident with experiences in a variety of educational settings with diverse student populations" (in compliance with SBEC Chapter 228 requirement).

1. Select a campus with a student population different from the one you currently serve. The ideal is to visit a campus that serves students economically and culturally different from your campus. Consider all levels when making your decision (Elem., Middle, and High School).

2. Make arrangements with the colleague at the campus chosen.

3. Observe for a minimum of half a day. Make this a "fact finding" visit with emphasis on at *least* three (3) of the Principal Competencies.

4. Write an account of your visit using the elements of the form below.

Diverse Campus Visit Format:

Resident Name: **Date of Observation:**
Campus Observed:

1. How was the student population at this campus significantly different from your school?

2. Identify the three (3) principal competencies observed.

3. Write your observations about the various areas of focus and how your observations compare to practices/processes at your school.

4. What did you learn? What will you use from your observation to help you in your current and/or future positions?

Example:
Competency 5 – The Principal knows how to advocate, nurture and sustain an instructional program...professional growth.

Observation – I was able to see how the principal and the 5th grade teacher analyzed Benchmark scores to plan for math classroom instruction and tutoring. At my school, the administrators analyze these scores and give their observations to the teachers. I think it would be more effective to have the teachers and administrators do the analyzing together, because the teachers would better understand what the numbers mean, and they would have more "buy-in" to use the information to guide adjustments in their lesson plans and instruction.

Appendix D: PCN Principal Mentor Feedback Form

Resident's Name _____

1. How frequently have you observed/interacted with the PCN resident?

2. Has the resident been actively engaged in developing/implementing an action research project?

3. What are the main strengths of positive areas of performance that you have observed in the resident?

4. What are the suggestions for improvement that you have given the resident?

5. Do you support a recommendation for the resident to receive the standard principal certificate? (A "No" answer requires previous contact with the PCN program staff, documentation of problems, and an intervention plan.)

   _____ Yes _____ No

6. Other comments:

Site-Supervisor Signature _____ Date_____

Email Address _____

Appendix E: PCN Practicum/Internship Log

Residents will keep a detailed record of activities during the internship. At least 175 hours of activities must be undertaken during the program and recorded. The activities should encompass the full range of school leadership experiences. See the PCN Syllabus for recommended activities.

Name:_____

Site Supervisor's Name:_____

Date	Activity	Amount of Time	Standard(s)	Leadership Skill

Total hours for this sheet:_____

Principal's Signature:_____

Submit your module log to your Program Coordinator.
(Duplicate this form as needed)

Appendix F: PCN Professional Portfolio

The PCN Professional Portfolio is a reflection of the resident's performance and growth as a campus leader. The portfolio is a professional assignment and should reflect this in presentation. The PCN portfolio should include both PCN program and campus artifacts or any other artifact that can be used to provide evidence of competency development

Below are examples of artifacts that can be included in your portfolio. The items in bold are required.

- **Resume**
- Kudos
- Professional Organization
- **Strengths from Strengthsfinder**
- Goals for improvement
- Campus Mission Statement
- Campus Needs Assessment
- Campus Improvement Plan
- Reflections: Intention Statements
- Professional Development organizer
- **Action Research Project/Written Report**
- **Diverse Campus Visit**
- Professional Development Activities
- Professional Development Presentations
- PCN observations visit reports
- Meeting agendas
- Meeting Minutes
- Crisis Management Plans
- Newsletters
- Surveys
- Policies
- Memos
- School Data Analysis
- Budgets
- **PASL Tasks**

Portfolio will be returned at graduation.

Appendix G: Information Analysis Feedback

Information Analysis: The resident will collect articles of news events concerning school issues. The articles will be summarized and analyzed to articulate an understanding of the critical issues present in today's political, economic, and social climate affecting education, and how to buffer the internal and external systems, culture/climate, and personnel. The news article will be submitted with the summary. Two analyses will be completed.

- Analysis of article
- Article describes a critical issue affecting education
- Included article with summary
- Extra Credit: Intern shares new discoveries and/or makes personal connections

Comments:

Appendix H: PCN Book Study and Essay Guidelines

Book Study

1. Enter your name and the date in the header of the document (this ensures that your name will be on every page).

2. Use the name of the book as the title of the report

3. Write in paragraph form, double-spaced, with font size 12 (use Arial, Times New Roman, or similar fonts)

    a. Briefly summarize the material/topic presented stressing the key points learned from the study

    b. Discuss the implications for campus leadership

    c. Explain the most relevant concept or concepts presented in the book under review

    d. Describe topics for future research that may have been spawned by reading this book

Evaluation

Format of paper (see # 1, 2, and 3 above):	10 points
Mechanics (grammar, punctuation, spelling, etc.):	20 points
Content (see #3 above):	70 points

Essay/Assignment Criteria

1. Enter your name and the date in the header of the document (this ensures that your name will be on every page).

2. Save your essay/assignment with the assignment title, your first initial and last name (i.e. Budget Project S.Reuwsaat)

Appendix I: PCN Absence Make-up Proposal Form

PCN Absence Policy: "Attendance for all class sessions is required. In the case of an emergency, a resident may find it necessary to miss a class. In this case, he/she must notify the program coordinator of the absence prior to the beginning of the missed session. The resident is also responsible for completing an Absence Make-up form, addressing how the missed session will be made up. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the PCN Coordinator in advance of attending a make-up session." NOTE: Attendance at PCN class sessions takes precedence over other activities.
Region 13 Principal Certification Program—Program and Policy Handbook

Name of Resident:

Date of missed training: Topic Missed:

Brief description of make-up activity:

How will you ensure that your proposed activity is equivalent to six clock-hours?

Proposed completion date:

To be completed by PCN Coordinator:

Approved: Date:

Denied: Date:

Upon completion of make-up activity submit to PCN Coordinator a copy of this approved form with workshop certificate of attendance and all other assigned documents attached.