TEA
Texas Education Agency

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

NOGA ID [ ]

Application stamp-in date and time

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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 | Region 6 ESC
CDN or Vendor ID | 236950
ESC # | 6
Campus # |
DUNS # | 621513741

Address | 3332 Montgomery Road
City | Huntsville
ZIP | 77340
Phone | (936) 435-8400

Primary Contact | Joe Martin
Email | jmartin@esc6.net

Secondary Contact | Steve Johnson
Email | sjohnson@esc6.net

Certification and Incorporation

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

[X] Grant application, guidelines, and instructions

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

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title | Michael Holland
Signature |
Date | 3. 7. 18

Grant Writer Name | Joe Martin
Signature |
Date | 3/1/18

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

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

701-18-105-008

RFA # **701-18-105** SAS # **276-18** | **2018-2019 Principal Preparation Grant Program** | Page 1 of 7

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
Recruitment and retention	Identify strong teacher leaders to become future administrators. Create opportunities for leadership, shadowing, and internship; provide mentor to principal residents.
Diversity of applicant pool	Encourage teacher leaders who reflect the diversity of the student population to pursue principal certificaton.
Assistance with campus leadership and the implementation and support of campus initiatives	Provide opportunities for principal residents to lead and monitor PLCs, work on instructional calendars, best practices, backward design, formative assessments, assist with implementation of AVID strategies, provide feedback and suggestions to teachers, and learn expectations and practices for school leadership.

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.

Increase the number of qualified internal applicants for principal and assistant principal positions by 10%. By June 2019, the principal resident will be able to demonstrate strong leadership skills through authentic campus-based leadership experiences using a rubric of effective leadership practices.

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:

Principal residents are admitted into the EPP and begin training in July 2018. Residents submit leadership project proposals by September 30, 2018.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Principal residents continue training, monitor project progress.

Third-Quarter Benchmark:

Principal residents complete leadership projects and all required training. Analyze project success.

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.

A variety of EPP and campus-based evaluation tools will be used, including the successful completion of the EPP, receipt of certification, and a T-PESS-based rubric.

Residents will have regular meetings with mentor principals field supervisors. Residents, mentors, and field supervisors will suggest, implement, and evaluate necessary modifications to ensure success.

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.

Authentic leadership experiences – candidate will be provided with multiple opportunities to obtain authentic leadership experience by leading PLC sessions, working with small teacher groups to identify and design interventions, facilitating data disaggregation sessions, as well as observing campus leaders during each of these scenarios. Focus experience on instructional leadership aspect as well as management expectations.

Expert Coaching – candidate will work under the supervision of three highly experience and successful campus leaders. They will provide training, guidance, and modeling and will oversee all aspects of the internship.

Immediate, regular feedback – serving as a principal candidate on the campus assigned will allow the candidate to get immediate feedback from campus administrators throughout the residency, focusing on leadership standards that are essential to success as an instructional leader.

Practical experience – provide the candidate with experiences in data analysis, agenda setting, team building, supervision and evaluation, giving and receiving feedback in evaluation sessions, and public presentations.

The EPP requires a campus-based leadership project that targets a specific aspect of student performance.

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.

Member districts recruit and select candidates taking into consideration the candidate's past history of instructional success, past evaluations, and internal and external references as part of the application process. Some member districts involved the principals and superintendents in the recruitment and selection efforts.

Candidates referred by member districts must meet all published EPP admission requirements.

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

The designated EPP is the Principal Preparation and Certification Program (PPCP) at the Region 6 Education Service Center. The PPCP is a state-approved and accredited educator preparation program. Required readings include:

Bambrick-Sanyo, P. 2016. Get better faster: A 90-day plan for coaching new teachers. (ISBN 978-1-119-27871-9)

Knight, J. 2013. High-impact instruction: A framework for great teaching. (ISBN: 978-1-4129-8177-4)

Patterson, K. 2012. Crucial conversations: Tools for talking when the stakes are high. (ISBN: 978-0-07-17732-0).

The scope and sequence, syllabi, and other required materials are attached.

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.

PPCP candidate evaluation process include an application and interview (attached). Coaching protocols are attached.

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) 24　　CDN or Vendor ID 236950

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.	EPP tuition and fees ($4,950 per resident)	118,800
2.	Certification exam fees - test 268 ($210 per resident)	5,040
3.	Substitute teacher costs - 6 days @ $75 per day ($450 per resident)	10,800
4.	Resident/mentor travel - TEA Principal Prep. Summer Inst. (up to $1,500 per person)	72,000
5.	Stipend for mentor principal ($1,000 per mentor)	24,000
6.		
7.	EPP rep travel - TEA Principal Prep. Summer Inst. (up to $1,500)	1,500
8.	Administrative costs (up to 8.062%)	17,900
9.		
10.		
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24.		
25.		
	Total grant award requested	250,040

Principal Preparation Grant Program

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Region 6 ESC	236-950
Member LEA	
Cameron ISD	166-901
Corrigan-Camden ISD	187-904
Crockett ISD	113-901
Livingston ISD	187-907
New Waverly ISD	236-901
Raven School	236-801
Rockdale ISD	166-904

Attachment 1
EPP scope and sequence

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PPCP Scope and Sequence
2018-19

Module Title	Format	Clock hours	TAC §228 & 149 1	2	3	4	5	TAC §241 1	2	3	4	5	6
Orientation	Face-to-face	3											✓
Introduction to the Principalship	Face-to-face	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ethics for School Leaders	Hybrid	12											✓
School Law and Governance	Online	6					✓						✓
Advancing Educational Leadership (AEL)	Face-to-face	21	✓		✓	✓		✓	✓		✓		✓
Curriculum Alignment for Administrators	Online	6	✓						✓				
Climate, Culture, & Community Relations	Face-to-face	6			✓	✓		✓			✓		
High Impact Instruction	Online	6	✓						✓				
Texas Teacher Evaluation and Support System (T-TESS) Appraiser Certification	Face-to-face	21	✓				✓	✓				✓	✓
Get Better Faster/Student Growth Measures	Hybrid	12	✓		✓		✓	✓			✓	✓	
FEMA Module IS 100.SCa Intro	Online	3			✓	✓	✓	✓			✓		
FEMA Module IS 200.b ICS	Online	3			✓	✓	✓	✓			✓		
FEMA Module IS 700.a NIMS	Online	3			✓	✓	✓	✓			✓		
FEMA Module IS 800.b NRP	Online	3			✓	✓	✓	✓			✓		
Crucial Conversations	Online	6			✓	✓	✓	✓			✓		
Management and Leadership	Face-to-face	6		✓	✓					✓	✓		
School Safety	Online	6			✓	✓	✓	✓			✓		
Planning and Organizational Strategies	Face-to-face	6	✓		✓	✓	✓	✓	✓		✓	✓	
Support Services and Special Programs	Online	6											
Data Analysis and Accountability	Face-to-face	6	✓	✓		✓	✓	✓	✓	✓		✓	✓
School Personnel Policy	Online	6		✓		✓		✓		✓			
Human Resource Management	Hybrid	12		✓		✓		✓		✓			
Public Relations	Online	6			✓	✓		✓			✓		
Fiscal/Business Issues	Face-to-face	6					✓					✓	✓
Professional Development Inventory	Online	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Test Review	Face-to-face	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practice Test	Face-to-face	6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		192											

TAC §228.30 and §149 Standards:
1) Instructional Leadership, 2) Human capital, 3) Executive leadership, 4) School culture, 5) Strategic operations

TAC §241.15 Standards
1) School culture, 2) Leading learning, 3) Human capital, 4) Executive leadership, 5) Strategic operations,

6) Ethics, Equity, Diversity

Attachment 2

EPP instructional coaching protocols

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Coaching Protocol

The PPCP utilizes an instructional coaching protocol based on Advancing Educational Leadership (AEL) training and TEA-developed field supervisor training. Field supervisors are required to attend both of these training sessions.

Field supervisors encourage principal candidates to identify a specific goal, research and select a strategy to achieve the goal, then implement the strategy and adjust until the goal is met. The process itself is flexible. Field supervisors lead principal candidates to recognize that if a particular strategy is ineffective in the specific situation, a different strategy may be used. In some situations, field supervisors work with principal candidates to determine if the measuring of progress toward the goal should be changed.

The coaching protocol features include:

- Equality within the candidate/field supervisor relationship
- Candidate maintains both voice and choice
- Authentic dialogue
- Emphasis on reflection
- Reciprocity - both candidate and field supervisors are learners
- The field supervisor provides support and resources to candidates
- Support is non-threatening

Attachment 3
EPP course syllabus

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Introduction to the Principalship	Face-to-face	3	4. School culture	1. School culture

This introductory session emphasizes the impact of the principal on school culture, but includes all aspects of the principalship.

Groups brainstorm and discuss principal responsibilities

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Ethics for School Leaders	Hybrid	12	N/A	6. Ethics, equity, diversity

Session Summary:

Concepts of ethical, moral, and legal behavior are detailed. The Code of Ethics and Standard Practices for Texas Educators is examined.

Objectives:

The participant will:
1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
2. implement policies and procedures that encourage all campus personnel to comply with TAC §247 (Code of Ethics and Standard Practices for Texas Educators);
3. model and promote the continuous and appropriate development of all learners in the campus community;
4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
5. articulate the importance of education in a free democratic society.

Activities:

Lesson 1: What are these ethics things anyway?
Lesson 2: Bringing it all together – so far
Lesson 3: Applying ethics in school
Lesson 4: It's the law
Lesson 5: Professional ethical conduct, practices, and performance
Lesson 6: Ethical conduct toward professional colleagues
Lesson 7: Ethical conduct toward students
Lesson 8: Putting it into practice

Assessment:
(must receive a final course grade of 80 or better)
1. Assignment: Personal code of ethics
2. Putting it into practice (mastery checks)
3. Final exam

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
School Law and Governance	Online	6	3. Executive leadership	4. Executive leadership

Session Summary:

Participants will examine issues of school law and governance.

Objectives:

The participant will:
1. Contrast local control with the Texas Education Code
2. Understand school board responsibilities, duties of the superintendent, and superintendent/board relationships
3. Examine a district organizational chart
4. Review relevant sections of the Texas Education Code and Texas Administrative Code
5. Use TASB online policy manuals
6. Relate laws to policies to student handbooks

Activities:

1. Compare local policies of school districts
2. FERPA (group activity)

Assessment:

1. Summary of learning
2. Activity discussions
3. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Advancing Educational Leadership (AEL)	Face-to-face	21	1. Instructional leadership	1. School culture
	3 days		4. School culture	2. Leading learning

Overview of AEL:

The goal of AEL training is to provide practical and relevant examples
from the field of education with a balance of research to allow participants to engage with the difficult decisions and challenges faced by the 21st- century school leader. Over the next 3 days, you will be facilitating participants' exploration of AEL's five interlocking themes and seven interwoven strands. At the same time, your group of learners will come together as their own community—much as what happens in a school— by getting to know each other, making strong connections with each other, and learning together.

AEL training is intentionally designed to scaffold the participants' learning. Every learning activity, each reading, the various grouping arrangements, and all other aspects of the training are purposeful in terms of where they are placed and how they connect to content and to future sections. The 3 days are highly relational and reflective for participants and will require them, with your facilitation, to be open-minded and to accept some uncertainty, trusting the process as the conceptual connections of Advancing Educational Leadership unfold.

Five Themes of AEL:

1. Creating Positive School Culture
2. Establishing and Sustaining Vision, Mission, and Goals
3. Developing Self and Others
4. Improving Instruction
5. Managing Data and Processes

Seven Strands of AEL:

1. Curriculum and Instruction
2. Data Gathering and Analysis
3. Goal Setting
4. Effective Conferencing Skills
5. Conflict Resolution Skills
6. Team Building Skills
7. Coaching and mentoring

Day One Objectives:

1. Identify tools and strategies to support team building, conflict resolution, and data gathering for the purpose of creating a positive school culture and establishing a vision.
2. Practice leveraging the cultural building blocks for culture shaping.
3. Name core values and recognize the role of core values and beliefs in creating a culture and establishing a vision, mission, and goals.
4. Isolate connections between the themes and strands of the AEL Conceptual Framework.

Day One Agenda:

- Welcome
- Introduction to AEL Conceptual Framework
- Exploring the AEL Themes
- Creating a Positive School Culture
    - Building Blocks of Culture
    - A Culture Story
    - Making Connections
    - Five Dysfunctions of a Team
- Anchor Your Learning
- Lunch
- Rattlesnake Alert
- Establishing and Sustaining a Vision, Mission, and Goals
    - Core Values
    - Elements Before, During, and After the Vision
        - Know Your Campus
        - Establish Beliefs
        - Anticipate Obstacles
        - Align Values With Beliefs
        - Putting It in Writing
- Personal Vision
- Anchor Your Learning/Closure

Day Two Objectives:

1. Experience and identify tools and strategies on an action plan to use on campus to support the functions and soft skills of school leadership.
2. Explore, evaluate, and plot a range of school conflicts on an intervention continuum.
3. Practice and reflect on listening and paraphrasing skills and understand how these are used to effectively develop others.
4. Experience and clarify the connections and overlap of the AEL themes Improving Instruction and Developing Self and Others.

Day Two Agenda:

- Welcome
- Developing Self and Others
    - Compass Points
    - Personal Vision
    - Leadership Style
    - Microlabs
    - Action Planning
- Conflict Resolution
    - Conflict Continuum
- Complex Pieces
- Lunch
- Improving Instruction
    - Where Do You Stand?
    - Instructional Leadership
    - Chalk Talk
    - Action Planning
- Teacher Coaching
    - Hopes and Fears
    - WAIT
    - Paraphrasing
    - Partner Coaching
- AEL.education
- Anchor Your Learning/Closure

Day Three Objectives:

1. Participants will experience and identify tools and strategies to use on their campus to support the AEL themes and strands.
2. Participants will study and practice coaching strategies that result in effective conferencing and improved instruction.
3. Participants will recognize and categorize sources of data and generate systems for managing data and processes.
4. Participants will synthesize and consolidate their learning of the AEL Conceptual Framework by designing analogies, participating in the World Café process, and finalizing an action plan.

Day Three Agenda:

- Welcome
- What's Your App?
- Improving Instruction
    - Coaching, mentoring, supervising
    - Coaching conferences
    - Habits and skills of an effective coach
    - Coaching consultants
    - Coaching the coach
    - Effective conferencing
        - Kaleidoscope
- Managing Data and Processes
- Lunch
- Managing Data and Processes (continued)
- Leadership Analogies
- Café AEL/Action Planning
- Anchor Your Learning/Closure

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Curriculum Alignment	Online	6	1. Instructional Leadership	2. Leading Learning

Session Summary:
Issues concerning curriculum alignment are presented. Activities include presentations, handouts, and discussions about curriculum alignment.

Objectives:
The participant will:
1. Relate curriculum alignment to school improvement
2. Understand and use appropriate terms, such as formative and summative assessment, vertical and horizontal alignment, etc.
3. Describe reasons to align curriculum
4. Use a graphic organizer to describe alignment between curriculum, instruction, and assessment
5. Use curriculum alignment tools such as TEKS, test information booklets and blueprints, released tests, etc.
6. Recognize components of effective lesson design
7. Model task analysis processes

Activities:
- Powerpoint presentation and discussion

Assessment:
- Summary of learning
- Questions/discussion
- Campus alignment sample

Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	**TAC §241**
Climate, Culture, and Community Relations	Face-to-face	6	4. School Culture	1. School Culture

Session Summary:

Issues concerning climate, culture, and community relation   s are presented. Activities include videos, presentations, handouts, and discussions about campus climate, culture, and community relations.

Objectives:

The participant will:

1. Define, compare and contrast school climate and school culture
2. Identify factors impacting school climate and culture
3. Identify steps in changing the climate and culture of a school
4. Explain traits needed by school leaders to affect change in the climate and culture of a school
5. Identify specific tools that aid in changing the climate and culture of a school

Activities:

1. PreRead: School Culture, School Climate
2. Livebinders
3. Brainstorm: "What makes a good school?"
4. Jigsaw read: Best Practices & produce visual
5. Think Improv: Scenarios that effect culture & climate
6. School Culture Rewired prezi
7. Storyteller: What's your experience?
8. When life gives you lemons, make lemonade…
9. 5 dysfunctions of a team: Video
10. Pick a number: Power of Positivity
11. Extension: Other related articles
12. Culminating activity: "What make a great school?"

Assessment:

1. Product from jigsaw
2. Participation/questions/discussion
3. Handout for jigsaw
4. Handout for lemonade
5. Culminating Activity
6. Summary of learning for PPCP

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
High Impact Instruction	Online	8	1. Instructional Leadership	2. Leading Learning

Reference:

Knight, Jim. 2013. *High-Impact Instruction: A Framework for Great Teaching.* (ISBN: 978-1-4129-8177-4)

Session overview:

Participants are challenged to 1) see teachers as professionals, 2) create a focus for professional learning, 3) see themselves as instructional coaches, and 4) coach for high-impact instruction.

Module 1: Planning

- Explore strategies to create guiding questions that point to the essential knowledge, skills, and big ideas to be learned
- Formative assessment – identify what is to be assessed and how it will be assessed
- Create learning maps depicting what is to be learned
- Integrate questions, assessments, and maps into lessons so that every student understands what they are learning and how well they are progressing

Module 2: Instruction

- Thinking prompts – using video clips, photographs, newspaper articles, popular songs, and other devices as catalysts for discussion, dialogue, and higher order thinking
- Effective questions
  - Direct instruction features closed-ended, right-or-wrong questions
  - Constructivist instruction features open-ended, opinion questions
  - Three levels of questions
    - Knowledge
    - Skills
    - big idea
- Stories – link abstract learning to concrete, personally relevant narratives
  - Connect new learning to prior knowledge
  - Create positive learning communities
  - Increase student interest
- Cooperative learning – learning that is mediated by students rather than the instructor
- Using authentic learning to create effective, challenging assignments that are:
  - Matched to the learning goal
  - Designed to produce authentic learning
  - Personally relevant
  - Differentiated according to student strengths
  - Designed to promote thinking
  - Produce a meaningful product

Module 3: Community Building
- Learner-friendly culture – strategies that promote safety, joy, well-being, and learning
- Power with, not power over – respectful interactions that foster meaningful learning
- Freedom within form – balancing student creativity with productive structures
- Expectations
  - Action
  - Talking
  - Movement
- Witness to good – behavior reinforcement
- Fluent Corrections – redirecting misbehavior

Assessments for each module include reflections for:
- Turning ideas into action
- What it looks like
- Going deeper

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Texas Teacher Evaluation and Support System (T-TESS)	Face-to-face (3 days)	21	2. Human Capital	3. Human Capital

Day One objectives:

The participants will:

- become familiar with the T-TESS process;
- begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.

Day Two objectives:

The participants will be able to:

- continue to move from a procedural to a conceptual understanding of the domains, dimensions, descriptors, and performance levels of the rubric;
- calibrate assigning ratings to the dimensions; and
- continue to refine conferencing skills.

Day Three objectives:

The participants will be able to:

- continue to move from a procedural to a conceptual understanding of the domains, dimensions, descriptors, and performance levels of the rubric;
- calibrate assigned ratings to the dimensions, as expected in the certification process;
- refine conferencing skills;
- gain further understanding to implementing Domain 4;
- be able to effectively utilize the on-line tools and resources; and
- Identify strategies for fidelity of implementation.

Assessment:

T-TESS Certification

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Get Better Faster/Student Growth Measures	Hybrid	12	1. Instructional Leadership	2. Leading learning

Reference:

Bambrick-Santoyo, Paul. 2016. *Get better faster: A 90-day plan for developing new teachers.* (ISBN 978-1-119-27871-9)

Session overview: Participants will explore principles of instructional coaching, culminating with a video of themselves coaching a teacher.

Module 1: Principles of coaching – explore core principals:
- Go granular
- Plan, practice, follow-up, repeat
- Make feedback more frequent

Module 2: Dress rehearsal – planning for coaching sessions:
- Coaching blueprint
- Management skills
- Rigor skills

Module 3: Instant immersion – implement coaching strategies
- Coaching blueprint – observation and feedback
- Management skills – establish and monitor routines
- Rigor skills – independent practice

Module 4: Getting into gear – push for mastery
- Coaching blueprint – weekly data meetings
- Management skills – engage every student
- Rigor skills – responding to student learning needs

Module 5: The power of discourse
- Coaching blueprint – feedback for rigor
- Management skills – routines for discourse
- Rigor skills – leading discourse

Assessment: Submit a video of the participant in an instructional coaching dialogue with a teacher.

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
FEMA Modules 100, 200, 700, 800	Online	12	5. Strategic operations	5. Strategic operations

Training provided through FEMA online system

Session Summary:
Complete recommended online modules from the Federal Emergency Management Agency.

Objectives:
The participant will:

1. Prepare the campus for natural disaster emergencies
2. Review and prepare campus emergency procedures
3. Be aware of policy considerations regarding emergencies

Activities:

1. Module IS-100.SCa Introduction to the Incident Command System for Schools
2. Module IS-200.b ICS for Single Resources and Initial Action Incidents
3. Module IS-700.a National Incident Management System (NIMS), An Introduction
4. Module IS-800.b National Response Plan (NRP), An Introduction

Assessment:

- Final exam (must submit FEMA certificate for each module)

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Crucial Conversations	Online	8	2. Human capital	3. Human capital

Overview:

Many defining moments in life come from having crucial conversations. This course focuses on techniques on how to hold such conversations in a positive way during high stress situations. You will be required to answer a set of questions after each chapter and submit a video and reflections report upon completion of your reading.

Module 1:

Observe that the consequences of either avoiding or messing up crucial conversations can have a severely negative impact on our careers, communities, relationships and personal health. Explore tools for talking, listening, and acting together to accomplish a goal through dialogue and feedback.

Assessment (forum posts):

1. What are the three elements that make a conversation crucial and why?
2. What are some examples of typical crucial conversations? Which have you had recently and how did it turn out?
3. How do you typically handle crucial conversations? Why? Would you like to handle them differently? Why?

Module 2:

Realize that when working on dialogue it is important to stay focused on your goal especially when things get heated.

Assessment (forum posts):

1. What does the expression "work on me first" mean? Why is it important?
2. What's the meaning of the expression "Start with Heart?"
3. Why is it important to stay focused on what you want?

Module 3:

Explain that sometimes it's hard to see exactly what is going on and why. During times of crucial conversations you often revert to your "Style Under Stress."

Assessment (forum posts):

1. Why do you typically get caught up in the content of a crucial conversation and miss the conditions? Why are the conditions important?
2. How can you tell when a conversation turns from routine to crucial? When this happens, what reactions do you typically notice in yourself?
3. What is your "Style Under Stress"? Does it vary at work and at home? Explain.

Module 4:

Detail how to create a safe environment to reach a common goal.

Assessment (forum posts):

1. What is Mutual Purpose and why is it the entry condition of dialogue? What is Mutual Respect and why is it the continuance condition of dialogue?
2. What do Mutual Purpose and Mutual Respect have to do with safety? What role does an apology play in restoring safety?
3. What is Contrasting? When people misunderstand your purpose or respect, how can Contrasting help? Give an example you have experienced.

Module 5:

Investigate how to stay in dialogue and how to see and hear, tell a story, feel, and then act.

Assessment (forum posts):

1. What role do stories play in the creation of our feelings and actions?
2. What are Victim, Villain, and Helpless Stories?
3. When you are feeling upset, why is it important to get back to the facts?

Module 6:

Relate how to state your message by sharing the facts, telling your story, asking for input, and being honest.

Assessment (forum posts):

1. When you are passionate about something, how are you most likely to express yourself? Why?
2. Why start with the facts? Why not start with your story? Why tell your story at all? How should you share your story?
3. Why is it important to ask others for their input? Tell of a time when you were asked your opinion on a topic and how did that make you feel?

Module 7:

Observe Greer Hitch's her experience with a co-worker blow-up. Detail how to actively listen by asking questions, acknowledging others feelings, paraphrasing, and being empathetic.

Assessment (forum posts):

1. How do you help others share what they are really thinking or feeling?
2. What does it mean to "explore others" paths?
3. What is it you are trying to do when you use our AMPP skills?

Module 8:

Turn crucial conversations into united action and results by avoiding traps.

Assessment (forum posts):

1. When a crucial conversation comes to an end, what mistakes do you often make? Share your past experience of this.
2. What are the four different methods of decision making? Why is it often important to decide up front which method you are going to use?

Module 9:

Demonstrate how to deal with people that come up with reasons why a solution will not apply to their situation and how to make crucial conversation skills memorable and useful.

Assessment (forum posts):

1. Discuss which of the cases in the "Yeah, but" chapter most applies to you. How can you use the advice for that case to improve a particular result or relationship?

2. What two principles are most helpful to keep in mind when you are just beginning to apply the crucial conversations skills to your every-day conversations?

3. How can you use the "Coaching for Crucial Conversations" table to help you prepare to hold a specific crucial conversation?

Culminating project:

1. As an observer, video a crucial conversation taking place in the field of education and submit.

2. Video a crucial conversation when you are in the role of campus administrator and submit.

3. Submit a two page double spaced typed reflection on each of the above two scenarios. The first should include a critique of the conversation you observed and the second should include a self-critique. You also should include an overall summary of the key take-aways you learned from reading Crucial Conversations.

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Management and Leadership	Hybrid	12	3. Executive Leadership	4. Executive Leadership

Session Summary:

Issues school management and leadership are presented. Activities include presentations, handouts, and discussions about management and leadership.

Objectives:

The participant will:

1. Discuss factors impacting principals (student performance, student discipline, staff concerns, parent involvement, time management, transportation, teacher evaluations, support staff, etc.)
2. Relate management and leadership to the school mission and vision
3. Review strategies for effective campus operations
4. Review Bloom's taxonomy
5. Analyze classroom instructional materials for rigor and relate to Bloom's, TEKS, and standardized testing
6. Understand how rigor aligns with College and Career Readiness Standards

Activities:

1. Powerpoint presentation and discussion
2. Group activity – "Making a Difference"
3. Group discussion – "Best Practices of Award-Winning Public School Principals"

Assessment:

1. Summary of learning
2. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
School Safety	Online	6	4. School culture	1. School culture

Session summary:

The goal of this course is to take an in-depth look at laws, policies, and practices aimed at maintaining a safe and secure learning environment. Topic areas include school violence, substance use, digital safety, and school-based law enforcement.

Objectives:

The participant will:

1. Relate safe school practices to the correlates of effective schools
2. Examine causes of school violence, cyber-bullying, etc.
3. Detail ways to reduce school violence
4. Determine the principal's role in reducing violence
5. Understand the Texas Unified School Safety standards
6. Use the Campus Safety and Security Audit Toolkit (Texas School Safety Center) to conduct a campus safety audit

Module 1: Violence in schools

Assessment: Is it really bullying? activity

Module 2: Dating violence

Module 3: Substance abuse and tobacco use

Module 4: Digital safety

Module 5: School-based law enforcement

Assessment:

1. Summary of learning
2. Activity discussions
3. Submit campus safety audit
4. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Planning and Organizational Strategies	Face-to-face	6	5. Strategic Operations	5. Strategic Operations

Session Summary:

Participants will explore various purposes for planning and scheduling.

Objectives:

The participant will:

1. Detail types of planning (campus, district, budget, curriculum, SBDM, parent involvement, teacher appraisals, professional development, etc.)
2. Contrast planning and scheduling
3. Learn to develop, implement, and evaluate changes processes for organizational effectiveness
4. Discuss how to use effective planning, time management, and organization of work to maximize attainment of school district and campus goals

Activities:

1. Planning activity (group)
2. Website links

Assessment:

1. Summary of learning
2. Planning activity discussion
3. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Support Services and Special Programs	Online	6	4. School Culture	1. School Culture

Session Summary:

Participants will examine issues of district and campus-level support services and special programs.

Objectives:

The participant will:

1. Identify special programs and services in public schools
2. Gain insights as to the purpose of organizations and how they develop mission and vision
3. Identify the role of the principal or school leader in developing organizational effectiveness
4. Identify specific processes that assist in developing mission and vision for public schools

Activities:

1. What are support services and special programs?
2. Support services and special programs (forum discussion)
3. Mission and vision
4. Principal-centered leadership
5. Interview at least district-level directors (bilingual director, special director, transportation director, etc.)

Assessment:

1. Summary of learning
2. Activity discussions
3. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Data Analysis and Accountability	Face-to-face	6	1. Instructional Leadership	2. Leading learning

Session Summary:

Issues data analysis and accountability are presented. Activities include presentations, handouts, and discussions about data analysis and its impact on curriculum and instruction.

Objectives:

The participant will:

1. Determine types of data to be examined
2. Determine questions to be answered by data
3. Develop an action plan to focus on continuous improvement (including monitoring, evaluation, and communication of the plan and any staff development needed to implement the plan)
4. Review Bloom's taxonomy and relate to depth and complexity of curriculum
5. Examine state data and make recommendations based on data

Activities:

1. Powerpoint presentation and discussion
2. Jigsaw: Graph Analysis
3. AEIS data and recommendations

Assessment:

1. Summary of learning
2. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
School Personnel Policy	Online	6	2. Human Capital	3. Human Capital

Each participant will access the online policies of his/her school district and at least two other school districts to examine similarities and differences in local policy.

Lesson 1: Selection and Hiring

Assessment Question 1
Explore the local portions of sections DA, DB, DC, DE, and DP in several districts' policies and describe at least three differences from district to district. Include the district, policy ID, and a brief description of the differences. For example (I'm making this one up!), one difference is that in Bryan, section DBA (local) states that a DAEP teacher is the teacher of record for students assigned to DAEP and must meet NCLB highly qualified teacher requirements while the same policy in College Station considers the home campus teacher of a student assigned to DEAP the teacher of record. Use the online policy chart to access policies.

Assessment Question 2
Assume the role of principal. You need to hire a 6th grade math teacher. The top two candidates are Tracy (5 years of experience at a different school in your district and a Generalist 4-8 certificate) and Alex (newly certified with a Generalist EC-6 certificate, 0 years of experience). Discuss the type of contract best suited for each, including the appropriate policy references. Here's the online policy chart, just in case you need it.

Lesson 2: Termination

Assessment Question 1
Describe at least three differences in local policy related to section DF. Use the online policy chart, if needed. Include the districts, policy ID, and a brief description of the differences.

Assessment Question 2
Assume the role of principal. Create a scenario involving the mid-year termination of a teacher on a term contract. Include your actions and appropriate policy references (the online policy chart is here for you), from your first knowledge of the problem to the final school board action.

Lesson 3: Employee Concerns

Assessment Question 1
Use the online policy chart to describe at least three differences in local policy sections DG, DI, DK, DL, and DM. Include the districts, policy ID, and a brief description of the differences.

Assessment Question 2
Ms. Ima DuGoode, a high school English teacher was suspended, with pay, for several days while you investigated an accusation of wrongdoing. You found that the accusation was groundless and no wrongdoing occurred. Although Ms. DuGoode was reinstated and suffered no loss of pay, she is threatening to sue you, as a

representative of the school district, for tarnishing her good name. According to district policy, what action must Ms. DuGoode complete before she can file her lawsuit?

Assessment Question 3
Because teachers tend to leave snacks and varying amounts of "comfort food" in their desks and cabinets, your school has a healthy roach and ant problem. You report the problem to your facilities director, who schedules a treatment from the exterminator. What does district policy require you to do at least 48 hours prior to the scheduled treatment?

Assessment Question 4
One of your science teachers, Mr. Bugeye, decided that teaching is not for him and quits during the third week of school. Given the difficulties involved with filling "high needs" positions, such as science, you ask one of your best instructional coaches, Mr. Teachem, to move into the position. Mr. Teachem accepts, although he is certified to teach social studies at that grade level, but not science. What action must you take by Mr. Teachem's 30th day on the job?

Lesson 4: Evaluation

Assessment Question 1
Describe at least three differences in local policy section DN. The online policy chart is here. Include the districts, policy ID, and a brief description of the differences.

Assessment Question 2
Your school district has specified PDAS as the district teacher appraisal system. You, the principal, find the Teacher Self-Report to be a bit lacking in the information you would like to receive from your teachers. You decide to modify the TSR to make it better fit the needs of your campus. Is this permissible?

Assessment Question 3
One of your teachers, Ms. Snippy, is unhappy with comments you made in a note documenting a walk-through in her classroom. She wishes to submit a rebuttal. How do you best advise Ms. Snippy?

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Human Resource Management	Hybrid	12	2. Human Capital	3. Human Capital

Session Summary:
Issues concerning human resources management are presented. Activities include presentations, handouts, and discussions about human resources and mock interviews with prospective teachers.

Objectives: The participant will:
1. Review of TEC Chapter 37 - student discipline
2. Gain insight on the importance of hiring staff
3. Identify traits to look for when hiring staff
4. Identify, develop, and use interviewing techniques/questions
5. Understand contracts, hiring and dismissal practices
6. Become familiar with the duties and responsibilities of school employees
7. Articulate the importance staff development plays in school success

Activities:
1. Powerpoint presentation and discussion
2. Group and individual readings
3. Interaction with peers
4. Mock interviews

Assessment:
1. Summary of learning
2. Debrief of mock interviews
3. Questions/discussion

Online course objectives: Each participant will:
- Gain insight on the importance of hiring staff
- Identify traits to look for when hiring staff
- Identify, develop, and use interviewing techniques/questions
- Articulate the importance staff development plays in school success
- Gain knowledge as to contracts, hiring and dismissal practices
- Become familiar with the duties and responsibilities of school employees

Lesson 1: What is Human Resource Management?

Lesson 2: Top Teacher Qualities

Lesson 3: The Teacher Interview

Lesson 4: The Assistant Principal or Principal interview

Lesson 5: Staff Development

Lesson 6: Texas Education Code

Final quiz

Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Public Relations	Online	6	3. Executive Leadership	4. Executive Leadership

Summary:
Participants will explore school public relations from the principal's perspective

Objectives:
- Define public relations
- Determine who is "the public"
- Explain the need for effective school public relations
- Explore public relations from a beliefs standpoint
- Examine effective communication strategies
- Explain the importance of relationship-building

Major activities:
- Online course
- Internet reseach
- Sample videos
- Forum discussions

Assessment:
Multiple choice quiz and essay

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Fiscal/Business Issues	Face-to-face	6	5. Strategic operations	5. Strategic operations

Session Summary:

Issues concerning school finance, funding, and budgeting are discussed. Relevant links on the TEA website are examined.

Objectives:

The participant will:

1. Describe the evolution of school finance in Texas
2. Review concepts of financial equity and equalization
3. Understand the legal requirements of the budget process
4. Review laws and legal decisions affecting school budgets and funding
5. Recognize the components of budget codes (fund, function, object, etc.)
6. Differentiate sources of revenue and their uses
7. Discuss the budget development process and timeline
8. Use appropriate terms and acronyms related to school finance

Activities:

1. Powerpoint presentation and discussion
2. TEA website links

Assessment:

1. Summary of learning
2. Questions/discussion

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Course Syllabus

Title	Format	Clock Hours	Primary Focus	
			TAC §228 & 149	TAC §241
Professional Development Inventory	Online	6	3. Executive Leadership	4. Executive Leadership

Session Summary:

Participants will complete several activities to simulate some of the daily responsibilities of a campus principal.

Objectives:

The participant will:

1. Develop a campus vision statement
2. Prioritize and select several simulated tasks to complete
3. Discuss and defend actions
4. Complete a professional growth plan

Activities:

1. Vision statement
2. Inbasket tasks
3. Case study: persistent parent
4. Encounters: teacher and student
5. Classroom observation and conference
6. Lesson analysis
7. Group discussion
8. Teacher selection

Assessment:

1. Participation
2. Analysis/discussion of each activity
3. Professional growth plan
4. Questions/discussion

Attachment 4

EPP evaluation process and metrics

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PPCP Application Cohort 13 (2018-2019)

Please print

Name _____
    Last   First   Middle

TEA ID # _____

Address _____
    Number, Street, Apartment Number

Phone 1 (_____) _____

_____
    City   State   ZIP

Phone 2 (_____) _____

E-mail 1 _____

Are you a citizen of the United States?

Yes____ No____ Visa status _____

E-mail 2 _____

Are you a certified teacher? Yes____ No____

In which state are you certified? _____

Certificates held (list all): _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

EDUCATION

Please list below and enclose an official transcript from <u>EACH</u> college/university from which you earned a degree.

Undergraduate

College/University	City, State	Dates Attended		Major	Degree Earned	Graduation Date
		From	To			

Graduate

College/University	City, State	Dates Attended		Major	Degree Earned	Graduation Date
		From	To			

Post-Graduate

College/University	City, State	Dates Attended		Major	Degree Earned	Graduation Date
		From	To			

NOTE: A master's degree is required for the principal certificate. Applicants who have not completed a master's must have 18 hours toward a master's and be scheduled to graduate on or before September 1, 2020.

Name _____

WORK HISTORY

Please list all positions you have held within the last seven years. You may include any volunteer positions you feel are relevant to this application. **Enclose a copy of your teacher service record.**

Current Employer (or 2018-19 employer if different)

School District/Campus	Address City, State, ZIP	Telephone (Area Code) Number	Supervisor	Your Position	Dates Employed (from - to)

Previous Employer(s)

Firm Name or District/Campus	Address City, State, ZIP	Telephone (Area Code) Number	Supervisor	Your Position	Dates Employed (from - to)

NOTES:

a) Employment in a Texas public school, an approved private school, an approved charter school, an educational co-op is required or a Regional Education Service Center is required. Employment must continue throughout the practicum. Employment in an administrative position is not required.

b) Three (3) professional recommendations from current or former supervisors are required (forms are enclosed). Please fill in the "NAME" line with your name, then distribute the forms and pre-addressed stamped envelopes to three people who will be able to evaluate your work experience. Recommendations by superintendents and principals are favored. Recommendations must be returned by the application deadline. Please follow-up with your supervisors to be sure they are submitted well in advance of the application deadline.

Name _____

GENERAL SKILLS and ATTITUDES
In your own handwriting, please respond to the following items as completely as possible (attach pages if necessary).

What skills do you bring to the profession that enhance your ability to lead a campus?

_____
_____
_____
_____

Describe experiences you have had in which you assumed a leadership role.

_____
_____
_____
_____

As a campus principal, how would you help students experience success?

_____
_____
_____
_____

What are your personal goals and aspirations?

_____
_____
_____
_____

Why do you want to receive the principal certificate?

_____
_____
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_____

Name _____

APPLICATION PROCESS

1. Application and all required documentation must be received by the close of business on **Friday, June 1, 2018**.
2. Applicants are screened for minimum qualifications:
    A. Bachelor's degree from an accredited institution
    B. Master's degree from an accredited institution with a 3.0 grade point average (4.0 scale) OR 18 hours toward a master's (3.0 GPS) and scheduled to graduate by September 1, 2020
    C. Valid Texas teacher certificate
    D. Ttwo years teaching experience
3. All applicants meeting minimum qualifications are interviewed.
4. All applicants are notified of their acceptance or non-acceptance into PPCP by June 29, 2018. **The decision of the selection committee is final and is not subject to appeal.**

INFORMATION TO INCLUDE WITH APPLICATION:

Please check the appropriate boxes below to indicate which items you are attaching to your application.

☐ This completed application packet including the Principal Statement of Support, Race/Ethnicity Survey, and Criminal History Record authorization

☐ One official transcript from **each** college/university attended. Photocopies, facsimiles, or internet transcripts are not accepted. Foreign transcripts must include an official translation and course-by-course evaluation from an approved credential evaluation service.

☐ A copy of your teacher service record

☐ Nonrefundable Application Fee ($100). Applications will not be processed without payment. Please make checks payable to Region 6 ESC.

I hereby affirm that all information provided in this application is true and accurate to the best of my knowledge. I also understand that information contained in this application that later proves to be false or incomplete, shall result in sufficient cause for immediate dismissal from the Region 6 Education Service Center Principal Preparation and Certification Program. I understand that acceptance into the PPCP does not guarantee employment by a school district. I hereby authorize Region 6 ESC to release application information for employment purposes to local school districts.

Equal Opportunity Policy

Region 6 Education Service Center will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the American Disabilities Act of 1990. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director for Administrative Services (936) 435-8400.

NOTE: The contents of this application are not intended to create any contractual or other legal rights and are designed solely as a guide for applicants to the Principal Preparation and Certification Program.

Date:_____   **Legal Signature of Applicant:**_____

RETURN APPLICATION AND RELATED DOCUMENTS TO:

**APPLICATION DEADLINE
FRIDAY, JUNE 1, 2018**

Principal Preparation and Certification Program
Region 6 Education Service Center
3332 Montgomery Road
Huntsville, TX 77340-6499

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Educator
Certification

PRINCIPAL STATEMENT OF SUPPORT for:

Name: _____   Date: _____
Applicant's Name

The above named applicant is being considered for admission to the Region 6 Principal Preparation and Certification Program (PPCP).

Participation in the PPCP requires a high level of school district cooperation. Your signature indicates your willingness to serve as the mentor principal, your support for the applicant, and your commitment to provide the applicant opportunities to:

- assist with the campus management and leadership activities;
- shadow the campus principal (4 days);
- visit at least two other schools;
- interview district support staff;
- participate in job fair recruitment, if applicable;
- present campus staff development;
- serve on the school improvement committee;
- assist with the campus improvement plan;
- assist with the annual parent information meeting;
- attend at least one school board meeting;
- assist with the development and monitoring of the campus budget; and
- complete a campus leadership project.

_____   _____
Principal's Name (please print)   District

_____   _____
E-mail   Campus

_____   _____
Signature   Phone

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PRINCIPAL PREPARATION AND CERTIFICATION PROGRAM
Region 6 Education Service Center
3332 Montgomery Rd. • Huntsville, TX 77340
(936) 435-8301 • fax (936) 435-8467

The U.S. Department of Education requires that ethnicity and race be collected separately using a specific two-part question, presented in a specific order. Respondents may select only one category for ethnicity, but may select multiple designations for race. Both parts of the question must be answered.

Please self-identify your own ethnicity and race. If you decline to provide this information, the PPCP will employ observer identification as a last resort to gather the information.

Thank you for your assistance with this data collection.

TEXAS EDUCATION AGENCY
Texas Public School Student/Staff Ethnicity and Race Data Questionnaire

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's or staff member's ethnicity and race. *United States Federal Register (71 FR 44866)*

Part 1. Ethnicity: Is the person Hispanic/Latino? *(Choose only one)*

☐ **Hispanic/Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

☐ **Not Hispanic/Latino**

Part 2. Race: What is the person's race? *(Choose one or more)*

☐ **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America (including Central America).

☐ **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

☐ **Black or African American** – A person having origins in any of the black racial groups of Africa.

☐ **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

☐ **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

_____
Student/Staff Name (please print)

_____
(Parent/Guardian)/(Staff) Signature

_____
Student/Staff Identification Number
(last four digits of social security number)

_____
Date

Texas Education Agency – March 2009

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Region 6 Education Service Center
3332 Montgomery Rd. ● Huntsville, TX 77340
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CONSENT TO PERFORM CRIMINAL HISTORY/BACKGROUND CHECK IN COMPLIANCE WITH THE FCRA (FAIR CREDIT REPORTING ACT)

The Region 6 Education Service Center obtains criminal history information on applicants that are being considered for the Principal Preparation and Certification Program. The information requested below is necessary to obtain criminal history record information.

Last Name	First Name	Middle Name

Maiden/other name(s) used in any/all other records of birth or records of residence.	E-mail Address

* Address	Apartment or #

City	County	State	ZIP

** Date of Birth	Social Security Number	** Gender	**Race

* AS SHOWN ON THE ORIGINAL APPLICATION
** TO BE USED FOR CRIMINAL HISTORY CHECKS ONLY AND NOT PART OF THE PERSONNEL FILE

I, _____, am an applicant for employment/volunteerism/participation with Region 6 ESC and have been advised that as a part of the application process, the ESC conducts a criminal history background check. I do hereby consent to the ESC use of any information provided during the application process in performing the criminal history check. The ESC has informed me that I have the right to review and challenge any negative information that would adversely impact a decision to offer employment/volunteerism/participation. In addition, I have been informed that I will have a reasonable opportunity to clear up any mistaken information reported within a reasonable time frame established within the sole discretion of the ESC. Under the fair Credit Reporting Act, I have been advised that upon request I will be provided the name, address and telephone number of the reporting agency as well as the nature, substance and source of all information.

The following are my responses to questions about my criminal history (if any).

1. _____ YES _____ NO   Have you ever been convicted or plead guilty before a court for any federal, state or municipal criminal offense? (Exclude minor traffic misdemeanors.) If yes, please provide details below.

   State: _____   County: _____   Date of Offense: ___ / ___ / ___
   Details of conviction: _____
   _____
   _____

2. _____ YES _____ NO   Have you ever received deferred adjudication or similar disposition for any federal, state or municipal offense? If yes, please provide details below.

   State: _____   County: _____   Date of Offense: ___ / ___ / ___
   Details of conviction: _____
   _____
   _____

Name _____

3. _____ YES _____ NO   Have you ever received probation or community supervision for any federal, state or municipal offense? If yes, please provide details below.

    State: _____   County: _____   Date of Offense: ____ / ____ / ____

    Details of supervision: _____

_____

4. _____ YES _____ NO   Have you ever been convicted of any criminal offense outside the jurisdiction of the United States? If yes, please provide details below.

    Country: _____   City: _____   Date of Offense: ____ / ____ / ____

    Details of conviction: _____

_____

5. _____ YES _____ NO   As of the date of this consent form, do you have any pending charges against you? If yes, please provide details below.

    State: _____   County: _____   Date of Arrest: ____ / ____ / ____

    Details of pending charges: _____

_____

6. THIS SECTION IS TO BE USED TO LIST ALL COUNTIES AND STATES OF RESIDENCE SINCE HIGH SCHOOL GRADUATION OR AGE 18.

CITY/TOWN	COUNTY	STATE

I HEREBY CERTIFY THAT ALL INFORMATION PROVIDED IN THIS CONSENT FORM IS TRUE, CORRECT AND COMPLETE. IF ANY INFORMATION PROVES TO BE INCORRECT OR INCOMPLETE, I UNDERSTAND THAT GROUNDS FOR CANCELING OF ANY AND ALL OFFERS OF EMPLOYMENT/VOLUNTEERISM/PARTICIPATION WILL EXIST AND MAY BE USED AT THE DISCRETION OF THE EDUCATION SERVICE CENTER.

Signed this _____ day of _____, 20_____

APPLICANT (PRINT NAME)_____

APPLICANT'S SIGNATURE_____

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PRINCIPAL PREPARATION AND CERTIFICATION PROGRAM
Region 6 Education Service Center
3332 Montgomery Rd. ● Huntsville, TX 77340
(936) 435-8301 ● fax (936) 435-8467

PROFESSIONAL RECOMMENDATION for:

Name: _____   Date: _____
<center>Applicant's Name</center>

The above named applicant has selected you as a source of reference. Your evaluation of the applicant's qualifications is appreciated.

Check appropriate column for each item below	Superior	Above average	Fair	Poor	Do Not Know	Comments
Leadership skills						
Communication skills						
Professional attitude						
Professional appearance						
Analytical thinking						
Work ethic						
Decisiveness						
Flexibility						
Dependability						
Cooperation						
Other:						

Please make any additional comments you feel would be helpful to the committee considering this applicant.

Signature _____   Position _____

Type or print name _____   Firm/District _____

Telephone _____

Address _____

City/State/ZIP _____

Please return this recommendation to:

Principal Preparation and Certification Program
Region 6 Education Service Center
3332 Montgomery Road
Huntsville, TX 77340-6499

PLEASE RETURN THIS FORM BEFORE JUNE 1, 2018

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Region 6 Education Service Center
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Name: _____   Date: _____

Applicant's Name

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Communication skills						
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Analytical thinking						
Work ethic						
Decisiveness						
Flexibility						
Dependability						
Cooperation						
Other:						

Please make any additional comments you feel would be helpful to the committee considering this applicant.

Signature _____   Position _____

Type or print name _____   Firm/District _____

Telephone _____

Address _____

Please return this recommendation to:
Principal Preparation and Certification Program
Region 6 Education Service Center
3332 Montgomery Road
Huntsville, TX 77340-6499

City/State/ZIP _____

PLEASE RETURN THIS FORM BEFORE JUNE 1, 2018

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PROFESSIONAL RECOMMENDATION for:

Name: _____ **Date:** _____

Applicant's Name

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Professional attitude						
Professional appearance						
Analytical thinking						
Work ethic						
Decisiveness						
Flexibility						
Dependability						
Cooperation						
Other:						

Please make any additional comments you feel would be helpful to the committee considering this applicant.

Signature _____ Position _____

Type or print name _____ Firm/District _____

Telephone _____

Address _____

Please return this recommendation to:
Principal Preparation and Certification Program Region 6 Education Service Center 3332 Montgomery Road Huntsville, TX 77340-6499

City/State/ZIP _____

PLEASE RETURN THIS FORM <u>BEFORE</u> JUNE 1, 2018

Applicant: _____ Date:: _____ Total: _____ of 150

Principal Preparation and Certification Program
Interview Instrument

Introduction						
1. Briefly tell about yourself and why you want to earn the principal certificate.						
0	2	4	6	8	10	
no response	short hours, easy job		too general or lengthy	student-centered, brief, concise, & focused		

School Culture						
2. You are a new principal. How will you establish working relationships with fellow administrators, central office staff, etc., and what will you do to build a campus community with your new staff?						
0	2	4	6	8	10	
expects others to take the initiative to create relationships		shows some cooperation		shows cooperation, flexibility, decisiveness		

3. A parent comes into your office, complaining that a teacher is being unfair to students. How do you respond to the parent?						
0	2	4	6	8	10	
immediately "takes sides;" either the side of the parent or the side of the teacher; becomes defensive, etc.			encourages the parent to conference with the teacher; investigate; talks to the student and the teacher			

Leading Learning						
4. What, in your view, is the role of the principal?						
0	2	4	6	8	10	
	difficulty being specific		expresses specific qualities: student-centered, instructional leadership, motivational, etc.			

5. What do you expect the "typical" school day of a principal to hold? Describe the daily activities and routines of a principal.						
0	2	4	6	8	10	
no plan of action		attends to office duties (phone, e-mail, etc.)		plans to be visible in the halls, check classrooms, greet students, etc.		

6. Your campus test scores need to improve. How do you ensure staff involvement and "buy-in," regardless of the specific test improvement activities selected?						
0	2	4	6	8	10	
directives, mandates, or other top-down approaches		select a few staff members to form an implementation committee		involve the entire staff in all phases: research, planning, implementation		

Human Capital						
7. You need to fill a teaching vacancy on your campus. What specific characteristics should the ideal applicant have?						
0	2	4	6	8	10	
any qualified applicant will do; mentions few characteristics of good teachers			fits in well with the campus team; states specific qualities of good teachers			

Executive Leadership

8. During your workplace experience, have there been times when you've gone above and beyond the call of your job description or performed in a manner that exceeded all expectations? Explain.

0	2	4	6	8	10	
	no plan of action	attends to office duties (phone, e-mail, etc.)		plans to be visible in the halls, check classrooms, greet students, etc.		

9. Describe a project or initiative you have led. Was the endeavor successful? What did you learn?

0	2	4	6	8	10	
	never led anything	demonstrates limited leadership		success is due to the team; failure is a learning opportunity		

Strategic Operations

10. Your superintendent directs you to do something that does not support the priorities set in your campus plan. How would you respond to the superintendent?

0	2	4	6	8	10	
	immediately comply without discussion; argue, defensive	tactfully question the decision; ask for reasons/supporting evidence		suggest an alternative, supported with data, to advocate for students		

Ethics, Equity, and Diversity

11. Two students are sent to your office with discipline referrals for fighting. What do you do?

0	2	4	6	8	10	
	makes irrelevant suggestions; unaware of student discipline policies			addresses possible injuries; follows district policy and procedures while respecting the dignity of the students		

12. You sign a contract with a school district for an administrator position. Two weeks before you report for duty, you receive an offer from another district for $10,000 more. What do you do?

0	2	4	6	8	10	
	ask to be released from the current contract to accept the better offer	consider the pros and cons of asking to be released from the contract		decline the new offer, stating the intent to honor the current contract		

General Impressions

13. Communication Skills -- grammar, volume, pronunciation, focus on subject, ease of discussion, etc.

0	2	4	6	8	10	
	inappropriate language; much too loud/soft; does not answer question	too loud/soft; loses focus occasionally; strained discussion		appropriate grammar, volume, focus on subject, ease of discussion		

14. Professional Presence -- body language, appearance, eye contact

0	2	4	6	8	10	
	unprofessional dress; body/verbal language do not match; little/no eye contact			professional dress; attentive, body language; maintains eye contact with interview panel		

15. Attitude/Demeanor

0	2	4	6	8	10	
	arrogant/defensive; "knows everything;" timid; lacks confidence			confident, yet understands that there still is much to learn		