NOGA ID [_____]

Application stamp-in date and time

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 | Katy Independent School District | CDN or Vendor ID | 101-914 | ESC # | 4 | Campus # | | DUNS # | 020814232

Address | 6301 S. Stadium Lane | City | Katy | ZIP | 77494 | Phone | 281-237-2605

Primary Contact | Nakia Coy | Email | nakiarcoy@katyisd.org

Secondary Contact | Susan Edelman | Email | susanaedelman@katyisd.org

Certification and Incorporation

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

[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 | Anne Faichtinger | Signature | *Anne Faichtinger* | Date | 3/9/18

Grant Writer Name | Nakia Coy | Signature | *Nakia Coy* | Date | 3/9/18

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

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

701-18-105-025

Shared Services Arrangements

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

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

[ ] SSAs are not permitted for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Katy ISD student population increases by at least 3% annually and new campuses are opened each year to accommodate the growth.	Train teacher leaders to prepare them to be assistant principals at new campuses and to backfill existing campuses.
There is a lack of a systematic process for growing teacher leaders within the district.	Strengthen leadership pipeline within the district by provide leadership residency, professional development and mentoring opportunities.
Nearly 50% of current elementary and junior high principals have less than 5 years of experience as a principal.	Provide leadership opportunities to potential principal candidates

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.

100% of participants in the Principal Preparation grant program will complete the internship coursework and pass the appropriate certification exams by June 2019.

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:

Host an informational meeting on the Principal Preparation grant program.
Disseminate applications for participation in the Principal Preparation grant program.
Select candidates based on the selection rubric.
Select mentor principals/administrators
Hold orientation meeting to discuss program roles and responsibilities with participants and mentors.
Participants will be enrolled in courses provided by the partnering IHE
Participants and mentors will attend the TEA Principal Preparation Summer Institute in June 2018.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Participants will complete first semester coursework with partnering IHE.
District leaders will document and monitor participant attendance at AP Toolbox leadership sessions.
District leaders will analyze performance evaluation data on participants based on IHE and mentor observations and coaching notes.
Participants will implement campus leadership activities and shadow mentor principals.

Third-Quarter Benchmark:

District leaders will analyze performance evaluation data on participants based on IHE and mentor observations and coaching notes.
District leaders will analyze participant passing rate on practice certification exam.
District leaders will survey participants satisfaction with IHE and mentor principal and make adjustments as needed.
District leaders will collect and analyze program performance measure data.

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.

Katy ISD agrees to collect data and report on the following mandatory performance measures:
Performance evaluation data on principal residents such as observations, teacher survey, and coaching notes will be used to monitor participants throughout the program and adjustments will be made during subsequent coaching sessions and classes. Participants will complete authentic leadership activities which will incorporate their ability to address and resolve a significant problem/challenge in the school that influences practice and student learning. Leadership activities will consist of the skills needed to establish and support effective and continuous professional development. Participants will lead activities that build a collaborative team within the school to improve instructional practice, student achievement, and the school culture. Each leadership activity planned will also consist of a pre-conference to guide the participant ensuring all required leadership aspects are present. After the leadership activity is conducted, the participant and the mentor will reflect on the success of the activity through the use of coaching protocols. Participants will take a practice exam to ensure successful completion of the culminating certification exam. Data based on the practice exam will be used to guide future instruction. Participant and mentor survey data will be periodically collected to ensure program goals are being met and feedback will be collected to inform any adjustments required throughout the program.

The following demographic/program data will also be collected for all participants to meet performance measure requirements and will be used to determine if program modifications are required:
 • Post residency placement information for all principal residents.
 • Demographic information of principal residents.
 • Residents' program completion rates.
 • Residents' satisfaction rates with IHE/EPP and mentor principal.
 • Number of applicants for principal residency within an LEA.
 • Residents' certification test scores.

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.

The Katy ISD Leadership Residency in conjunction with Houston Baptist University will provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. Participants will be assigned to work with a certified campus leader for a minimum of 160 clock hours in the field. In the overall two-semester time period, participants are given experiences in applying management fundamentals to an on-going school program leading them to successful completion of an applicable certification exam.

The internship will include an analysis of the role of the principal in curriculum development, organization and evaluation, discipline, student behavior, community relations, the teaching/learning process, in-service training, and leadership in teacher growth and evaluation. Emphasis is on the personal qualities of leadership conducive to good human relations. Participants will gain substantial leadership tools such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning. Additionally, participants will acquire the skills needed to establish and support effective and continuous professional development with assigned teaching staff.

In partnership with the IHE, participants will address the requisite knowledge, performances, and dispositions necessary for a school leader to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. Participants will study the meaning of collaborative leadership and the actions necessary to build working alliances. Much attention is focused on the strategies needed to connect across multiple and diverse community boundaries. Participants also become familiar with an emergent body of research regarding school, family, and community collaboration around schooling issues. In addition, participants explore the interpersonal communication skills necessary to become effective communicators of the campus vision and mission.

Coursework will be combined with district-led leadership development sessions. The AP Toolbox meetings are designed to strengthen instructional knowledge and leadership skills and to provide meaningful, collaborative and inclusive leadership trainings for current assistant principals, instructional coordinators, and Principal Preparation grant participants. These shared meeting times provide avenues to explore, learn, evaluate, communicate, collaborate and share pressing topics, as well as experience situational leadership.

Additionally, participants will be assigned a district mentor who has exhibited excellent leadership skills and has been able to make an exceptional impact in the lives of students. These mentors will assist and guide program participants as they implement leadership activities on their campuses and with the community. Participants will benefit from the informal transfer of knowledge grounded in many years of successful leadership and education.

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.

District leadership, in conjunction with campus administration, will implement a systematic plan to recruit a diverse body of applicants who exhibit promising leadership skills. Applicants will complete a rigorous application process to ensure the best candidates are selected in preparation for future campus leadership positions. Applicants will be selected using a selection rubric based on the following criteria:

- Minimum 2 years teaching experience
- Two letters of recommendation from campus/department leadership
- Essay illustrating evidence of campus leadership experience
- Proven history of effective teaching practices based on previous evaluations/appraisals
- Currently holding a master's degree or less than one year to complete
- Meets admission requirements for Houston Baptist University
- Interview with district leadership selection committee

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.

Katy ISD will partner with Houston Baptist University to offer coursework and principal certification to participants in the Principal Preparation grant program who currently hold a master's degree or have less than one year remaining and lack principal certification. Participants will enhance their understanding of how consistent and systemic use of data shifts school cultures toward learner-centered communities that recognize achievement gaps in learning among student populations. Through the analysis of data, participants learn a process for collaboratively inquiring with school faculty to identify significant student learning problems, design research-based intervention strategies, and monitor effectiveness, which contribute to building school capacity and instructional expertise. Through data-driven dialogue, participants practice and learn facilitation strategies to establish high performing teams and enhance personal accountability. Participants explore achievement gaps related to minority and special populations and recognize how their personal belief systems and expectations may impact schooling practices. Participants will facilitate communication and collaboration with educational stakeholders and colleagues by providing professional development opportunities for faculty and making decisions based on converging evidence from research.

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.

Students will participate in visits with the Houston Baptist University (HBU) supervisor for a minimum of 135 minutes per internship. The visits may occur on the HBU campus, on the intern's school campus, electronically or by telephone. On one of the campus site visits, the HBU supervisor will observe the intern conducting a leadership activity. The HBU supervisor and intern will conduct a pre/post-conference following this leadership activity. Participants must work with the university supervisor to set up dates and times for campus visits.   The university supervisor will visit the candidate at least 3 times a semester. During the pre-conference, participants are asked to discuss the following:

- Type of campus leadership activity
- Standards to be addressed
- Goals and expected outcomes of the activity
- Strategies to be used
- Learning focus and evaluation method

Each campus visit will be centered around one of the 6 TAC standards and observation feedback will be provided for each standard. The observation post-conference will based on the following discussion items:

- Overall impression of the activity
- Strengths and weaknesses
- Areas for refinement
- Evidence of goal and outcome attainment

Participants are assigned a cooperating site administrator and must complete a minimum of 160 hours on internship activities at one or more school sites. The internship activities shall be completed by the last semester of the program.

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) `10`   CDN or Vendor ID `101-914`

Request for Grant Funds

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

	Description of Activity or Cost	Amount Budgeted
1.	Tuition & Textbook Reimbursement	100,000
2.	Certification Exam Reimbursement	1,310
3.	Mentor Stipends	10,000
4.	Professional Development Conference Travel Expenses	10,000
5.	Substitute Pay	6,926
6.	Indirect Costs	1,764
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
	Total grant award requested	130,000

HOUSTON BAPTIST UNIVERSITY DEGREE PROGRAM PLAN
Deficiency Plan
Educational Administration Certification Only

HBU
HOUSTON BAPTIST
UNIVERSITY

NAME: _____ H# _____
　　　　Last　　　　　　　　　　　　First　　　　　　　　　　Middle

LOCAL ADDRESS: _____
　　　　　　　　　　Street　　　　　　　　　City/State　　　　　　　　　Zip Code

DAY PHONE: _____ CELL PHONE: _____ EVENING PHONE: _____

CATALOG YEAR: _____　　　　　DATE: _____

COURSE REQUIREMENTS:

Course Number	Course Name	Hours	TR or HBU List TR Course and Institution
	Courses that must be transcribed (either at HBU or another institution):		
EDAD 6301	Administrative Theory and Practice	3	
EDAD 6302	Instructional Leadership and Evaluation	3	
EDAD 6303	School Law	3	
EDAD 6304	School Business Management and Finance	3	
EDAD 6308	Role of the Principal	3	
EDAD 6311	Leadership for Inclusive Education	3	
EDAD 6191	Internship in the Principalship I	1	
EDAD 6192	Seminar in Educational Leadership	1	
EDAD 6193	Internship in the Principalship II	1	
	Maximum hours 25; Minimum hours 18		
	Total required for this student	21	

Certification Requirements:

Current GPA 3.0 or Higher	Application and Acceptance Letter for Graduate Teacher Education Program completed and on file upon completion of 1st semester of course work	Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS) training required
Copy of Teacher Certifications from SBEC on file	Teacher Service Record on file	Obtain approval to take TExES upon receiving passing criteria for practice exam
Copy of all transcripts with evidence of Master's Degree	Obtain approval to complete practice exams upon completion of 12th hour	Candidate must complete certificate within 5 years

NOTE: X indicates completed

ADDITIONAL REQUIREMENTS:
No grade below C
Overall GPA of 3.00 or above
Candidate must complete degree within five years

_____
ADVISOR　　　　　　　　　　　　　　　DATE

_____
DEAN, SCHOOL OF EDUCATION　　　　　DATE

I HAVE READ AND AGREE TO ABIDE BY ALL REQUIREMENTS

_____
STUDENT SIGNATURE　　　　　　　　　DATE

IHE/EPP
Scope and Sequence

Online Only ☐   Campus ☐   District Cohort ☐

HBU
HOUSTON BAPTIST
UNIVERSITY

Master of Education: Educational Administration
ADVISING FORM

COPY TO STUDENT
ORIGINAL TO FILE

H# _____

NAME_____
Last   First   Middle

Address_____
Street   City   Zip

Day Phone (__)_____   Cell Phone (__)_____   Evening Phone (__)_____

= atalog Year_____   HBU Email_____

To following courses are required for completion of this degree:

Master of Education – Educational Administration						
Course	Number	Title Description	Semester/Year	Semester Hours	Grade (Office Use Only)	
EDUC	6320	Research Techniques and Procedures		3		
EDAD	5320	Systems Thinking: Theory and Practice		3		
EDAD	6301	Administrative Theory and Practice		3		
EDAD	6302	Instructional Leadership and Evaluation		3		
EDAD	6303	School Law		3		
EDAD	6304	School Business Management and Finance		3		
EDAD	6308	The Role of the Principal		3		
EDAD	6311	Leadership for Inclusive Education		3		
EDAD	6312	Interpersonal Communication and Public Relations		3		
EDAD	6313	School Personnel Leadership		3		
EDAD	6316	Data Driven Decision Making		3		
EDAD	6191	Internship in the Principalship I		1		
EDAD	6192	Seminar in Educational Leadership		1		
EDAD '	6193	Internship in the Principalship II		1		
			Total	36		

Degree Requirements for Graduation
☐ Current GPA_____
☐ Admitted to Candidacy_____(Date)
☐ Written Comprehensive Examination_____(Date)
☐ Degree Plan on file_____(Date)
  Teacher Service Record_____
  Practice Exam _____(Date)

☐ Recommendation from School_____(Date)
☐ Candidate must complete degree within five years
☐ Apply for Graduation_____(Date)
☐ Apply for Graduate TEP_____(Date)
  Acceptance letter and acknowledgement _____ (Date)

PROGRAM STATUS (Circle):   Good Standing   Academic Probation   Academic Suspension

Other Certification for consideration_____

ADVISING FOR _____   SEMESTER/YEAR

Courses Advised	Additional Comments	Advising Venue/Date

• Prior to 12 Graduate Credit hours, file degree plan and major declaration
• No Grade Below "C". Overall GPA 3.00 or higher
• May transfer no more than 6 credit hours from another institution

FOR CERTIFICATION CANDIDATES:
• If seeking initial certification in 7-12 Math or Science documentation of 15 undergraduate upper level courses in content area. All others initial certifications 12 hours in content area.
• Make an appointment to receive approval to take the practice certification examination on campus
• (You will be eligible to take the state exam upon results of 80% or better AND approval from the Dean or Dean's designated representative.)
• Service records must be provided (district) for certifications such as Principal, School Counselor, Educational Diagnostician, Master Technology Teacher or Reading Specialist
• Copy of valid initial certification for Educational Diagnostician upon entry to program for Principal, School Counselor, Educational Diagnostician, Master Technology Teacher or Reading Specialist provided prior to additional certification

_____   _____   _____   _____
Student   Date   Advisor   Date

MEd Educational Administration—revised June 2016

HBU: M.Ed. Education Administration
Course Descriptions

EDUC 6320 Research Techniques and Procedures - (3 hours)
This course is a study of investigations relating to schooling with applications suitable to the role of the principal. It includes examination of reports from abstracts and original sources, valid research criteria in making written evaluations, and applications in specific field settings.

EDAD 5320- Systems Thinking: Theory and Application (3 hours)
This course will provide an overview, background and foundation in systems theory and performance technology. This focus will assist in developing a vision of teaching and learning with technology as a major component. Topics covered include performance technology, general systems theory, needs assessment, and change management. A class project, including a needs assessment and final report of potential solutions is required of all students.

EDAD 6301- Administration Theory and Practice (3 hours)
This course explores theory and practices related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.
Advancing Educational Leadership (AEL) training is included in this course. Online students must take AEL on HBU Campus. TEA does not allow AEL or T-TESS to be taught online.

EDAD 6302- Instructional Leadership and Evaluation (3 hours)
This course will study major issues, problems, and trends in Instructional Leadership. An analysis of leadership skills required of the principal in the areas of curriculum, supervision, group processes, organization for school improvement, and staff development will be emphasized.

EDAD 6303- School Law (3 hours)
This course explores legal and ethical issues that arise in elementary and secondary schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems, and helps school leaders think through questions of educational policy and ethics that legal disputes raise but do not resolve. Topics include liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, legal and ethical issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. The course also reviews federal, state and local policies related to equal opportunity, including: school accountability, bilingual education, sexual discrimination and harassment, privacy issues, affirmative action, and the education of exceptional children.

EDAD 6304- School Business Management and Finance (3 hours)
This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building/implementation at the school and district level.

EDAD 6308- The Role of the Principal (3 hours)
This course examines the roles and responsibilities in the leadership of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization and evaluation, school organization, campus discipline policies, community relations, the teaching/learning process, in-service training, and leadership in teacher growth and evaluation. Emphasis is on the personal qualities of leadership conducive to good human relations.

EDAD 6311- Leadership for Inclusive Education (3 hours)
This course is an in-depth analysis and discussion of the school leader's role in creating and sustaining an inclusive learning environment for all. Candidates will examine diversity through the lens of race/ethnicity, language, economics, and academics. They will also explore the role of the campus leader in the administration and support of special elementary and secondary school programs including Career Technology Education (CTE), special education, compensatory, bilingual, English Language Learners (ELL), and gifted and talented education.

EDAD 6312 - Interpersonal Communication and Public Relations (3 hours)
This course addresses the requisite knowledge, performances, and dispositions necessary for a school leader to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. Candidates study the meaning of collaborative leadership and the actions necessary to build working alliances. Much attention is focused on the strategies needed to connect across multiple and diverse community boundaries. Candidates also become familiar with an emergent body of research regarding school, family, and community collaboration around schooling issues. In addition, candidates explore the interpersonal communication skills in order to become effective communicators of the campus vision and mission.

HBU: M.Ed. Education Administration
Course Descriptions

EDAD 6313- School Personnel Leadership (3 hours)
This course studies the practices and principles of school leadership with reference to recruitment, selection and promotion, and retention of school personnel. Topics include planning for personnel needs, job analysis and evaluation, job descriptions, salaries, maintenance of morale, evaluation of personnel, and other employee services. This course includes fundamental issues related to the development of personnel, entry-level knowledge of staff appraisal, adult learning and development, and professional development.

EDAD 6316 -Data- Driven Decision Making (3 hours)
This course enables school leaders to enhance their understanding of how consistent and systemic use of data shifts school cultures toward learner-centered communities that recognize achievement gaps in learning among student populations. Through the analysis of data, candidates learn a process for collaboratively inquiring with school faculty to identify significant student learning problems, design research-based intervention strategies, and monitor effectiveness, which contribute to building school capacity and instructional expertise. Through data-driven dialogue, candidates practice and learn facilitation strategies to establish high performing teams and enhance personal accountability. Candidates explore achievement gaps related to minority and special populations and recognize how their personal belief systems and expectations may impact schooling practices. A focus on literacy or math content will enable candidates to frame a context in which to explore issues related to diverse learners and equitable practice.

EDAD 6191/ Internship in the Principalship (1 hour)
EDAD 6193 Internship in the Principalship   (1 hour)
Prerequisite: 24 hours of completed coursework
This course is a two semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. *Texas Teacher Evaluation and Support System (T-TESS) appraisal training is included as a requirement of the internship.*

EDAD 6192: Seminar in Educational Leadership (1 hour)
Prerequisite: EDAD 6302, 6303 and 6304

This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES 268) for state principal certification. The course will focus on content and sample questions from the authorized preparation manual for the state principal examination distributed by the National Evaluation Systems, Inc. Information will also be utilized from the state publication Proficiencies for Leaders in Learner-Centered Schools and other appropriate sources. Students must score a minimum of 80% on the TExES practice tests in order to be authorized by the College of Education to take the state TExES examination.

HOUSTON BAPTIST UNIVERSITY

The College of Education and Behavioral Sciences

School of Education

Houston Baptist University

Syllabus and Handbook

EDAD 6191 & 6192

Department of Leadership and Counseling

Houston Baptist University
College of Education and Behavioral Sciences

IHE/EPP Course Syllabus
Evaluation Process and Metrics

Table of Contents

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus and Handbook
EDAD 6191-01 Internship in the Principalship

Department of Leadership and Counseling

COURSE DESCRIPTION

This course is a two-semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice

Prerequisite: Completion of at least 24 hours in the EDAD program

This course provides for administrative internship at the home campus of the student with the supervision of a campus-based administrator and a university supervisor.

INSTRUCTOR INFORMATION

Name:
E-mail:
Office Phone:
Office Location:
Office Hours:

Day(s) and Time Course Meets:
Day and Time of Final Exam:

LEARNING RESOURCES
Internship for the Principalship Manual

COURSE OBJECTIVES

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: Texas Chapter 149 Standards (TAC) PSEL Standards ELCC Standards
1. Interns will participate in planned intern activities to allow for application of knowledge and skills on a full-time basis (9-12 hrs./wk.).	*Activity Log	Activity Log	TAC 1-5 PSEL1-10 ELCC 7.1 TExES 268 Domains I-VI
2. Interns will apply skills and knowledge articulated in the TAC, PSEL, and ELCC standards educational leaders.	*Internship Activities	Internship Activities	TAC 1-5 PSEL 1-10

EDAD 6191/6193 Internship in the Principalship

			ELCC 1-7
3. Interns will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.	*Activity Log	Activity Log Leadership Journey	TAC 1-5 PSEL1-10 ELCC 7.1 TExES 268 Domains I-VI
4.Intern's experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	*Activity Log, *Internship Activities	Activity Log Internship Activities	TAC 1-5 PSEL 1-10 ELCC 7.1 TExES 268 Domains I-VI
5. Interns will communicate with members of the school community.	Activity Log Internship Activities	Activity Log Internship Activities	TAC 3,4 PSEL 6,7 ELCC 4.2, 4.3,.4.4 TExES 268 Domains I-VI
6. Interns will use data-based research strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.	*Demographic Study *Culture Inventory	Demographic Study	TAC 1,4 PSEL 1 ELCC 1.1, 1.2 TExES 268 Domains I-VI
7. Interns will use sources such as student assessment results, student and family demographic data, and an analysis of community needs.	*Demographic Study	Demographic Study	TAC 3,4 PSEL 8 ELCC 4.1, 4.2 TExES 268 Domains I-VI
8. Interns will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	Activity Log Internship Activities	Activity Log Internship Activities	TAC 1,3 PSEL 4, 10 ELCC 2.1, 2.2, 2.3 TExES 268 Domains I-VI
9. Interns will prepare for the state certification examination unless they have already passed the exam.	Review activities	TExES Practice Test	TExES 268 Domains I-VI
10. Interns will participate in the Texas Teacher Evaluation and Support System (T-TESS) training and become a certified teacher appraiser.	Attendance and completion of training and training online evaluation.		TAC 2,3,4 PSEL 7 ELCC 2.3 TExES 268 Domains I-VI

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES DEPARTMENT OF LEADERSHIP & COUNSELING

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:
• include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
• offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;

EDAD 6191/6193 Internship in the Principalship

• emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
• impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of The College of Education and Behavioral Sciences is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education, this course will provide learning experiences that are founded on current theoretical and practical knowledge to develop as a successful educational administrator. Learning experiences will provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field all within a Christian perspective.

RELATION TO THE MISSION OF THE UNIVERSITY

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e.: understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction.

EDAD 6191/6193 Internship in the Principalship

TOPICAL OUTLINE

Tentative Class Outline
Fall & Spring Semesters

Due Dates:	Topics: Based on Texas Principal Standards (TPS)	Assignments Fall Semester:	Assignments Spring Semester:
Week One (Orientation)	ALL TPS Review the handbook & syllabus: review internship menu activities and arrange school visitations, review calendar	Information Sheet Mentor Form Intern Agreement Form HBU Course Acknowledgement Due View Orientation PPT (face to face w/h HBU Supervisor)	Information sheet Mentor Form (Only for interns who have changed their campus assignments) HBU Course Agreement Review Orientation PPT (face to face w/h HBU Supervisor)
ONGOING	All TPS	Internship Menu/Log Activities	Internship Menu/Log Activities
Week Two	School Culture & Strategic Operations	Assessment: Demographic Study (face to face w/h HBU Supervisor)	Assessment: Cultural Audit (face to face w/h HBU Supervisor)
Week Three	School Culture & Strategic Operations	Assessment: Demographic Audit (face to face w/h HBU Supervisor)	Assessment: Cultural Audit (face to face w/h HBU Supervisor)
Week Four	Instructional & Executive Leadership	**Due:** Weebly site address (portfolio)	**Due:** Weebly site address/updated (portfolio)
Week Five	Instructional & Executive Leadership	**Due:** Leadership Framework	**Due:** 5-year plan
Week Six	School Culture & Human Capital	**Due:** Online Discussion (AEL) *Campus student discipline and leadership Soft Skills*	**Due:** Online Discussion (AEL) *Challenging Teacher Policies and leadership Soft Skills*
Week Seven	Instructional Leadership	Pre-Observation Conferences or menu activities (face to face w/h HBU Supervisor)	Pre-Observation Conferences or menu activities (face to face w/h HBU Supervisor)
Week Eight	Instructional Leadership & Human Capital	**Due:** Resume ***AEL/T-TESS	**Due:** Resume (updated) ***AEL/T-TESS
Week Nine	Instructional & Executive	**Due:** Assessment-Leadership Observation (face to face w/h	**Due:** Assessment -Leadership Observation (face to face w/h HBU Supervisor) or *Teacher Policies*

EDAD 6191/6193 Internship in the Principalship

	Leadership & Human Capital	HBU Supervisor) or *Campus Student Manual*	
Week Ten	Instructional & Executive Leadership & Human Capital	**Due:** Assessment-Leadership Observation (face to face w/h HBU Supervisor) or *Campus Student Manual*	**Due:** Assessment- Leadership Observation (face to face w/h HBU Supervisor) or *Teacher Policies*
Week Eleven	Instructional Leadership & Human Capital	**Due:** Teacher Observation using T-TESS - Calibration with campus administrator - Teacher Permission	**Due:** Teacher Observation using T-TESS -Calibration with campus administrator -Teacher Permission
Week Twelve	School Culture & Strategic Operations	**Due:** Demographic Study	**Due:** Cultural Competence Audit
Week Thirteen	Instructional & Executive Leadership & Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
Week Fourteen	Instructional & Executive Leadership or Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
Week Fifteen	Instructional & Executive Leadership & Human Capital	**Due:** Online Discussion *Campus and District New Teacher Mentoring Program*	**Due:** Online Discussion *Teachers in Need of Assistance*
Week Sixteen	All TPS	**DUE:** Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)	**DUE:** Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)

EDAD 6191/6193 Internship in the Principalship

TENTATIVE COURSE SCHEDULE
FALL 2017

Due Dates:	Topics: Based on Texas Principal Standards (TPS)	Assignments Fall Semester:
Week One (Orientation) August 28th	ALL TPS Review the handbook & syllabus: review internship menu activities and arrange school visitations, review calendar	Information Sheet Mentor Form Intern Agreement Form HBU Course Acknowledgement Due View Orientation PPT (face to face w/h HBU Supervisor)
ONGOING	All TPS	Internship Menu/Log Activities
Week Two September 4	School Culture & Strategic Operations	Assessment: Demographic Study (face to face w/h HBU Supervisor)
Week Three September 11	School Culture & Strategic Operations	Assessment: Demographic Audit (face to face w/h HBU Supervisor)
Week Four September 18	Instructional & Executive Leadership	**Due:** Weebly site address (portfolio)
Week Five September 25	Instructional & Executive Leadership	**Due:** Leadership Framework
Week Six October 9	School Culture & Human Capital	**Due:** Online Discussion (AEL) *Campus student discipline and leadership Soft Skills*
Week Seven October 16	Instructional Leadership	Pre-Observation Conferences or menu activities (face to face w/h HBU Supervisor)
Week Eight October 23	Instructional Leadership & Human Capital	**Due:** Resume ***AEL/T-TESS
Week Nine October 30	Instructional & Executive Leadership & Human Capital	**Due:** Assessment-Leadership Observation (face to face w/h HBU Supervisor) or *Campus Student Manual*
Week Ten November 6	Instructional & Executive Leadership & Human Capital	**Due:** Assessment-Leadership Observation (face to face w/h HBU Supervisor) or *Campus Student Manual*

EDAD 6191/6193 Internship in the Principalship

Week Eleven November 13	Instructional Leadership & Human Capital	**Due:** Teacher Observation using T-TESS - Calibration with campus administrator - Teacher Permission
Week Twelve November 20	School Culture & Strategic Operations	**Due:** Demographic Study
Week Thirteen November 27	Instructional & Executive Leadership & Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
Week Fourteen December 4	Instructional & Executive Leadership or Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
Week Fourteen December 4	Instructional & Executive Leadership & Human Capital	**Due:** Online Discussion *Campus and District New Teacher Mentoring Program*
Week Fifteen December 11	All TPS	**DUE:** Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)

TEACHING STRATEGIES
1. Online discussions
2. University Supervisor Visits
3. Leadership seminars
   - TExES Principal Certification Exam Preparation Session
   - Teacher Appraisal Training (T-TESS)
   - Advanced Educational Leadership Training (AEL)*

Candidates who do not have ILD Certification must complete AEL before or after they take the T-TESS training.

Course Outline

1. Seminars
Scheduled to give interns an opportunity to prepare and practice for the TExES Principal Exam-068, T-TESS Training, and AEL Training.

2. Demographic Study
A review of key findings about the characteristics of the school context.

EDAD 6191/6193 Internship in the Principalship

3. **The School-Wide Cultural Competence Observation Checklist/Audit**
Examining the campus culture and its impact on instruction.

4. **Leadership Framework, Resume, and 5 Year Goals**
Tools useful for planning professional growth and career opportunities.

5. **Internship Activities**
Menu of activities that address all 5 of the TAC Principal standards.

6. **Intern Leadership Activity**
Candidates will be independently responsible for conducting/leading a campus leadership activity. Activities may include: faculty meetings, professional development, parent/teacher conferences, Professional Learning Community meeting, district training/disbursement of information, etc...

7. **Teacher (T-TESS or District Instrument) Observations**
Candidates will observe one teacher a semester with another campus administrator. Scoring would be celebrated between the intern and the accompanying administrator. Interns must get permission from the teacher prior to the observation. <u>The results of the observation cannot be used as documentation towards a teacher's renewal or nonrenewal of their contract.</u>

8. **Activity Log**
A record of a minimum of 160 hours of "on the job" activities related to building leadership. Hours spent on embedded activities, seminars and campus visits may be counted.

9. **Online Portfolio-Weebly**
Candidates must create an online portfolio in preparation of their first administration position.

10. **Discussion Forums/Journal Reflections**
Participation in discussion board forum and/or journal reflection for topics relating to TAC and PSEL Principal Standards.

11. **Campus Visits**
Students will participate in visits with the HBU supervisor to total a minimum of 135 minutes per internship. The visits may occur on the HBU campus, on the intern's school campus or electronically or telephone. On one of the campus site visits, the HBU supervisor will observe the intern conducting a leadership activity. The HBU supervisor and intern will conduct a pre/post conference regarding this leadership activity. The leadership activity will occur once, either during 6191 or 6192.

ASSESSMENT OF LEARNING

Assignment	Semester	Percentage	Standards: Texas Standards, Chapter 149 PSEL Standards
Principal Preparation Program Online Portfolio (contains Leadership Journey information)-Weebly	Fall & Spring	10	TAC 1-5 PSEL 1-10 ELCC 1-7
Leadership Framework	Fall	5	TAC 1-5 PSEL 1-10 ELCC 1-7
Resume	Fall & Spring	5	TAC 1-5 PSEL 1-10 ELCC 1-7
5 Year Plan	Spring	5	TAC 1-5 PSEL 1-10 ELCC 1-7
Demographic Study	Fall	10	TAC 1,3,4 PSEL 1,8 ELCC 1.1, 4.1, 4.22
The School-Wide Cultural Competence Audit	Spring	10	TAC 1,4 PSEL1; ELCC 1.1, 1.2
Internship Activities (5 per semester)	Fall & Spring	10	TAC 1-5 PSEL 1-10 ELCC 1-7
Activity Log (80 hours per semester with a minimum total of 160 hours)	Fall & Spring	15	TAC 1-5 PSEL 1-10 ELCC 1-7
Teacher Observations (2) with calibration conferences with administrator using district evaluation system. (1 per semester)	Fall & Spring	10	TAC 2,3,4 PSEL 7 ELCC 2.3
Seminar attendance (AEL, T-TESS, certification test practice, etc....)	Fall & Spring	10	TAC 1-5
Online Discussion or Journal Reflection (2 per semester.	Fall & Spring	5	TAC 3,4 PSEL 6,7 ELCC 4.2, 4.3,.4.4

EDAD 6191/6193 Internship in the Principalship

Leadership Campus Activity (1 per internship) observed by university supervisor includes pre/post conf.	Fall OR Spring	Complete/ Incomplete	TAC 1-5 PSEL 1-10 ELCC 1-7
Campus (face to face) Visits with Intern 135 minimum minutes total per internship over both semesters) 1 site visit to include observation of intern in leadership activity.	Fall & Spring	10	TAC 1-5 PSEL1-10 ELCC 7.1
Intern Self-Evaluation (2 total- 1 per semester)	Fall & Spring	5	
Site Supervisor Evaluation (2 total- 1 per semester)	Fall & Spring	5	
Total		100% per semester	

Grading Standards
   HBU Graduate School Grading Scale:
93 -100=A; 90-92=A-;   87-89=B+;   83-86=B; 80-82=B-;   77-79=C+;   73-76=C; 72 and below=F

ASSESSMENT OF LEARNING
Course Requirements:

A. Candidates must be approved by the cooperating site administrator prior to beginning assignments. The University and Site Internship Principal Preparation Program Agreement form with the appropriate signatures must be returned to the university supervisor within two weeks of the semester beginning. This agreement acknowledges that the cooperating campus administrator agrees to assist and supervise you and to validate and certify that you have completed assigned activities.

B. Candidates must attend scheduled seminars during the semester the course is taken. Candidates should consult with the university supervisor in advance, if there is an unavoidable need for an absence.

C. Candidates must complete all assigned tasks described in the syllabus.

D. Candidates and the cooperating site administrator must agree that a minimum of 160 hours will be spent on internship activities at one or more school sites. The internship activities shall be completed by the last semester of the program. Hours completed before the semester begins but during the program can be included upon approval of the university supervisor.

E. Candidates must work with the university supervisor to set up dates and times for campus visits. Each campus visit will be centered around one of the 6 TAC standards. The university supervisor will visit the candidate at least 3 times a semester. The candidate

EDAD 6191/6193 Internship in the Principalship

must notify the university supervisor at least 5 hours before scheduled visit if the candidate will not be able to meet with the university supervisor at the scheduled time and date. If a candidate does not notify the university supervisor, points will be deducted from the candidate's grade.

F. Candidates must have access to a reliable internet connection and be familiar with basic Microsoft software programs.

G. Candidates must communicate through the HBU email system only. They must check their HBU email daily for announcements and updates.

H. Candidates must attend the TExES Principal Exam 068 training at HBU and complete the practice TExES examination required for principal certification.

I. Candidates must complete the Texas Teacher Evaluation and Support System (T-TESS) training and become a certified teacher appraiser. Assessments in this course are designed to correlate to the rigor and expectations addressed within the College of Education and Behavioral Sciences Graduate Comprehensive Examination.

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

CREDIT HOUR DEFINITION

Houston Baptist University defines a credit hour as follows:

Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.

TEACHING STRATEGIES
1. Online and/or face to face discussions
2. University Supervisor Visits
3. Leadership seminars which may include:
- TExES Principal Certification Exam Preparation Session
- Teacher Appraisal Training (T-TESS)
- Advanced Educational Leadership Training (AEL)*

*Candidates who do not have ILD Certification must complete AEL before or after they take the T-TESS training.

ATTENDANCE

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

EDAD 6191/6193 Internship in the Principalship

ABSENCE AND TARDY POLICIES

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

DROPPING A CLASS

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. YOU MUST OFFICIALLY WITHDRAW FROM A CLASS if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

ACADEMIC ACCOMMODATIONS

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504, for all accommodation policies and procedures.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), HBU cannot release personally identifiable information to any person other than the student, unless written permission is given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

EDAD 6191/6193 Internship in the Principalship

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University

Course Syllabus
EDAD 6302 Instructional Leadership and Evaluation

Department of Leadership and Counseling

COURSE DESCRIPTION
This course will study major issues, problems, and trends in Instructional Leadership and Evaluation. An analysis of leadership skills required of the principal in the areas of curriculum, supervision, group processes, organization for school improvement, and staff development will be emphasized. EDAD 6302 Instructional Leadership and Evaluation is one of the courses required in the program for the M.Ed. in Educational Administration and Principal Certification. It is recommended that students have completed EDAD 6301 and EDAD 6308 before taking this course.

INSTRUCTOR INFORMATION

Name:
E-mail:
Office Phone:
Office Location:
Office Hours:
Day(s) and Time Course Meets:
Day and Time of Final Exam:

LEARNING RESOURCES

Textbook(s) Required:

Glickman, C.D., Ross-Gordon, J.M., & Gordon, S.P. (2018). Supervision and instructional leadership: A developmental approach 10th ed. Boston. Allyn and Bacon. ISBN-9780134521978

Hattie, J. & Yates, G. (2014). Visible learning and the science of how we learn. NY. Routledge. ISBN 978-0-415-70499

COURSE LEARNING OBJECTIVES
This course is one of the courses in the Principal Preparation Program and is designed to provide opportunities for the education professional to develop a theoretical base for effective instructional leadership.
Candidates will:
1. model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans.

IHE/EPP Course Syllabus
Evaluation Process and Metrics

2. prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research.
3. monitor and improve instruction by observing lessons, giving formative feedback to teachers.
4. use data-driven instruction and interventions by reviewing multiple forms of student data to inform instructional and intervention decisions.
5. outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
6. review and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
7. assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
8. provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES OF THE DEPARTMENT OF LEADERSHIP & COUNSELING

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:
- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.
To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will provide learning experiences that are founded on current theoretical and practical knowledge to develop as a successful educational administrator. Learning experiences will provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field, all within a Christian perspective.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."
- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e., understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction).

TOPICAL OUTLINE

1. Curriculum and Instruction
2. CIA and Alignment
3. School Culture
4. Supervision
5. Effective Schools
6. Higher Cognitive Learning
7. Equity
8. Data Driven Decision Making
9. Professional Learning Communities
10. Language of Coaching
11. Rigor and Relevance
12. Scripting for Feedback
13. Leveraging resources to focus on instruction
14. Leadership Behavior

EDAD 6302 Instructional Leadership and Evaluation
TENTATIVE CLASS SCHEDULE

Day	Mode	Topic	Readings & Assignments
	Face-to-face	Introduction to Instructional Leadership/ Supervision and Successful School	Readings: Glickman, et al., Chapters 1
	Online	Why don't students like learning at school? Is Knowledge an Obstacle to Teaching?	Hattie & Yates Chapter 1& 2 **Online Journal Entry Due September 9 by 11:59 pm**
	Face-to-face	Prerequisites: Knowledge of Instructional Leadership	Readings (to be completed prior to class): Glickman, et al., Chapter 2, 3
	Online	Expertise	Hattie& Yates Chapters 10, 11, 12 **Online Journal Entry Due September 23 by 11:59 pm**
	Face to Face	Prerequisites Continued: Interpersonal Skills of Instructional Leadership	Readings (to be completed prior to class): Glickman, et al., Chapters 6, 7, 8 **Instructional Leader Interview Due**
	Online	Knowledge	Hattie& Yates Chapters 13, 14 **Online Journal Entry Due October 7 by 11:59 pm**
	Face-to-face	Prerequisites Continued: Interpersonal Skills of Instructional Leadership	Readings (to be completed prior to class): Glickman, et al., Chapters 9, 10, 11
	Online	Memory	Hattie& Yates Chapters 16, 17, 18 **Online Journal Entry Due October 21 by 11:59 pm**
	Face to Face	Prerequisites Continued: Technical Skills of Instructional Leadership	Readings (to be completed prior to class): Glickman, et al., Chapters 12, 13, 14 **Instructional Leadership Vision Summary Due**
	Online	Technology	Hattie& Yates Chapters 21,22 **Online Journal Entry Due November 4 by 11:59 pm**
	Face to face	Technical Tasks of Supervision	Readings (to be completed prior to class): Glickman, et al., Chapters 15
	Online	Know Thy Self	Hattie& Yates Chapters 24, 25, 26 **Online Journal Entry Due November 18 by 11:59 pm**
	Field Experience	Evaluating Lessons And Feedback	**T-TESS Observation Protocol Due**
	Online	Know Thy Self	Hattie& Yates Chapters 28, 29 **Online Journal Entry Due December 2 by 11:59 pm**

	Face-to-face	Technical Tasks of Supervision Professional Development, Adult Learning	Readings (to be completed prior to class): Glickman, et al., Chapters 16
	Face to Face	Cultural Tasks of Supervision	**Instructional Action Plan Presentations**

ASSESSMENT OF LEARNING

<u>Course Requirements</u>.
- All assignments are to be word-processed (12 pt. font, 1-inch margins, double-spaced, no cover page) unless otherwise indicated. **Print on only one side of the paper.** Points will be deducted and/or the effort revised if these directions are not followed.
- All submissions should be grammatically correct as well as free from misspellings. This is an essential skill for professionals. For that reason, each grammatical error or misspelling will be subject to a 3-point deduction from the total grade for the assignment.
- **Formal Standard English.** It is expected that all oral and written communication be in formal Standard English, including all e-mail correspondence. In written work, penalties will be assessed for difficulties with organization, clarity, punctuation, capitalization and usage as well as use of informal language/slang—even if the content is appropriate.
- All work should include page numbers.
- All classwork efforts (papers/projects and topics) are to be original work that has not been submitted previously or simultaneously or addressed in any other manner in another course.
- All work submitted electronically must have the **student's last name** in the title of the file/attachment.
- APA Formatting. All references and resources should be cited using the American Psychological Association (APA) 6th Ed. style. Questions regarding that style will be welcomed and a style manual is available for viewing. Here is a very helpful website: **http://owl.english.purdue.edu/owl/resource/560/01/**

- *NOTE: The use of Blackboard and ONLY the HBU e-mail system are required*

COURSE REQUIREMENTS

Assignment	Percentage	TAC/PSEL/ ITSE and ELCC Standards
Online Journal Reflections (7)	30%	TAC 1-5 PSEL4,6 ITSE 1-5 ELCC 1,2 TExES 268 DomainII
Interview with One (1) Instructional Leader	15%	TAC 1--5 PSEL 1-10 ITSE 1-5 ELCC 1,2 TExES 268 Domain II Competency 003
Instructional Leadership Vision Summary	15%	TAC 1AiI; 3AiI; VI;4AiII; 5AiI PSEL 1,3,4,5,10 ISTE 1a; 3b ELCC 1,2 TExES 268 Domain I Competency 001
T-TESS Pre-Conference and Lesson Observation	15%	TAC 1AiV; 2AiIV, VII PSEL 4,6,7,10 ITSE 4a ELCC 1,2 TExES 268 Domain II Competency 004 Domain III Competency 005
Instructional Action Plan	25%	TAC 1,4 PSEL 4,6, 10 ITSE 1,3,4 ELCC 1,2 TExES 268 Domain II
Competency Total	100%	

NOTE: All assignments are due on the date printed in the course outline unless otherwise notified. If you are resubmitting an assignment for reconsideration, it must be submitted on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor.

GRADING STANDARDS

Grade	Percentage	Grade Points
A	(93 and above)	4.00
A-	(90 – 92)	3.67
B+	(87 – 89)	3.33
B	(83 – 86)	3.00
B-	(80 – 82)	2.67
C+	(77 – 79)	2.33
C	(73 – 76)	2.00
F	(72 and below)	0.00

Assessments in this course are designed to correlate to the rigor and expectations addressed within the College of Education and Behavioral Sciences Graduate Comprehensive Examination. It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

ASSIGNMENT DESCRIPTIONS AND RUBRICS

Online Journal Assignments (7)
Throughout the semester, students will complete reflection journal entries relating to the class discussions and assigned readings in the Hattie & Yates book. Responses should be no less than 500 words and should cover their interpretation of the concepts discussed and relationship to instructional leadership practices. Entries should be double spaced and in 12 pt. font with respect to APA 6th Ed. citation rules. (30%) TAC 1,4; PSEL4,6; ELCC 1,2

1. Hattie & Yates Chapters 1 &2
Although there is no necessary connection between knowing an area well and being able to teach it well within a whole class situation, nevertheless, there are many times when the depth of your curriculum knowledge is of incredible importance to you as a principal. Just when is the case?

2. Hattie& Yates Chapters 10, 11, 12
 The Bloom report from 1980s point to a consistent pattern underpinning the development of high performers. What sequence of effects and influences was described? Do you agree or disagree? Why?

3. Hattie& Yates Chapters 13, 14
What types of learning are retained easily? What things are forgotten quickly? How can this information be used when coaching teachers?

4. Hattie& Yates Chapters 16, 17, 18
Cognitive load theory says that many aspects of classroom instruction introduce extraneous load. Often leaners can tolerate a level of extraneous load. No big deal. So, just when does it become a serious matter, and for whom?

5. Hattie& Yates Chapters 21,22
The advent of the electronic revolution and Internet has not always met with approval from significant educators. Outline the critical or alarmist view? Where are you in this debate? Defend your position.

6. Hattie& Yates Chapters 24, 25, 26
What is the relationship between self-esteem and one's perceived competencies? When do they converge? When are they likely to be quite unrelated? How does this affect you as an instructional leader?

7. Hattie& Yates Chapters 28, 29
Have you ever experienced an incident in school where you simply did not see what you "should have: seen? Given hindsight, was it carelessness? Could IB have contributed? Why or why not?

Interview with Instructional Leader

Interview one (1) instructional leader—preferably a principal—to gather information about how this individual articulates his/her instructional leadership and describe his/her practice as an instructional leader. Take notes during the interview and record the interview (if possible). Type up an outline of your notes from the interview, including salient themes, unique insights, and meaningful quotes. Students should include follow up questions to expand missing or clarifying content. Additionally, include a summary of overall learning gained or key "take aways" for becoming a more effective instructional leader. Students should be prepared to participate in a "share-out" activity with the class. **(10%)** TAC 1,4; PSEL4,6; ELCC 1,2

Questions

- *What does it mean to you to be an "instructional leader"? What gets in the way?*
- *Describe your vision for instruction on your campus.*
- *How do you promote this vision for your school?*
- *How can a leader promote positive change to improve teaching practices?*
- *What do you think makes a "great" teacher?*
- *How do you help teachers set realistic and achievable goals and then meet those goals?*
- *What do you think is the most powerful strategy for improving both teaching and learning?*
- *How do you ensure that staff members continue to grow as professionals?*
- *How do you support teachers to ensure professional development will influence student learning?*
- *How do you motivate teachers (especially ineffective ones) to improve?*
- *How does the new teacher evaluation and support system will effectively improve teaching and learning?*

Instructional Leadership Vision Summary: Creating Your Vision of Instructional Leadership

Throughout the semester, students will complete a short reflective response (1 page, double spaced) to support the development of a personal vision for instructional leadership. This reflection should incorporate concepts from course readings, discuss examples of principles of instructional leadership in practice, and envision the implications to future or observed leadership practice. This reflection is intended to promote more self-directive and self-reflective practitioner leaders as well as cultivate students' vision of their own Instructional Leadership. **(15%)** TAC 1AiI; 3AiI; VI;4AiII; 5AiI; PSEL 1,3,4,5,10; ISTE 1a; 3b; ELCC 1,2

T-TESS Pre-Conference and Lesson Observation Summary

Each student will conduct a pre-conference and observe a lesson conducted by a teacher on their home campus. Using the T-TESS rubric, evidence (3 statements of evidence per dimension) and score for the Planning and Instruction Domains will be written. The student will also prepare the feedback/ post conference plan which will include the areas of reinforcement and refinement for the teacher with supporting evidence and effective teaching strategies. **(15%)** TAC 1AiV; 2AiIV, VII; PASL 4,6,7,10; ITSE 4a; ELCC 1,2

Instructional Action Plan (Paper & Presentation)

An action plan is a detailed sequence of events and /or activities to accomplish a goal.

Characteristics of a Good Action Plan

- Links clearly to an identified problem and solutions based on data
- Provides a logical sequence of activities
- Identifies who will be responsible for the activities
- Provides a reasonable timeline for each activity

Teams will collaborate to build an action plan around a specific school-based challenge area. The goal of the assignment is to apply the information and ideas discussed throughout the course into a very practical plan to address the problem. The expectation is not to solve the problem, but to create an action plan for getting the problem solved. This plan should be based on campus data, connected to your campus strategic plan, and budget priorities. (10%) TAC 1,4; PSEL 4,6, 10; ITSE 1,3,4; ELCC 1,2

Format of Assignments
All online reflections must be at least 500 words, no longer than 1000 words. Font: Times New Roman, 12 pt. font. Double spaced.
If you refer to any outside sources of information, you must cite it correctly using APA 6th Ed formatting. References must be included at the end of the paper linked to any citation you made. If you use a direct quote, the page number must be included in the citation.

Rubric for Journal Entries (30%) TAC 1,4; PSEL4,6; ELCC 1,2

Criteria	5pt.	3pts	1pt.
Content & Organization			
1. All key elements of the questions are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The discussion develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction provides sufficient background on the topic and previews major points.			
Format & Style			
1. Activity transitions are present and logical and maintain the flow throughout the learning interaction.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
Mechanics			
1. Correctly cite original works within the body of the handout.			
2. Rules of grammar, usage, and punctuation are followed.			
3. Spelling is correct.			

Comments:

Grading Rubric for Instructional Leadership Interview (10%) TAC 1,4; PSEL4,6; ELCC 1,2

Criteria	10	5	3	1
Assignment includes all items requested in the instructions.	Assignment not only includes all items requested but they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Instructional Leader interviewed is described fully in terms of position, number of years of experience and their perspective of their responsibilities.	Student write-up shows an exceptionally vibrant description of the leader interviewed.	Student write-up shows a description of the leader interviewed.	Student write-up shows aa limited description of the leader interviewed.	Student write-up shows no description of the leader interviewed.
Interview write-up presents the answers to all of the questions in the instructions.	Interview write-up presents an excellent record of the answers to all of the questions in the instructions.	Interview write-up presents the answers to all of the questions in the instructions.	Interview write-up presents the answers to more than half of the questions in the instructions.	Interview write-up presents the answers to less than half of the questions in the instructions.
Interview write-up shows that at least three additional questions were asked.	Interview write-up shows that at least three especially insightful additional questions were asked.	Interview write-up shows that at least three additional questions were asked.	Interview write-up shows that at least two additional questions were asked	Interview write-up shows that no additional questions were asked.
Summary of overall learning gained or key "take aways" for becoming a more effective instructional leader.	Interview summary expresses an intensive understanding of the concepts of instructional leadership in terms of practice in the field.	Interview summary expresses some understanding of the concepts of instructional leadership in terms of practice in the field.	Interview summary expresses little understanding of the concepts of instructional leadership in terms of practice in the field.	Interview summary expresses no understanding of the concepts of instructional leadership in terms of practice in the field.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has more than two grammar or spelling errors.

Total of _____ /60 points

Comments;

Rubric for Instructional Leadership Vision Statement (15%) TAC 1AiI; 3AiI; VI;4AiII; 5AiI; PSEL 1,3,4,5,10; ISTE 1a; 3b; ELCC 1,2

Criteria	5pt.	3pts	1pt.
Content & Organization			
1. All key elements of the vision statement are covered.			
2. The content is comprehensive, accurate, and/or persuasive			
3. The vision develops a central theme, directed toward the needs of all students.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
Format & Style			
1. The tone is appropriate to the content and assignment.			
2. Sentences are complete, clear and concise.			
3. Sentences are well-constructed with consistently strong, varied sentences.			
4. Sentence transitions are present and maintain the flow of thought.			
Mechanics			
1. Rules of grammar, usage, and punctuation are followed.			
2. Spelling is correct.			
Points			
Total Score			

Comments:

Action Plan Rubric *(10%)* TAC 1,4; PSEL 4,6, 10; ITSE 1,3,4; ELCC 1,2

Criteria	4	3	2	1
A specific and clear action plan effectively implements all tasks associated with the solution.	A clear action plan exists for each task.	A clear action plan exists for most tasks	A clear action plan exists for some tasks.	A clear action plan is non-existent
An action plan employs a logical sequence of events.	The sequence of timeline events is completely logical.	The sequence of timeline event is mostly logical.	Th sequence for timeline events lack some logical sequence.	The sequence of timeline events has no logical sequence or no timeline is provided.
An action plan clearly identifies who will be responsible for each activity.	All activities clearly state who will be responsible.	Most activities clearly state who will be responsible.	Few activities clearly state who will be responsible.	None of the activities clearly state who will be responsible.
An action plan clearly states how each activity will be performed.	All performance activities are clearly explained	Most performance activities are clearly explained	Some performance activities are clearly explained	No performance activities are explained.
A reasonable timeline is assigned to each activity.	All activities include reasonable timelines.	Most activities include reasonable timelines.	Few activities include reasonable timelines.	No activities include reasonable timelines or not timelines are included
Action plan components are monitored to determine their effectiveness.	Multiple measures are used to evaluate the success of the implementation and impact.	Multiple measures are used to evaluate the success of the implementation or impact, while a single measure is used to determine the success of the other.	A single measure is used to determine success of implementation or impact, while no measure is used to determine the success of the other.	Monitoring is random and based only on anecdotal evidence.

Comments:

College of Education and Behavioral Sciences
School of Education
Houston Baptist University

Course Syllabus
EDAD 6308.20. Role of the Principal (CRN7229)
Spring 2018
Department of Leadership and Counseling

COURSE DESCRIPTION

Study of the roles and responsibilities in the administration of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization and evaluation, school organization, discipline, student behavior, community relations, the teaching/learning process, in-service training, and leadership in teacher growth and evaluation. Emphasis is on the personal qualities of leadership conducive to good human relations.

This course is one of the courses required in the program for the M.Ed. in Educational Administration and is included in the EDAD program in order to prepare the student to take the state exam for the Standard Principal's certificate. No prerequisite.

INSTRUCTOR INFORMATION

Name: Lesli W. Fridge, Ed.D.
E-mail: lfridge@hbu.edu
Office Phone: 281.649.3307
Office Location: Hinton 346A
Office Hours: Mondays and Wednesdays: 10:00-3:00, except on class days, Mondays until 4:30. Other days/times by appointment.
Day(s) and Time Course Meets: Mondays (Hybrid) from 5:00-7:30 in Hinton TBD
Day and Time of Final Exam: Monday, May 7th at 5:00.

LEARNING RESOURCES

Ubben, G.C., Hughes, L. W., & Norris, C.J. (2017). The principal: Creative leadership for excellence in schools, Updated 8th ed. Boston: Pearson. ISBN 978-0-13-460698-9

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Develop and articulate a personal perspective on the role, function, and importance of the principal.
2. Identify and be able to discuss current issues, movements, and controversies in public school administration.
3 .Develop and understanding of all aspects of campus leadership.
4. Examine, analyze, and report on the literature with respect to the principalship/school leadership.
5 .Analyze, understand, and be able to articulate various leadership styles with respect to the principalship.

IHE/EPP Course Syllabus
Evaluation Process and Metrics

6. Acquire skills in dealing with campus issues via discussions, simulations, and other classroom activities.
7. Examine theory related to leadership and management of organizations, and relate to the role of the principal.
8. Recognize and articulate the impact and interaction of out-of-school contexts and forces on campus leadership.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

• include coursework that meets or exceeds the state standards for academic knowledge in each discipline;

• offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;

• emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and

• impart the importance

RELATION TO COLLEGE GOALS AND PURPOSES

The mission of The College of Education and Behavioral Sciences is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

RELATION TO THE MISSON OF THE UNIVERSITY

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."
- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e.: understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction.

TOPICAL OUTLINE

EDAD 6308 includes the following topics:

1. The Role of the Principal According to Texas and National Standards CCSSO)
2. The Principal Job Past, Present and Future
3. Creating a Positive School Culture and Climate
4. Decision Processing and Decision Making
5. Executive Leadership
6. Instructional Leadership
7. Human Capital

8. Strategic Operations
9. The Learning Community
10. School Improvement
11. Special Students and Special Services
12. Campus Discipline Practices and Policies

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

SCHEDULE OF TOPICS

Session	Topic	Reading	Assignment Due	Artifact
January 22	Introduction/Review of Syllabus and Assignments/ The Role of the Principal According to Texas and National Standards (CCSSO & ELCC)	Ubben, Hughes & Norris Chapter 1	Course Acknowledgment Due on BB by Sunday, January 29 at 11:59PM	**Bring** the following artifacts to class on the specified date.
January 29	The Learning Community	Ubben, Hughes & Norris Chapter 2	Research Topic Due on Blackboard by Sunday, February 4th at 11:59PM.	Campus.Mission and.Vision Statement
February 5	School Improvement through Systematic Planning	Ubben, Hughes & Norris Chapter 4

Case Study analysis of case # 4 on page 362-363. | Case Study Analysis in Discussion Forum #1 Due on Blackboard by Sunday, February 11th at 11:59PM | |
| February 12 | Decision Processing and Decision Making at the School Site | Ubben, Hughes & Norris Chapter 3 : | Leadership Profile Paper DUE on Blackboard by February 18th at 11:59PM | Campus Strategic Plan

Campus TAPR report |
| February 19 | Promoting Student Achievement | Ubben, Hughes & Norris Chapter 7

Case Study analysis of case #8, page 365. | Case Study Analysis in Discussion Forum #2 Due on Blackboard by Sunday, February 25th at 11:59PM | |
| February 26 | Creating a Positive Learning Culture and Climate | Ubben, Hughes & Norris Chapter 5 & 8 | | Examples of School rituals, artifacts, celebrations, traditions... |
| March 5 | The School Curriculum/ Instructional Leadership/ | Ubben, Hughes & Norris Chapter 6

Case Study analysis of case #7, page 364 | Case Study Analysis in Discussion Forum #3 Due on Blackboard by Sunday, March 11th at 11:59PM | |
| March 12 | Spring Break | ☺ | ☺ | |
| March 19 | Special Students and Special Services | | | Campus RTI Process; Bring blank ARD paperwork |

March 26	Budget	Ubben, Hughes & Norris Chapter 13 Case Study analysis of case # 29, page 376-377.	Case Study Analysis in Discussion Forum #4 Due on Blackboard by Sunday, April 1st at 11:59PM	
April 2	Human Resources Development & Human Capital: Recruitment, Selection and Termination	Ubben, Hughes & Norris Chapters 9, 10 & 11		How does your principal determine his/her campus projection of student population?
April 9	Scheduling	Ubben, Hughes & Norris Chapter 12 Case Study analysis of case # 13, page 368.	Case Study Analysis in Discussion Forum #5 Due on Blackboard by Sunday, April 15th at 11:59PM	
April 16	Campus Discipline Management			Campus Discipline policy
April 23	Technology Applications for School Management	Ubben, Hughes & Norris Chapter 14 Case Study analysis of case # 25, page 373.	Case Study Analysis in Discussion Forum #6 AND Research Paper due by Sunday, April 29th at 11:59PM	
April 30	The School and Community Movie: The Principal Story	Ubben, Hughes & Norris Chapter 15		Bring in example of a community/parent outreach event
May 7	Final/Project Presentations			

* Changes to the tentative agenda will be made as warranted by the professor with timely student notification.

ASSESSMENT OF LEARNING
Course Requirements. See the agenda above for due dates.

Assignments:	Learning Objective(s)	TPS,PSEL, ELCC	Grade Percentage
Participation: *Classroom discussions, artifacts, attendance*	*1-8*	TPS 1-6 PSEL 1-11 ELCC 1-6	*15%*
Case Study Analysis in Discussion Forum (6)	*2-13*	TPS 1-6 PSEL 1-11 ELCC 1-6	*25%*
Leadership Profile Paper	*1, 7*	TPS 1-3, 6 PSEL 1-11 ELCC 1-6	*15%*
Research Paper	*2-13*	TPS 1-6 PSEL 1-11	*25%*

		ELCC 1-6	
Final Presentation on Research		TPS 1-6 PSEL 1-11 ELCC 1-6	*20%*

HBU Graduate School Grading Scale: 94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 72 and below=F

ASSIGNMENT DESCRIPTIONS AND RUBRICS

•All assignments are to be word processed (12-pt. font, Times New Roman, 1-inch margins, double-spaced, no cover page). Print on only one side of the paper. Points will be deducted and/or the effort revised if these directions are not followed.
•All submissions should be grammatically correct as well as free from misspellings. This is an essential skill for professionals.
•Formal Standard English. It is expected that all oral and written communication be in formal Standard English, including all e-mail correspondence.

Class Participation- 15%

The student will participate in face to face class discussions and group activities, bring required artifacts to class as stated on the syllabus. Attendance is counted in class participation.
TPS 1-5-PSEL 1-11-ELCC 1-6

Case Study Analysis in Discussion Forum -25%

You will be assigned six case studies as designated on the syllabus. You will read the cases, define the problem, analyze the problem(s), and reflect on the decision(s) or process(es) that you will implement as the administrator. You will then write a brief analysis of the issue, write what you would do, identify stakeholders involved with the issue or decisions, apply policy or regulations as appropriate, and indicate any sub problems or issues.

1. Analysis of the problem(s) or issue(s) -**5 points**
2. Sub-Issues Analysis: Indicate any sub-problem(s) or issue(s)-**5points**
3. Decisions & Justification: What do **you** do? What are the anticipated results that **you** predict will happen once your initiate **your** decision making model. Justification as to why **you did** what you said you would do – **15 points**.
4. Include your personal experiences, thoughts, knowledge of, examples relating to the content of the case.-**5 points**

Discussion Board Forum (6) posts will be in response to the case studies.
   o Students will create an initial post with determined set of responses to other student posts. **Initial post should be posted on Wednesdays**. Respond to 2 other posts.
TPS 1-5-PSEL 1-11-ELCC 1-6

Case Study Analysis in the Discussion Forum Rubric:

Criteria:	Point Range Available:	Student Score:
Initial Post: Response to selected case study- provides complete coverage of 4 sections of the analysis reading. Student shares personal experiences, knowledge, examples,	0-30	

thoughts etc... relating to case.		
Responses: Provide evidence of critical, college-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing. Responses to 2 other students with minimum of 5 sentences. Whether you agree or disagree explain why with supporting evidence, examples and/or concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.	0-15	
Mechanics: Be aware of grammar and sentence mechanics. Use proper etiquette. Remember that being respectful is critical.	0-5	
	50 points total available	**Student Score:** /50

Leadership Profile Reflection Paper-15%

In this paper, the student will analyze the results of his or her Leadership Profile(s).
The student will reflect on aspects of the Profile that directly influenced his or her leadership style and approach to leading. In addition, special attention should be paid to areas of the Profile of which the student was unaware. Discuss how the awareness of your usual, needs, and stress behaviors might change the way you will lead in a school. Relate your leadership behaviors to the leadership theories that we have studied. For example, are you more authoritarian or participatory? Why? Be sure to discuss any major discoveries that you found interesting or profound and use citations current research to support your work (three to five pages). Suggested Leadership Profile Links: Examples: yourleadershiplegacy.com/assessment.html testyourself.psychtests.com mindtools.com/pages. You may use other assessment instruments, please cite in your paper. (TPS 1-3, 6)

Research Project Paper (25%) & Presentation-(20%)

Students will select and define a current K–12 educational administrative topic, issue, dealing with "The Principal and_____ in 2016-2017" with the blank being filled in with any of the Texas Principal Standards or another term/idea as agreed to before the writing by Dr. Fridge. Student will research the topic, issue, or initiative and write an analysis paper on the topic or issue and/or prepare a description of the process(es) or procedure(s) to initiate the initiative. The paper should clearly identify work including materials and discussions in and outside of the class, sources found through an electronic data base, and your own thoughts in a well-developed, cogent paper. References should be viewed as additional pages and focus should be on the applied role of the principalship (i.e., what the principal should know about ...).
A minimum of 7references are required. The paper should be submitted in APA 6th Ed. format. Instructor must be notified of the topic selected by February 4th. No topics may be duplicated.

The following journals will are recommended: Journal of Special Education, Educational Leadership, Phi Delta Kappan, Chronicle of Higher Education, Educational Administration Quarterly, The Principal, and Journal of School Leadership. The instructor should approve other journal options.

Students will present a final oral presentation with visuals and hands-on interactive activity to share and support their research topic.

Rubric: Leadership & Research PAPERS	
TPS 1-6, PSEL 1-11, ELCC 1-6	
Content & Organization (75 points)	**0-15 each**
1. All key elements of the assignments are covered	
2. The content is comprehensive, accurate, and/or persuasive	
3. The writing develops a central theme or idea, directed toward the appropriate audience.	
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
5. The introduction/summary provides sufficient background on the topic and previews major points.	
Format/Style/Mechanics (25 points)	**0-5 each**
1. Paragraph transitions are present and logical and maintain the flow throughout.	
2. Sentences are complete, clear and concise.	
3. The report follows correct formatting (APA).	
4. Correctly cite original works within the body of the report.	
5. Rules of grammar, usage, punctuation, spelling are followed.	
TOTAL:	/100

Rubric:-Research PRESENTATION:
TPS 1-5 **PSEL 1-11** **ELCC 1-6**

Content & Organization -15 points each.
1. All key elements of the assignments are covered
2. The content is comprehensive, accurate, and/or persuasive
3. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.
4. The introduction/summary provides sufficient background on the topic and previews/reviews major points.
5. Included interactive/hands-on activities which involved the students in the class.

Presentation -5 points each.
1. **Professional Presence.** Presents in a professional manner and demeanor.
2. **Delivery** Eye contact with audience. Group members present equally.
3. **Mastery of Research Conducted** Students shows confidence and mastery of topic researched during entire presentation. Do not read off of slides/paper!
4. **Visual Aid** Students have an excellent visual aid (PPT) that is directly related to the content of the report. Spelling is correct, rules of grammar are followed. Effective use of layout.
5. **Organization** Presentation of report flowed with ease due to proper preparation and rehearsal. Presented within the allotted time limit.
TOTAL: 100

CREDIT HOUR: Houston Baptist University defines a credit hour as:

1. At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework are required for each semester credit hour.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Readings/Writing of Research
2. Class Discussion
3. Campus Artifact Review
4. Reflections
5. Blackboard-based experiences
6. Simulations
7. Case Studies
8. Quizzes

HBU

HOUSTON BAPTIST
UNIVERSITY

PRINCIPAL PRACTICUM

Forms and Templates

IHE/EPP
Instructional and
Coaching Protocols

Supervisor's Document Checklist

Principal Intern _____ University Supervisor _____

Due Date _____

		DOCUMENTS DUE TO THE CPPE DIRECTOR	NOTES
1		**Principal Intern Log**	
2		**Principal Intern Pre-Observation**	
3		**Principal Intern Observation**	
4		**Principal Intern Post-Observation**	
5		**Visit Summary with Signatures**	
6		**Survey List Acknowledgement** Signatures acknowledge receipt of requests to complete surveys	Signed by the Principal Intern, University Supervisor, and Principal/Mentor
7		**Program Evaluation** (Access at http://tiny.cc/CPPE-Program)	Completed online by: • Principal Intern • University Supervisor • Principal/Mentor
8		**Evaluation of the Principal/Mentor** (Access at http://tiny.cc/HBU-Mentor)	Completed online by the Principal Intern
9		**Principal Intern Reference Form** (Access at http://tiny.cc/HBU-Reference)	Completed online by the University Supervisor
10		**Evaluation of the Principal/Mentor** (Access at http://tiny.cc/HBU-Mentor)	Completed online by the University Supervisor
		MISCELLANEOUS	NOTES
11		**Mileage/Expense Logs** (Due by the 10th of the month following mileage occurrence)	Due to Mrs. Melissa Wells
12		**Observation Notes/Notebook** (Maintained by the University Supervisor)	

HBU
HOUSTON BAPTIST
UNIVERSITY

Educator Preparation Program Summary of
Principal Intern Supervision

Fall of _____ (year)   Spring of _____ (year)

> The deadline for submission is the last day of classes the semester the interns complete the practicum. Submit the _completed_ practicum documentation to the COEBS Director for the Center for the Preparation of Professional Educators (CPPE) with the following attached documents: 1) observations signed by the Intern, and University Supervisor, and 2) any other relevant artifacts of the Principal Internship experience.

Principal Intern _____ **H** _____ **Phone** _____

University Supervisor _____ **Email** _____

District _____ **Campus** _____

Principal/Mentor _____ **Email** _____

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
FIRST CONTACT Within first quarter of the assignment					
CONTACT					
Intern Signature			Date		
University Supervisor Signature			Date		

Notes/Additional Support (include dates and a summary of support):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Pre-Conference

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
PRE-CONFERENCE					
Intern Signature				Date	
University Supervisor Signature				Date	

Notes/Additional Support (include dates and a summary of support):

_____
_____
_____
_____

Observation

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
OBSERVATION					
Intern Signature				Date	
University Supervisor Signature				Date	

Notes/Additional Support (include dates and a summary of support):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Post-Conference

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
POST-CONFERENCE					
Intern Signature			Date		
University Supervisor Signature			Date		

Notes/Additional Support (include dates and a summary of support):

_____

_____

_____

THIRD CONTACT

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
THIRD CONTACT					
Intern Signature			Date		
University Supervisor Signature			Date		

Notes:

_____

_____

DOCUMENT SUBMISSION CHECKLIST

☐ First, second, and third contacts completed

☐ Observation and post-conference completed

☐ Survey Acknowledgement form (all signatures have been collected)

☐ Surveys completed by the Principal Intern (2), University Supervisor (2), at a minimum

Satisfactory	Unsatisfactory	Date	Final Assessment of Candidate's Internship Experience	
			Principal Intern Signature	
			University Supervisor Signature	
			Principal/Mentor Signature	

* This form will be completed by the University Supervisor and submitted to the Director of the Center for Preparation of Professional Educators (CPPE) when end-of-semester grades are posted.

HBU
HOUSTON BAPTIST
UNIVERSITY

Principal Intern Pre-Observation Form

DATE _____

PRE-CONFERENCE Start Time _____ End Time _____   Duration _____
                                                         Total Time _____

Describe the Campus Leadership Activity you are planning:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Standard(s) to be addressed during the Activity:

_____
_____
_____
_____

What goals/outcomes do you want to achieve?

_____
_____
_____
_____
_____
_____
_____
_____
_____

How will you know that the goal/event is successful? How will you know that you have achieved the goals/outcomes?

_____
_____
_____
_____

What are the approaches (strategies) are you thinking about using? How will you decide which approaches/strategies to use? What types of decisions will you have to make to achieve this?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

As you carry out this goal/event, what do you see as your personal learning focus? What information will you be gathering to self-monitor the process? How will you monitor progress toward the goal/event?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What are your thoughts about this conversation?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

INTERN _____   □ Fall □ Spring _____ (year)

DISTRICT _____   CAMPUS _____

UNIVERSITY SUPERVISOR _____ SIGNATURE _____

HBU
HOUSTON BAPTIST
UNIVERSITY

Principal Intern Log of Hours

Please log the date/time of each visit with the Intern and note the activities <u>observed</u> or the nature of the <u>conference</u>. Submit this form at the end of each semester with observations/conference forms.

Intern		District	
University Supervisor		Campus	
Semester		Year	

DATE	TIME IN	TIME OUT	INTERN INITIALS	ACTIVITY/NOTES

Principal Intern's Signature _____ Date _____

University Supervisor's Signature _____ Date _____

HBU
HOUSTON BAPTIST
UNIVERSITY

Principal Intern Observation Form

INTERN _____ **DATE** _____

PRE-CONFERENCE Start Time _____ **End Time** _____ **Duration** _____

The following intern observation form is divided into five standards as adopted by the State Board of Education. These standards are Instructional Leadership, Human Capital, Executive Leadership, School Culture, and Strategic Operations. The Indicators within each standard ensure *Interns* have the knowledge and skills to lead in Texas public schools. Please complete the form by checking the appropriate box. Use Not Applicable (NA) when the element is not observed or is irrelevant to the particular setting/observation.

SCALE: *1=Needs Improvement   2=Developing   *3=Proficient

Requires written **"COMMENTS"** specifying observed, shared or recorded evidence if scoring *1=Needs Improvement or 3=Proficient* is the goal.

	Needs Improvement	Developing	Proficient
STANDARD 1: INSTRUCTIONAL LEADERSHIP			
The Instructional Leader is responsible for ensuring every student receives high-quality instruction.			
• The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.			
• The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.			
• The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.			
• The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.			

COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

	Needs Improvement	Developing	Proficient
STANDARD 2: HUMAN CAPITAL			
The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.			
• The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.			
• The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.			
• The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.			
• The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.			

COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

	Needs Improvement	Developing	Proficient
STANDARD 3: EXECUTIVE LEADERSHIP			
The principal models personal responsibility and a relentless focus on improving student outcomes.			
• The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.			
• The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.			
• The principal communicates with all audiences and develops productive relationships.			
• The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.			

COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____

	Needs Improvement	Developing	Proficient

STANDARD 4: SCHOOL CULTURE

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

	Needs Improvement	Developing	Proficient
• The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.			
• The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.			
• The principal purposefully engages families and community members in meaningful student learning experiences.			
• The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.			
• The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.			

COMMENTS

_____

_____

_____

STANDARD 5: STRATEGIC OPERATIONS

The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

	Needs Improvement	Developing	Proficient
• Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.			
• Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.			
• Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.			
• Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.			

COMMENTS

_____

_____

_____

University Supervisor _____ Signature _____ Date _____

Intern _____ Signature _____ Date _____

Administrator Mentor _____ Signature _____ Date _____

Standards addressed: PPR I.I.001, I.I.002, I.I.003, I.I.004, I&III.III.007, I&III.III.008, I&III.III.009, I&III.III.010; TX TA: All; Tx EC-6 Core, 4-8, 7-12, or EC-12: All; In TASC: All; ACEI: All; AMLE All; NCTM: All; NCTE: All; NCSS: All; NSTA: All; CEC: All; AAHE: All; NASPE: All; ACTFL/CAEP: All; TESOL: All; IDA A 1,2,3, E-6,1,2: TTS All

HBU
HOUSTON BAPTIST
UNIVERSITY

Principal Intern Post-Observation Form

INTERN _____ DATE _____

PRE-CONFERENCE Start Time _____ End Time _____   Duration _____

What is your impression of the activity?

_____
_____
_____
_____
_____
_____

In what areas do you believe the activity was successful? In what areas do you believe the activity fell short of your expectations?

_____
_____
_____
_____
_____
_____
_____

What areas do you perceive you would consider for refinement of the activity?

_____
_____
_____
_____
_____

What evidence would you use for reinforcement of your goals/outcomes?

_____
_____
_____

What are your thoughts about this conversation?

_____
_____
_____
_____
_____

Intern/Supervisor perceived greatest strength

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Intern/Supervisor perceived greatest strength

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

INTERN _____   □ Fall □ Spring _____ (year)

DISTRICT _____ **CAMPUS** _____

UNIVERSITY SUPERVISOR _____ **SIGNATURE** _____

HBU
HOUSTON BAPTIST
UNIVERSITY

Principal Internship
SURVEY LIST

The following surveys should be completed by the last day of the entire internship (second semester):

PRINCIPAL INTERN   Signature of Acknowledgement: _____

1. CPPE Program Evaluation
   (Access at http://tiny.cc/CPPE-Program)

2. Evaluation of University Supervisor
   (Access at http://tiny.cc/HBU-Supervisor)

UNIVERSITY SUPERVISOR   Signature of Acknowledgement: _____

1. CPPE Program Evaluation
   (Access at http://tiny.cc/CPPE-Program)

2. Intern Reference Form
   (Access at http://tiny.cc/HBU-Reference)

PRINCIPAL/MENTOR   Signature of Acknowledgement: _____

1. CPPE Program Evaluation
   (Access at http://tiny.cc/CPPE-Program)