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

TEA — Texas Education Agency

NOGA ID [blank]

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 |Crowley ISD| CDN or Vendor ID |220-912| ESC # |11| Campus # | | DUNS # |028428191|

Address |512 Peach Street| City |Crowley| ZIP |76036| Phone |817-297-5298|

Primary Contact |Pamela Berry| Email |pamela.berry@crowley.k12.tx.us|

Secondary Contact |Crystel Polk| Email |crystel.polk@crowley.k12.tx.us|

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 McFarland/Supt.| Signature [signature] Date |3/6/18|

Grant Writer Name |Pamela Berry/Exec. Director| Signature [signature] Date |3/8/18|

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

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

701-18-105-019

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
Improve diversity of administrative team (White 48%, Black and Hispanic less than 44%) to closely mirror student population (White 18%, Hispanic 31%, Black 43%)	Create strategic plan to identify targeted populations via recommendations from campus leaders and talent acquisition staff; Invite individuals to attend a joint session hosted by the District and University to engage directly with potential residents. Joint session will include application and financial aide advisement.
Strengthen quality of internal applicants by providing candidates an authentic residency; 24 of 35 administrators hired in the last 5 years were "external applicants"	Develop an authentic residency program in collaboration with Tarleton State University (TSU) that utilizes components of Texas Principal Evaluation and Support System (T-PESS), certification exam 268 test and includes an ongoing, action-research component which addresses a district and/or campus need
Based on district survey results, more than 50% of administrators characterize their daily experiences as "unaligned to their past principal preparation courses "	Adopt unified model of learning between university-based principal preparation program (pre-service) and district PD activities (in-service); Cohort aspiring leaders to create collaboration in authentic, practice-oriented situations that connect theory in university coursework to practical application in district setting

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.

By the end of June 2019, Crowley ISD (CISD) and Tarleton State University (TSU) will partner to create a unified model of
learning for CISD staff seeking principal certification that includes recruitment of a diverse pool of residents who are
provided substantial leadership experiences, individualized professional learning plans, and ongoing assessment, coaching
and feedback within authentic learning environments. This will result in a diverse pool of quality, internal candidates that
have increased exposure to high-quality learning experiences as measured by 90% or more of residents successfully
completing all components of the program including but not limited to coursework and action research, site visits,
participant's surveys and mock interviews. This partnership will allow for an increase in the diversity, quality and quantity of
internal candidates that are prepared to take on a campus administrative roles within the district as the need arises.

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:

The first quarter benchmark will evaluate the enrollment figures of residents. Enrollment figures will show improvement in
mirroring the current student population. The quality and authenticity of each residents' experiences will be evaluated by
ensuring that 100% of residents have completed Goal Setting with CISD executive staff, the cooperating principal and TSU
staff; 90% or more of field-based leadership experiences will be aligned with TSU curriculum as indicated by participants
and cooperating principal's survey feedback; Residents weekly logs will indicate that 90% or more of experiences provided
by CISD staff are relevant field-based experiences and aligned to TSU's ongoing action research which addresses a campus
and/or district need; A minimum of one site visit will be conducted collaboratively with principal mentor and CISD and/or
TSU staff. 90% or more of site visit feedback forms will be deemed satisfactory in four of the five evaluative areas.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

The second quarter benchmarks will continue to assess the enrollment of diverse populations which more closely reflects the student population through the monitoring of current and changing levels of diversity by campus and the district as a whole. The quality and authenticity of each residents experiences will be reinforced through ensuring 100% of residents complete a Mid-Year Conference with principal mentor; 90% or more of field-based leadership experiences will be aligned with TSU curriculum as indicated by participants and cooperating principal's survey feedback; Residents' weekly logs will indicate that 90% or more of their activities are relevant field based experiences aligned to TSU curriculum; A minimum of one site visit that is deemed satisfactory in four of the five evaluative domains will be completed by CISD professional development, executive leadership, and/or TSU staff; 90% or more of conference evaluations and site-visit forms related to participants' field-based projects will reflect a minimum of "developing" in four of the five areas.

Third-Quarter Benchmark:

The third quarter benchmark will assess the number of residents completing the program as well as the quality of the program including alignment of TSU coursework and CISD learning experiences. 90% or more of field-based leadership experiences will be aligned with TSU curriculum as indicated by residents and cooperating principal's survey feedback; residents weekly logs will indicate that 90% or more of their activities are relevant field based experiences aligned to the TSU curriculum; A minimum of one site visit that is deemed satisfactory in four of the five evaluative domains will be completed by CISD professional development, executive leadership, and/or TSU staff; 90% or more of summative evaluations related to an individuals' field-based experiences will reflect a minimum of "developing" in all evaluative areas. At the beginning of the following school year, enrollment figures will reflect improvements in the degree in which the diversity of residents mirrors that of the student body.

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.

CISD executive staff and TSU field supervisors will meet a minimum of three times during the project period to evaluate a variety of metrics that help guide immediate decision-making processes which support the development of a more diverse administrative workforce that demonstrates proficient leadership skills in diverse learning environments. To this regard, the district's talent acquisition staff (TAS) will be responsible for maintaining a break down of the diversity of the administrative team by campus. The TAS team will be responsible for the ongoing monitoring of current and changing levels of diversity by campus and the district as a whole and report this information to CISD executive staff. The TAS team will also identify areas for improvement and implement strategic initiatives (i.e., professional learning opportunities, satisfaction surveys, etc.) designed to reduce turnover for underrepresented staff. Improvements in both the recruitment and retention of underrepresented administrator populations will demonstrate the success of our efforts to cultivate a workforce that mirrors the student population. In order to ensure our commitment to authentic leadership experiences, survey data related to the alignment and effectiveness of the residency will be collected from principal mentors, program residents, as well as district and university staff. Surveys will be collected at each benchmark checkpoint. CISD executive leadership staff will analyze the results of the survey and use the information to maintain or realign training plans for residents. When residents do not meet a benchmark, CISD executive staff and the respective resident will collectively identify targeted learning goal(s) to develop then revise the initial learning plan to address the specific area of unsatisfactory progress. This will create opportunities for residents to be successful in an individualized program aligned to the T-PESS growth mindset (i.e., not demonstrated/needs improvement; developing; proficient; accomplished; distinguished). Finally, based upon the needs identified by each of the metrics, ongoing budget decisions will explicitly target the development and/or realignment of the program goals (i.e., diversity in administrator workforce, authentic learning experiences, program alignment). The overarching goal of the partnership is to continue to work closely with TSU to create a high-quality learning partnership with the intent that students will eventually absorb a greater amount of the cost of the program while maintaining a partnership between the two entities that benefits the quality and diversity of the district's workforce.

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.

Based upon the research of Dale Edgar's Cone of Experience (1969) ,who theorized that learners retain more information by what they do (75-90% retention rate) rather than what they hear, read or observe (10-20% retention rate), CISD will provide professional development and leadership experiences that scaffold residents' opportunity to take what they are hearing, reading and discussing within their TSU classrooms and apply and articulate this to purposeful experiences in their current learning environment. This process will begin with the first required summer conference (i.e., TASSP, TEPSA, etc.) as residents will meet with CISD executive staff (i.e., Deputy Superintendent of School Improvement, Executive Directors of Elementary and Secondary Leadership, and Director of Professional Development) and principal mentors prior to the conference to evaluate the district and/or campus needs assessment and identify key challenges aligned to district initiatives. At that time, residents and district leaders will engage in discussions with the goal of identifying and developing a topic for each residents' future practicum project. Residents will then select break out sessions at their respective conferences aligned to developing an innovative response focused on the challenge that they have chosen to address to develop their practicum project/action research.
As aligned with the coursework submitted by TSU, program residents will begin drafting a plan to address this significant challenge which will include an explicit plan, developed collaboratively with the principal mentor, to work with the larger school community to implement their plan with fidelity. Residents will spend the larger part of the residency applying their learning to address the targeted need. By the completion of the program, the resident will demonstrate an ability to effectively plan, communicate, train staff members, implement key processes, monitor progress, evaluate the projects' impact on campus achievement and make adjustments as necessary.

In addition, residents will be required to attend a local Summer Institute hosted by Crowley ISD in conjuction with TSU staff. The CISD Aspiring Administrators Summer Institute will orient residents to the district's Profile of an Effective Leader (based upon T-PESS Standards as well as district key initiatives) and TSU's Principal Preparation Program. Topics will include, but are not limited to Instructional Leadership, Human Resource Development - including adult learning constructs for professional development, Executive Leadership, Development of School Culture, Strategic Operations, Social justice/ Diverse learners.

Throughout the Fall of 2018 and Spring, 2019, residents will participate in a minimum of four Reflective Seminars. Reflections will consist of the submission of artifacts and videos, as well as in-box activity discussions which provide opportunities for residents to engage in discussions that will further develop their analytical, problem-solving and decision-making skills. Topics for artifacts, video submissions and in-box activities will include but are not limited to Administrator as Disciplinarian, Administrator as Financial Facilitator, Administrator as Community Relations Advocate, Administrator as Personnel Agent and Administrator as First-Year Rookie. In addition, Performance Simulations will be utilized to recreate real-life scenarios where aspiring leaders must quickly develop a strategy to respond to problems that principals typically encounter. Activities will include but are not limited to building a campus-wide vision, developing school climate/culture, improving instruction, implementing curriculum, and delivering effective professional development. Field-based experiences will allow residents to directly explore a variety of aspects of the principals role. During their field-based experiences, residents will engage in experiences that add a practical dimension to coursework completed at TSU. Activities will include but are not limited to attending district-level meetings (i.e., instructional leadership, school board, etc.), observe/conduct a minimum of one T-TESS conference, interview current administrator, attending local or state conference (i.e., AIE, TABSE, SXSWedu, etc.) and design then implement a staff in-service.
The overarching goal of each of these activities is to eliminate the disconnect between hearing and doing (Edgar, 1969). This plan will help remove barriers that administrators report as leading to feelings of being unprepared to lead in today's diverse communities of learners.

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.

During the Spring of 2018, CISD administrators will solicit the support of campus administrators and the talent acquisition staff (TAS) to ensure targeted recruitment of a diverse group of potential residents that mirrors that of the student population. The cooperating principal for targeted individuals will be contacted and asked to submit a letter of recommendation which attest to the quality of an individuals teaching and leadership potential, including their track record of measurable student achievement. The district's Employee Services department will provide the screening committee with copies of each candidates evaluation/appraisal for the past three years. In addition, as part of the application submission, potential residents will submit a video interview in which they outline their journey as a teacher/ educator and describe their career goals and motivation for applying for pursuing a position of formal school leadership. Video interviews will be evaluated by a district-level screening committee to select final candidates to participate in Aspiring Administrator Network (AAN). Residents accepted into AAN will attend after-work courses geared toward general leadership relevant to district-wide systems and practices in Crowley ISD. Participants who complete the first two semesters of the TSU principal preparation program will be automatically accepted into Year 2 of the Administrator Development Network. Year 2 will include the ongoing development of skills and experiences based on an individualized plan developed during Year 1. Residents will be assigned a district-level project through which district leaders will further assess interpersonal skills, communication abilities, group leadership and overall contribution to student achievement. At this level, aspiring leaders will also be assigned a mentor. Finally, selected residents will participate in mock interviews with district-level executive leadership staff; Final participants will be ranked based upon interviews and prior performance evaluations. Select candidates will be assigned to official internships.

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.

Crowley ISD (CISD) will partner with Tarleton State University (TSU) to deliver a unified approach to leadership development. Currently, Tarleton State University- Fort Worth Campus is located approximately eight miles from CISD. In 2019, the University will open a campus within CISD boundaries were they expected to serve over 2,500 students. The scope and sequence provided by TSU includes Summer 2018 Course Work: EDAD 5300- Foundations of Educational Leadership, EDAD 5316- Instructional Leadership and EDAD 5309: Legal Issues; During this semester, residents will have an opportunity to take the Advancing Educational Leadership (AEL) Certification exam as well as the Texas Teacher Evaluation and Support System (TTESS) Appraiser Certification exam. Fall 2018 course work will include EDAD 5399- Principal Practicum, EDAD 5339- Processes in Educational Leadership and EDAD 5307- Processes and Procedures in Supervision; Participants will also attend the Effective Schools Conference. Spring 2019 course work will consist of the EDAD 5399 Principal Practicum continued, EDAD 5345- Curriculum Systems, and EDAD 5360- Applications of Educational Leadership; During this semester, residents will participant in a practice exam for Principal Certification exam; Participants will again attend Effective Schools Conference during this semester. Some of the text that will be utilized include authors such as Jim Knight, 2013 (High-impact Instruction); Desrvaines, Aquino & Fenton, 2016 (Breakthrough Principals); Bambrick-Santoyo, 2013 (Get Better Faster; Driven by Data; Leverage Leadership); Gorton & Alston, 2012 (School Leadership and Administration); Datnow & Park, 2014 (Data-driven Leadership); Gruenert & Whitacker, 2015 (School Culture Rewired); D. Lemov, 2010 (Teach Like a Champion); Platt, Tripp & Ogden, 2000 (The Skillful Leader); Bolman & Deal, 2010 (Reframing the Path to School Leadership); Patterson, Greeny, McMillian & Switzler, 2012 (Crucial Coversations); Dufour & Eaker, 1998 (Professional Learning Communities at Work); and Vornberg, 2016 (Texas Public School Organization and Administration) A detail description of scope and sequence (including text utilized in the course) is attached to the application. The Executive Director of Leadership will be responsible for overseeing the partnership between CISD and TSU.

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.

Evaluation data will be collected through observations, coaching notes, artifacts and surveys. A preconference/data collection/post conference approach will be utilized to evaluate the effectiveness of individual's learning experiences. Resident's performance will be evaluated through the use of task completion forms which are organized and aligned to each of the T-PESS performance standards (i.e., the broad category of a principals' knowledge and skills) and evaluated through specific targets which are aligned to the T-PESS indicators. The T-PESS protocol defines an indicator as a part or aspect of a performance standard that is essential to the overall intent of the standard. Each standard is supported by up to five indicators which provide general expectations for what a principal should know and be able to do in order to meet performance expectations of the standard. Preconference questions for discussion include the following: What are your goals for this task; What data did you use to help you plan; How did you collaborate with others; What are your expected outcomes for these tasks; How have you planned to modify or adjust; Describe what success would "look like"; What data would you like me to collect to help you learn? Once an observation is conducted by the field supervisor, specific feedback is provided in the post conference. Post conference questions include but are not limited to the following: On a scale of 1 to 5, how close was the implementation of the task to the planned task; What would you do differently if you were to do it again; What happened in this task that indicated your goal was achieved; What did you learn from this task; What needs to happen in terms of follow up to ensure the plan moves forward; What modifications do you need to put in place? CISD and TSU has developed an instructional coaching protocol implementing learning focused conversations that utilize consulting, collaboration and coaching in addition to key components of the feedback loop adapted from findings by Hanover Research (2015), Lipton and Wellman (2003), and Knight (2007) which will be embedded into a standard coaching protocol. Key components of the standard coaching protocol include but are not limited to (1) Identification of clear coaching goals and participant roles/responsibilities; (2) Designed to promote positive interactions, focused on adult learning principles, and are nonevaluative in nature; (3) Designed to employ a distributed leadership model which improves teaching and learning across the campus setting; (4) Identification of adequate time and resources necessary; (5) Identification of metrics and expectations linked to creating a collaborative culture, providing professional development, and improving teaching and learning; (6) Instructional protocol will include collaborative planning, modeling, shared responsibilities, reflective discussion and feedback, as well as continued support as identified by a need.

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 `220-912`

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.	TSU Tuition Reimbursement (includes Certification testing)/ $8,000 per candidate	80,000
2.	Mentor stipends / $1,000 per candidate	10,000
3.	CISD Aspiring Administrator Network- including text, materials, etc.	10,000
4.	Personnel for Aspiring Administrator Network (professional development)	10,000
5.	Substitute costs for residents to participate in learning experiences	8,000
6.	Residents travel to Effective Schools Conference with TSU personnel	2,000
7.	Registration and travel for TASSP, TEPSA, TABSE, AIE or SXSWedu / $1,000 per candidate	10,000
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	Total grant award requested	130,000

Proposed Scope and Sequence

Principal Preparation Grant with Crowley ISD for Post- Master's Certification

Spring 2018

> Waco Application
> TSU Application and Admission to EPP
> Selection Process

Summer 2018

> Leadership Institute/Aspiring Leaders' Academy through Crowley ISD
> > Orientation
> > TSU Orientation (at your institute)
> > Summer Seminars (change management, team effectiveness, social justice/diverse learners)

> Summer Conferences – Proposed Components Funded with Grant Monies
> > Summer Institute (June 6-8) – Grant Component
> > Legal Digest and/or TASSP or TEPSA (may have a student rate)

> Course Work
> > EDAD 5300: Foundations of Educational Leadership
> > EDAD 5316: Instructional Leadership
> > EDAD 5309: Legal Issues

> Certifications – Provided by TSU
> > Advancing Educational Leadership (AEL Certificate)
> > Texas Teacher Evaluation and Support System (TTESS Appraiser Certificate)

Fall 2018

> Course Work
> > EDAD 5399: Principal Practicum – Collaborative Effort with Crowley ISD
> > EDAD 5339: Processes in Educational Leadership
> > EDAD 5307: Processes and Procedures in Supervision

> Leadership Institute/Aspiring Leaders' Academy through Waco ISD
> > Fall Seminars - 3 Saturdays or after school seminars (delivering effective PD, Personal leadership, student culture routines, school finance, and personal management)

> Effective Schools Conferences – TBA (offered through TSU)

Spring 2019

        Course Work
                EDAD 5399: Principal Practicum Continued - Collaborative Effort with Crowley ISD
                EDAD 5345: Curriculum Systems
                EDAD 5360: Applications of Educational Leadership

        Leadership Institute/Aspiring Leaders' Seminar through Crowley ISD
                Spring Seminars - 3 Saturdays or after school seminars (district specific and
                specific cohort needs)

        Effective Schools Conference – TBA (through TSU)

        Certification Review and Practice Exam

If students do not have a Master's degree, and Crowley ISD taps them as a potential leader, they could finish the degree/program at their own expense by taking 3 additional classes:

- EDAD 5301 Research in Educational Leadership
- EDAD 5355 Leadership of Diverse Learning Communities
- EDAD 5342 Leadership of Campus Resources

Test Competencies by Course

Course Number	Current Course Description	268 Test Competency	Suggested Text
EDAD 5300: Foundation	Students will be introduced to: (a) campus-based educational administration and the context in which it currently operates; and an initial description of the scope of the process of educational administration; and a review of the fundamental theories related to management, administration, and leadership and (b) the Identification of initial, individual student strengths and areas for future growth pertaining to the Texas State Board for Educator Certification involving the standards-based knowledge and skills required for the campus principalship; and further, to assess individual student strengths and future growth areas regarding a career in school administration. Additionally, students will (a) be introduced to viewing educational organizations from different vantage points/lenses including the structural frame, the human resource frame, the political frame, and the symbolic/cultural frame, and to identify the various types of reactive and proactive authority, power, and influence; (b) construct and continue to develop individual student frameworks relative to identifying paramount educational goals and imperative ethical principles related to campus-based school administration (through case study exercises); (c) investigate and discuss educational policies at the local, state, and national levels; and (d) identify issues that influence the ethical decision-making of educational administrators (through case study and in-basket exercises).	**Domain I: School Culture (22-23%)** **Competency 001** The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). **Competency 002** The beginning principal knows how to work with stakeholders as key partners to support student learning. **Domain VI — Ethics, Equity, And Diversity (4-6%)** **Competency 011** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Desvaines, J., Aquino, J., & Fenton, B. (2016). Breakthrough principals: A step-by-step guide to building stronger schools. Jossey-Bass Vornberg, J.A. (Ed). (2016). Texas Public School Organization and Administration: 2016 (15th ed.) Kendall/Hunt Publishing. This text will be used in multiple classes). Gorton, R. A. & Alston, J. A. (2012). School Leadership & Administration: Important Concepts, Case Studies & Simulations (9th ed.). New York, NY: McGraw Hill. Datnow, A. & Park, V. (2014). Data-driven leadership: Jossey-Bass, San Francisco, CA. Publication Manual of the American Psychological Association (6th ed.) APA, (This will be used in all classes).

| EDAD 5307: Supervision | The purpose of EDAD 5307 Leadership of Programs and Procedures in Supervision is to assist educational leaders in applying appropriate supervisory practices in schools. The course emphasizes the appropriate use of the clinical supervision framework. <mark>Students will be required to conduct a pre-observation conference with a teacher, observe in a classroom or instructional setting, collect and analyze data collected and then to provide feedback to the teacher.</mark> The result should be an understanding of supervision as an essential administrative function for the improvement of instruction and for the general operation of an effective school. Students in the course will have the opportunity to view the professional tasks of the supervisor within the total school organization and at various organizational levels regardless of job title | **Domain I: School Culture (22-23%)**

 Competency 003 The beginning principal knows how to collaboratively develop and implement high-quality instruction

 Competency 004 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

 Domain III: Human Capital (18-19%)

 Competency 005 The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

 Competency 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. | Bambrick-Santoyo, P. (2012). Get Better Faster: A 90-day Plan for Coaching Teachers. John Wiley & Sons: Francisco, CA.

 Marshal, K. (2013). Rethinking Teacher Supervision and Evaluation. John Wiley & Sons, San Francisco, CA.

 Glickman, C., Gordon, S., & Ross-Gordon, J. (2014). Supervision and instructional leadership: A developmental approach. (9th ed.). New York, NY: Allyn & Bacon.

 Platt, A.D., Tripp, C.E., Ogden, W. R., & Fraser, R.G (2000). The skillful leader: Confronting mediocre teaching. Acton: MA: Ready About Press.

 Kemerer, F. R. & Crain, J. A. (2016). Texas Documentation Handbook: Appraisal, Nonrenewal, Termination. 6th Edition. – May be order from http://www.ed311.com/txdocbook6th/ |

EDAD 5309: Legal Issues	The purpose of EDAD 5309: Legal Issues in School Leadership is to help aspiring school administrators develop an understanding of <mark>education law, and how the law affects them in their professional lives.</mark> Specifically, students will obtain a basic knowledge of legal issues. Additionally, the students will analyze court cases in order to develop an understanding of how case law leads to policy development. Most importantly, students will learn how to locate, read, comprehend, and apply appropriate statutory law. Finally, students will develop an understanding of the interaction between law and ethics.	**Domain VI — Ethics, Equity, And Diversity (4-6%)** **Competency 011** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Kemerer, F., Walsh, J. and Maniotis, L. The Educator's Guide to Texas School Law, Univ. of Texas Press : Austin . Alexander, K. and Alexander, M.D. American Public School Law, Wadsworth : Belmont, CA.

| EDAD 5316: Instructional Leadership | The purpose of EDAD 5316 Instructional Leadership is to help aspiring school administrators develop an understanding of the instructional leadership, coaching, and team building skills necessary to become effective campus principals. The course will require students to develop a general knowledge and understanding of five themes: creating school culture, establishing and sustaining a mission and vision, developing self and others, improving instruction, and data management processes. The course will also explore skills in the areas of curriculum and instruction, data gathering and analysis, effective conferencing skills, conflict resolution, team building and coaching and mentoring. | **Domain II: Leading Learning (41-44%)** **Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction **Competency 004** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III: Human Capital (18-19%) **Competency 005** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. **Competency 006** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Domain V — Strategic Operations (5-6%) **Competency 009** The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. | Bambrick-Santoyo, P. (2010). Driven by Data: Practical Guide to Improved Instruction. San Francisco: John Wiley & Sons.

Knight, J. (2013). High-impact instruction. Corwin, Thousand Oaks, CA.

Gruenert, S. & Whitacker, T. (2015). School culture rewired: How to define, assess, and transform it. ASCD, Alexandria, VA. |

| EDAD 5339: Processes of Ed. Leadership | In EDAD 5339 Processes of Educational Leadership, the aspiring campus administration will participate in learning experiences focused on the utilization of communication skills, culture development and professional learning communities to address campus improvement planning and long-term strategic performance improvement. Primary focus will be placed on the analysis of student performance results and the allocation of available resources (time, money, personnel, facilities, training, and curriculum) to address gaps in student achievement. | Domain V – Strategic Operations (5-6%) Competency 009 The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. Competency 010 The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment. | Bambrick-Santoyo, P. (2013). Leverage Leadership: A practical to building exceptional schools. San Francisco: John Wiley & Sons.

Bolman, L. G., and Deal, T. E. (2010). Reframing the path to school leadership. (2nd Ed). Thousand Oaks, CA: Corwin Press. 978-1-4129-7819-4

DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree. ISBN 978-1-879639-60-7.

Vornberg, J.A. (Ed). (2016). Texas Public School Organization and Administration: 2016 (15th ed.) Kendall/Hunt Publishing. This text will be used in multiple classes). |

EDAD 5345: Curriculum Systems	In EDAD 5345 Leadership of Curriculum Systems, the aspiring campus administrator is introduced to the processes that support curriculum development, evaluation, and implementation. Principals are confronted daily with commercial curricular materials and must be able to make informed decisions when supplementing or complimenting the TEKS and teacher developed curriculum. The role of the principal is to support the ongoing campus curriculum implementation in order to link instruction with student outcomes. **Topics include: content area best practices, curriculum alignment, curriculum evaluation, assessment, instructional support, resource allocation, staff development, and personnel management.**	**Domain II: Leading Learning (41-44%)** **Competency 003** The beginning principal knows how to collaboratively develop and implement high-quality instruction **Competency 004** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. **Domain III: Human Capital (18-19%)** **Competency 005** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. **Competency 006** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. **Domain V — Strategic Operations (5-6%)** **Competency 009** The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	Lemov, D. (2010). Teach like a champion: 49 Techniques that put students on the path to college. Jossey-Bass Love, N., Stiles, K. E., Mundry, S. E., & DiRanna, K. (2008). The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry. Wiggins, G. & McTighe, J. (2005). *Understanding by Design. Expanded 2nd Edition. Baltimore, MD: Association for Supervision and Curriculum Development.* ISBN 1-4166-0035-3 Zemelman, S., Daniels, H. and Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms. (4th Ed).* Portsmouth, NH: Heinemann. **ISBN13:** 978-0325043548 or **ISBN10:** 032504354X

| EDAD 5360: Applications of Ed. Leadership | In EDAD 5360 Educational Leadership Applications, the aspiring campus administrator will participate in capstone learning experiences designed to integrate and link foundational theoretical concepts presented in preceding coursework. Through analysis, discussion, and participation in a variety of practice-related activities, the aspiring campus administrator will assess and be evaluated on his/her preparation for leadership at the campus level. | Domain I: School Culture (22-23%)
Competency 003 The beginning principal knows how to collaboratively develop and implement high-quality instruction
Competency 004 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III: Human Capital (18-19%)
Competency 005 The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
Competency 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. | Patterson, K., Greeny, J., McMillian, R. & Switzler, A. (2012). Crucial conversations: Tools for talking when the stakes are high (2nd Ed.) McGraw-Hill Education

Mathews, J. L. and Crow, G.M. (2010). The Principalship: New Roles in Professional Learning Communities. NY: Allyn and Bacon.

Vornberg, J.A. (Ed). (2016). Texas Public School Organization and Administration: 2016 (15th ed.) Kendall/Hunt Publishing. This text will be used in multiple classes). |

EDAD 5399: Principal Practicum	Partner with district to design this piece. State requirements will be embedded.		Vornberg, J.A. (Ed). (2016). Texas Public School Organization and Administration: 2016 (15th ed.) Kendall/Hunt Publishing. This text will be used in multiple classes). Willmore, E.L. (2013). Passing the Principal TExES Exam: Keys to Certification and School Leadership (2nd Ed.). Thousand Oaks, CA: Corwin Press. **Recommended Text:** Kemerer, F. R. & Crain, J. A. (2016). Texas Documentation Handbook: Appraisal, nonrenewal, termination. (6th Ed.). Legal Digest

Tarleton *State University* **Department of Educational Leadership and Technology**
EDAD 5300: Foundations of Educational Leadership

Catalog Description:

An introduction to educational administration. This course provides an overview of the role of school administrators in today's public schools. Included are an assessment of the knowledge and skills as identified by the State Board for Educator Certification and the development of a professional growth plan. Students must also enroll in EDAD 5300 laboratory section.

Other Description

In EDAD 5300 Foundations in Educational Leadership, the aspiring campus administrator (assistant principal or principal) is introduced to the nature, structure, and culture/climate of schools as organizations. Leadership, managerial, and administrative theory, as well as ethical leadership behaviors, will be investigated with a focus on the initial understanding of development and stewardship of effective schools and the process of change and continuous improvement that sustains these schools. Within the course, students will investigate their own respective leadership and management styles and experiences, and the relationship of these styles/experiences to the Texas standards related to school principalship. Students will introduced to the basic elements of the Continuing Professional Education document/portfolio subsequently further developed and submitted during EDAD 5399 Principal Practicum one-semester experience that concludes the principal certification program. Furthermore, students are not allowed to proceed in subsequent educational administration core coursework without successful completion of EDAD 5300.

Required Textbooks:

1. Datnow, A. & Park, V. (2014). Data-driven leadership: Jossey-Bass, San Francisco, CA.

2. Desrvaines, J., Aquino, J., & Fenton, B. (2016). Breaktrhough principals: A step-by-step guide to building stronger schools. Jossey-Bass

3. Gorton, R. A. & Alston, J. A. (2012). School Leadership & Administration: Important Concepts, Case Studies & Simulations (9th ed.). New York, NY: McGraw Hill.

4. Vornberg, J.A. (Ed). (2018). Texas Public School Organization and Administration: 2018 (16th ed.) Kendall/Hunt Publishing. This text will be used in multiple classes).

Course Syllabi – 8 Post-Master's Certification Courses

5. Publication Manual of the American Psychological Association (6th ed.) APA, (This will be used in all classes).

Course Competencies:

Principal Standards Addressed

Standard 3 - Executive Leadership

- The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

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.

Standard 5 - Strategic Operations

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

Certification Exam

This is the foundation course. Students will be introduced to all of the Principal Standards. Emphasis will be placed on knowledge and skills the the following 268 test competencies.

Domain I: School Culture (22-23%)

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

Domain VI — Ethics, Equity, and Diversity (4-6%)

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

Course Objectives:

Module 1:

- Define leadership, and explain how leaders can benefit from empowering others.
- Differentiate between leadership, management, and administration.
- Review the behavior studies on leadership; specifically Blake and Mouton's Managerial Grid.
- Explain situational leadership and the contingency model.
- Define the following terms: transformational leadership and distributed leadership.
- Explain the components of Group Leadership.
- Examine the Historical Overview of Leadership including the Great Man Theory, Trait Theory, the Classical Period, the Human Relations Period, the Science Period, and Modern Day Theory.
- Explain the moral imperative of the role of the principal.

Module 2:

- Define the role of the principal in Texas.
- Review the components of Principal Appraisal (TPESS).
- Define Transformational Leadership.
- Identify the stages of school development.
- Explain the stages of Transformational Leadership Framework (TLF).
- Explain the four steps of School Planning.
- Examine the importance of instructional leadership.
- Explain the 4 levers principals use to improve academic achievement.

Module 3:

- Identify and explain the major elements of organizational culture.
- Delineate the cultural elements of an effective school.
- Explain the administrator's role in school culture.
- Compare and contrast school climate and school culture.
- Examine the issue of how schools are structured.
- Examine the issue of strategic planning
- Distinguish between the Bolman and Deal's organizational frames: structural, human resource, political, and symbolic. Give practical examples of each as it applies to education.
- Discuss the 3 levels of school culture.
- Identify the components of teacher efficacy and student efficacy.
- Describe cultural competency and diversity.
- Explain the connection between student voice and culture.

- Identify the key actions of the principal and the school to increase parent and community involvement.

Module 4:

- Identify the six basic aspects of communication for administrators.
- Explain how trust, perception, tone, and understanding impact communication.
- Delineate on the administrator's roles and responsibilities as the monitor and seeker of communication.
- Explain the importance of role expectations for individual and groups.
- Identify and discuss the four sources of social conflict in schools.
- Discuss approaches to conflict management including: cooperative, confirming, competitive, and avoidance.
- Delineate when an administrator should use power struggle bargaining, collective avoidance methods, and the problem-solving approach.
- Identify and discuss the 4 levers of talent management.
- Identify and discuss the 4 levers of planning and operations.

Module 5:

- Examine the issue of strategic planning.
- Discuss the key components of each decision making model including: rational model, shared decision making, strategic decision making, differentiated/situational decision making, and ethical decision making.
- Identify and explain the process of site-based decision making.
- Delineate the process of decision making including: defining the situation, identifying the alternatives, assessing the alternatives, selecting a desirable alternative, and implementing the decision.
- Discuss the constraints and values of decision making including: situational constraints, personal variables, involving others, and variables influencing the extent of involvement.
- Discuss various techniques to enhance the involvement within a group including: the quality circle, the Delphi technique, and the nominal group technique.
- Discuss various definitions of ethics.
- Explain how the role ethics plays in the decision making process.
- Delineate the difference between end-based ethics, rules-based ethics, and care-based ethics.
- Identify and discuss the 5 levers of personal leadership.

Module 6:

Organizational Structure of Governance (Chapter 1)

- Review the historical context for American public schooling.
- Explain the federal government's role in education.

- Distinguish between the various types of law as it relates to education including: constitutional law, statutory or legislative law, administrative law, and judicial law.
- Explain the state's role in education.

Governing and Supporting Education in Texas (Chapter 2)

- Define the mission on TEA, and its role in education.
- Review the development of the office of the commissioner in education in Texas, and the role and power associated with the position.
- Explain the role of the State Board of Education (SBOE), the State Board of Educator Certification (SBEC) and the legislative budget board (LBB).
- Explain the role and responsibilities of the educational service centers in Texas.
- Discuss how service centers are governed, funded, and held accountable.

Texas Assessment and Educational Accountability (Vornberg, Ed.) (Chapter 10)

- Discuss the current focus for school reform at the national level; specifically clarify the key elements of the *Blueprint for Reform*.
- Identify the 9 goals for of the SBOE's long-range plan.
- Identify the state's four academic goals and two career and technology goals.
- Discuss the current trends in teacher certification at the national and state level.
- Identify the updates in teacher evaluation.
- Summarize the various components to the state accountability system including student performance, the Public Information Management System, Financial Integrity Rating System of Texas, and Performance-Based Monitoring Analysis System.
- Discuss the state's assessments of the outputs of the system.

The Principal and Human Resources, Budgeting, and Facilities (Vornberg, Ed.) (Chapter 11)

- Discuss the principal's role in terms of Human Resources.
- Identify the legal requirements of background checks.
- Identify the legal requirements for employment interview.
- Define the following contracts: The Employment Contract, Probationary Contract, Term Contract, and Continuing Contract
- Identify the legal "watch fors" of each of the following: Induction, Discipline, Dismissal, Resignation, Contract Renewal, Termination, and Reduction in Force.
- Summarize the principal's role in the budgeting process.
- Summarize the principal's role regarding facilities.

Financing in Texas Public Schools (Chapter 14)

- Review the history of public school funding in Texas.
- Explain the property tax system.

- Provide an overview of the current funding for public schools in Texas.

The Superintendent and Human Resources (Chapter 17)

- Discuss the common traits of effective superintendents.
- Discuss the role and processes of the local school board.
- Outline the superintendent's role in human resources.
- Discuss the legal issues associated with personnel administration (certification, contracts, principal evaluation, employee grievances)

Module 7

- Identify and discuss the sources for authority for leadership including: bureaucratic, personal, and moral.
- Identify and discuss the stages of leadership (bartering, building, binding, bonding).
- Discuss leadership in terms of craftsmen, artists, and technocrats.
- Explain what legitimates authority.
- Identify the possible sources of authority for administrators.
- Identify and explain the different types of administrative power.
- Compare and contrast influence, power, and authority.
- Identify key components for building alignment across the district.
- Discuss key strategies for principal coaching using the TLF.

Module 8

- Apply the Principal Standards to various scenarios.

Module 9

Chapter 7: Change (Gorton and Alston)

- Discuss the premises guiding the change rationale.
- Identify and discuss various ways a school administrator can facilitate school change.
- Explain how a principal's leadership style can impact change: initiator, manager, and responder.
- Apply the change process to various scenarios.
- Explain the complexities of change.
- Identify and discuss the factors behind resistance.
- Discuss why the "change process" can fail.

Chapter 6: Making Educator Voices Heard (Vornberg)

- Discuss the importance of being engaged in politics in a democratic society.
- Discuss the educator's role in policy advocacy.

Chapter 12: Cultivating Communication for Public Schools (Vornberg)

- Discuss the educational value of school-community relations.
- Discuss the educational value of school-public relations.
- Discuss the role of the leadership in communication.
- Discuss the value of the district communication plan.
- Discuss obstacles and barriers in communication.

Attendance Policy: All class meetings and conferences are considered a part of class attendance. Any class or conference missed (3 hours equals one class) will result in the loss of one letter grade. Students may complete a make-up assignment for the missed class time and course content. The instructor will determine the nature of the make-up assignment.

Course Requirements: The topics listed in the course agenda are tentative, but due dates and exams dates are considered deadlines unless otherwise specified by the instructor. Students will be required to strictly adhere to the Publications Manual of the American Psychological Association, unless specified otherwise in the descriptions below:

1. Complete all online module, discussions and activities.
2. Complete 6 quizzes.
3. Complete 5 Case Studies.
4. Complete Final Exam.

Evaluation Summary:

Quizzes (5 at 20 each)	160 pts.
Weekly Discussions, Activities, etc.	105 pts.
Case Studies (4 at 25 points each)	100 pts.
Constructed Response	50 pts.
Self-Reflection of Skills for Principal Standards – Final Exam Part I	100 pts.
Final Exam Multiple-Choice – Part II	100 pts.

Grade Equivalence:

615 to 554 points (90%)	Letter grade A
553 to 492 points (80%)	Letter grade B

491 to 431 points (70%)	Letter grade C
430 to 369 points (60%)	Letter grade D
and lower points (50% and lower)	Letter grade F

*The overall GPA of graduate course work must be 3.0 as required by Tarleton State University's College of Graduate Studies.

Evaluation: The number of points you accumulate by attending class, participating in class discussions and quizzes, and completing class assignments will determine the number of points earned. The percentage of points that you earn of the total possible points will be your grade. To determine the percentage grade on a specific assignment, divide the score (points) you received by the total possible points for that assignment: i.e. $66/75 = .88 = 88\%$. Scores for each assignment listed below are approximate values and are subject to change, although the total possible points for the semester will change only slightly.

Specifications for Assignments:

Read the following assessment summaries.

Case Studies: (120 Point)

1. Students will be assigned an educational leadership case study from the Gorton and Alston text.
2. Evaluate the Case Study based on the application the five Principal Standards.
3. Provide a written summary of each case study addressing items outlined in the rubric.

Individual Topic Quizzes: (120 Points – 20 Points Each)

There will be six short quizzes throughout the semester that will be administered through Blackboard. Quizzes will address key topics/readings.

Discussions, Note-Takers, Activities – 240 pts. (points vary)

Some modules have discussions to help facilitate the process of mentally working through the material. The online discussion replaces the "in class discussion" component. Students will be responsible for posting information on the discussion board and responding to 2 posts within the set timeframe.

Constructed Response (50 points)

Each student will complete a constructed response activity which requires them to develop a well-crafted response to an issue provided through a prompt. The response

should provide specific information and action steps. The response should demonstrate the student's knowledge and expertise.

Self-Reflection of Skills for Principal Standards – Final Exam Part I (100 points)

Each student will construct a self-reflection to analyze their skills within the Principal Standards. The self-reflection will address strengths and weaknesses within each of the 5 Principal Standards. Areas of growth will be supported by a plan for professional growth. See rubric for details.

Final Course Multiple-Choice Examination – Final Exam Part II (100 points)

A final exam will be administrated at the conclusion of the semester. The examination will assess the student's knowledge of the course content, assigned readings, class discussions, and written assignments.

*Combined final exams are at least 15% of the course grade per department requirements.

Rubric for Self-Reflection of Skills for Principal Standards

	Unacceptable 1 (4.5 points)	Developing 2 (6.5 points)	Acceptable 3 (9.5 points)	In-depth 4 (10.5 points)	Target 5 (12.5 points)
All 5 Principal Standards Clearly and Specifically Addressed	Omitted or unclear	Stated but the explanation of some standards are unclear	Clear and accurately stated with self-evaluation components	Very clearly stated with in-depth analysis and of each standard	Very clearly stated with in-depth analysis, synthesis, and evaluation of each standard
3 Specific Performance Examples for Strengths	Omitted or unclear	Strengths given, but not specific performance examples	Strengths and performance examples provided	Strengths and performance examples provided demonstrating in-depth analysis	Strengths and performance examples provided demonstrating in-depth analysis, synthesis, and evaluation
Plan to Address Areas of Growth	Omitted or unclear	Areas of growth given, but no plan	Areas of growth given along with specific plan to address areas of growth	Areas of growth given along with specific plan to address areas of growth demonstrating in-depth analysis	Areas of growth given along with specific plan to address areas of growth demonstrating in-depth analysis, synthesis, and evaluation
Summary of Reaction to Self-Evaluation	Omitted or unclear	Reaction summary provided	Reaction summary provided demonstrating reflection and insight	Reaction summary provided demonstrating in-depth reflection and insight	Reaction summary provided demonstrating in-depth reflection and insight
Potential Future Activities for Each Principal Standard	Omitted or unclear	Potential Activities Provided	Specific, potential activities provided – along with brief explanation	Specific, potential activities provided – along with brief explanation demonstrating in-depth analysis	Specific, potential activities provided – along with brief explanation demonstrating in-depth analysis, synthesis, and evaluation.
Spelling, Grammar, and Mechanics	Review contained multiple errors	Frequency of errors interferes with clarity	Errors are infrequent.	Less than two errors.	Review contained no errors.
Writing Style	Unorganized; unclear writing	Somewhat organized; ambiguous, illogical, or casual language	Organized; clear and precise language. Needs no interpretation.	Well organized; professional language; no redundancy, wordiness, jargon, or clumsy prose	Clear and orderly presentation of ideas; precise and professional language
APA Format	Some reference information provided	Incomplete reference information	All information provided	Information provided in correct format	Complete and free of any errors
Total Points					

CASE STUDY

Guidelines and Expectations

Instructions:

1. Be sure to follow the multiple-step analysis format.
2. Provide a written summary addressing all of the sequential steps in the case study.

Required format for constructing and presenting the steps to be included within a school principal case study analysis and written summary:

Step 1:   Identify the problem(s)/issue(s)

Step 2:   Evaluate the seriousness (urgency in dealing with) of the problem(s)

Step 3:   Narratively identify the important facts (people, place, and/or program) within the scenario. Then summarize the issue in one sentence.

Step 4:   List Potential Alternatives. Brainstorm five (5) or more options that could be used to address the principal scenario problem(s)/issue(s) [be open-minded/non-judgmental when constructing the alternative solutions]. Remember, there are several options to addressing any issue if ample time and energy is devoted to their individual development.

Step 5:   Make a Decision. Decide on a particular course of action. Based on the important facts of the case study scenario and review of the potential options available in addressing the identified problem(s)/issue(s), identify which option (or combination of options) that you chose to address the case study problem(s)/issue(s).

Step 6:   Develop a written plan of action that operationalizes your chosen course(s) of action.

Step 7:   Evaluate the result of the decision. In hypothetical case study analysis, and from a 'hindsight' perspective, identify potential procedural changes that could possibly be incorporated in order to assist in lessening the likelihood that the problem(s)/situation(s) will occur in the future.

Step 8:   Tell why your solution was a viable solution.

Overview of Principal 268 Exam

Principal 068 Domains (old test)	Domain Weight	Principal 268 Domains (new test)	Domain Weight
I. School Community Leadership Competencies 1-4	33%	I. School Culture Competency 1 Competency 2	22-23%
		II. Leading Learning Competency 3 Competency 4	41-45%
II. Instructional Leadership Competencies 5-7	44%	III. Human Capital Competency 5 Competency 6	18-19%
		IV. Executive Leadership Competency 7 Competency 8	5-6%
III. Administrative Leadership Competencies 8-9	23%	V. Strategic Operations Competency 9 Competency 10	5-6%
		VI. Ethics, Equity, and Diversity Competency 11	4-6%

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

    (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

        (A) Knowledge and skills.

            (i) Effective instructional leaders:

                (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

                (II) implement a rigorous curriculum aligned with state standards;

                (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

                (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

                (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

            (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional

practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations,

actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

  (A) Knowledge and skills.

     (i) Effective executive leaders:

          (I) are committed to ensuring the success of the school;

          (II) motivate the school community by modeling a relentless pursuit of excellence;

          (III) are reflective in their practice and strive to continually improve, learn, and grow;

          (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

          (V) keep staff inspired and focused on the end goal even as they support effective change management;

          (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

          (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

          (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

     (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of

progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) 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.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

    (A) Knowledge and skills.

        (i) Effective leaders of strategic operations:

            (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

            (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

            (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

            (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

            (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

        (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator

teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.

Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

Tarleton *State University*

Department of Leadership and Policy Studies
EDAD 5307 Leadership of Programs and Procedures in Supervision

Catalog Description:

The study of programs and procedures in supervision emphasizes the application of appropriate supervisory practices in working with teachers. Educational leaders develop an understanding of clinical and developmental supervision, teacher evaluation, and the evolving concepts of supervisory practice.

Expanded Course Description:

The purpose of EDAD 5307 Leadership of Programs and Procedures in Supervision is to assist educational leaders in applying appropriate supervisory practices in schools. The course emphasizes the appropriate use of the clinical supervision framework. Students will be required to conduct a pre-observation conference with a teacher, observe in a classroom or instructional setting, collect and analyze data collected and then to provide feedback to the teacher. The result should be an understanding of supervision as an essential administrative function for the improvement of instruction and for the general operation of an effective school. Students in the course will have the opportunity to view the professional tasks of the supervisor within the total school organization and at various organizational levels regardless of job title

EDAD 5307 Leadership of Programs and Procedures in Supervision is designed to address state requirements for principal preparation programs. As required by Texas Administrative Code Title 19, Part 7, Chapter 241, (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title, and (b) structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

Intended Learning Outcomes:

Under the provisions of the Texas Administrative Code §241.15, the Standards required for the Principal Certification shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15. As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for issuance of a Texas educator certificate. The Texas Examinations of Educator Standards (TExES) Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241. The

student learning outcomes for EDAD 507 Leadership of Programs and Procedures in Supervision address the following Principal test framework competencies:

268 Test Competencies

Domain I: School Culture (22-23%)
- Competency 003 - The beginning principal knows how to collaboratively develop and implement high-quality instruction
- Competency 004 - The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III: Human Capital (18-19%)
- Competency 005 - The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- Competency 006- The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Principal Standards:

- **Standard 1 – Instructional Leadership**
- **Standard 2 – Human Capital**
- **Standard 3 – Executive Leadership**
- **Standard 4 – School Culture**
- **Standard 5 – Strategic Operations**

Course Requirements: Common course examination (15% of final grade)

Required Text(s):

- Bambrick-Santoyo, P. (2012). Get Better Faster: A 90-day Plan for Coaching Teachers. John Wiley & Sons: Francisco, CA.

- Marshal, K. (2013). Rethinking Teacher Supervision and Evaluation. John Wiley & Sons, San Francisco, CA.

- Glickman, C., Gordon, S., & Ross-Gordon, J. (2014). Supervision and instructional leadership: A developmental approach. (9th ed.). New York, NY: Allyn & Bacon.

- Platt, A.D., Tripp, C.E., Ogden, W. R., & Fraser, R.G (2000). The skillful leader: Confronting mediocre teaching. Acton: MA: Ready About Press.

- Kemerer, F. R. & Crain, J. A. (2016). Texas Documentation Handbook: Appraisal, Nonrenewal, Termination. 6th Edition. – May be order from http://www.ed311.com/txdocbook6th/

Evaluation: The number of points you accumulate by attending class, participating in class discussions and quizzes, and completing class assignments will determine the number of points earned. The percentage of points that you earn of the total possible points will be your grade. To determine the percentage grade on a specific assignment, divide the score (points) you received by the total possible points for that assignment: i.e. 66/75 = .88 = 88%. Scores for each assignment listed below are approximate values and are subject to change, although the total possible points for the semester will change only slightly.

Grade Equivalence:

GRADING AND EVALUATION SYSTEM:

Exams:
- Exam I – Midterm   100 points
- Exam II – Final   150 points

Activities and Assignments
- Module Activities, Discussions, Key Points, Quizzes   165 points
- Instructional Coaching Project   100 points
- Clinical Supervision Project   50 points
- Teacher Documentation Activity   50 points

GRAND TOTAL POSSIBLE POINTS   **615 points**

Grade Equivalence

615 - 553 points (90% and above)	Letter grade A
553 - 492 points (80%)	Letter grade B
491 - 430 points (70%)	Letter grade C
429– 369 points (60%)	Letter grade D
368 and fewer points (50% and lower)	Letter grade F

Assignment Expectations

Class Participation/Discussions/Google Docs – 195 pts
The online discussions /activities/Google docs are designed to replace "in class discussion." It is important to read all of the posts in order to glean information and multiple perspectives.

Clinical Supervision Project – 100 pts.
Students will individually conduct a complete cycle of the ISTP and write a complete analysis of each step including recommendations. A framework for the project will be provided.

Instructional Coaching Project – 100 pts.
Students will work with a teacher to identify an instructional need and select a targeted strategy to work the teacher improve the identified need. The instructional coaching approach will vary based on teacher experience (new teacher – Get Better Faster text) or a more experience teacher needing refinement (Rethinking Teacher Evaluation text).

<u>**Online Midterm 100 pts and Final Exams – 150 pts. (250 pts)**</u>
The exams are based on material presented in the weekly unit content modules, discussion group dialogues, outside reading assignments, and your knowledge as a professional educator. The exams are closely aligned with the outlined course objectives, and are comprehensive. Questions will be multiple-choice with many questions based on scenarios. The exams will be placed in the Assessment tab and the Course Content page in Blackboard.

<u>**Teacher Documentation Activity – 100 Points**</u>

As a leader, your goal should be to inspire teacher to grow and continuously improve. However, you will always have teachers who are resistant to change. Therefore, as an administrator, it is your job to provide the structure necessary for the resistant teacher to align with the goals and vision of the campus. This structure can be in the form of formative feedback (walk-throughs and conferences), growth plans, and/or reprimands.

You will be placed into groups. Each group will be assigned a teacher profile. Using the profile, you will work through the process of documenting a teacher to improve instruction. This project will employ the cumulative information from all the texts for the class. The *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination (6th Ed.)* by Kemerer and Crain through Legal Digest (Chapter 4 & 6), will provide you with framework for this activity.

First, provide data from the instructional observation and evidence the teacher's instructional strategies are not meeting campus expectations for instruction. Then, assume you have held a conference with the teacher about the observation and write memorandum to formally document the conference and outline expected behavior.

- Documentation of Instructional Strategy

- Gathering and Recording Data (Provide a sample of the observation documentation).

- Formal Documentation (Provide a written documentation of the observation and conference).

- Write an intervention Plan.

This product will have multiple components. Each product component should use the appropriate form.

Instructional Supervision Training Program (ISTP) – Clinical Supervision Case Study Rubric

Name _____

Conduct a complete cycle of the ISTP and write a complete analysis of each step including recommendations. Organize your paper as follows:

Introduction - In this section of your paper you will give background information including the setting and the individual involved in the ISTP. This should be a descriptive paragraph (or paragraphs). Describe the perceived strengths and weaknesses of the teacher and give a brief biography. Be sure to eliminate names for confidentiality.

_____(15 points possible)

Stage I – Pre-observation Conference – Be sure to include the following: 1) Identify the behavior area of concern; 2) Establish criteria for observation; 3) Conduct/select data-collection format.

_____(10 points possible)

Stage II - Classroom Observation – Address the collection of pertinent classroom interaction data.

_____(10 points possible)

Stage III - Analysis of Data – Provide a summary of the following components: 1) Put data in a visual format; 2) Develop a list of remediation/maintenance

_____(10 points possible)

Stage IV – Post-observation Conference – Provide a summary of the following components: 1) identify corrective strategies (cooperatively); 2) Report/discuss observation information.

_____(10 points possible)

Stage V - Supervisor Reflection – Provide a summary of the following components: 1) reflect on process to identify ways to improve; 2) Begin anew (as needed).

_____(10 points possible)

Recommendations - In this section of your paper summarize both the benefits and the pitfalls of this model. Include any recommendations for future use of the ISTP.

_____ (15 points possible)

Supporting Documents (classroom data collected, data analysis documents, post-observation plan)

_____(10 points possible)

APA Format

_____ (10 points possible)

Name:

Teacher Documentation Activity Rubric

Teacher Documentation Activity (100 Points)					
Areas of Evaluation	**Available Points**	**Student Assessed Points**	**Professor Assessed Points**	**Student Comments/ Justifications**	**Professor Comments**
Sample Observation Form	10				
Formal Documentation of Observation and Conference					
Letterhead Paper	5				
Dated	5				
Date and Time of Classroom Observation	5				
Number of Students Included	5				
Findings and Facts from Data	15				
Nonjudgmental Language	10				
Conclusion Anchored in District Expectations	15				
Specific Directives	15				
Opportunity to Response	5				
Required Date Signature	5				
Self-Evaluation Rubric	5				
Total Points	100				

Department of Leadership and Policy Studies
EDAD 5309 Legal Issues in Educational Leadership

COURSE DESCRIPTION: CONSTITUTIONAL PROVISIONS, STATUTORY LAWS, COURT DECISIONS, AND REGULATIONS GOVERNING PUBLIC SCHOOLS WITH SPECIAL REFERENCE TO TEXAS AND FEDERAL RELATIONSHIPS.

REQUIRED TEXTBOOKS

KEMERER, F., WALSH, J. AND MANIOTIS, L. THE EDUCATOR'S GUIDE TO TEXAS SCHOOL LAW, SIXTH ED., UNIV. OF TEXAS PRESS: AUSTIN.

ALEXANDER, K. AND ALEXANDER, M.D. AMERICAN PUBLIC SCHOOL LAW, SIXTH ED., WADSWORTH: BELMONT, CA.

COURSE OBJECTIVES
- DEVELOP SKILLS FOR RESEARCHING LEGAL ISSUES RELATED TO THE PUBLIC SCHOOLS.
- READ AND COMPREHEND FEDERAL AND STATE COURT CASES.
- ANALYZE AND DISCUSS LEGAL CONCEPTS RELATED TO THE PUBLIC SCHOOLS.
- APPLY LEGAL CONCEPTS TO THE PUBLIC SCHOOL SETTING.
- CRITICALLY ANALYZE PUBLIC SCHOOL ACTIVITIES FOR COMPLIANCE WITH PUBLIC SCHOOL LAWS.
- DISCUSS THE SYSTEM OF PUBLIC SCHOOL GOVERNANCE AND ITS RELATION TO THE LEVELS OF COURTS.
- DEMONSTRATE KNOWLEDGE OF STUDENTS' AND TEACHERS' RIGHTS GUARANTEED BY THE FIRST, FOURTH, AND FOURTEENTH AMENDMENTS.

STUDENT LEARNING OUTCOMES

PRINCIPAL STANDARDS:

- COMPETENCY 005-THE BEGINNING PRINCIPAL KNOWS HOW TO PROVIDE FEEDBACK, COACHING, AND PROFESSIONAL DEVELOPMENT TO STAFF THROUGH EVALUATION AND SUPERVISION, KNOWS HOW TO REFLECT ON HIS/HER OWN PRACTICE, AND STRIVES TO GROW PROFESSIONALLY.
- COMPETENCY 007-THE BEGINNING PRINCIPAL KNOWS HOW TO DEVELOP RELATIONSHIPS WITH INTERNAL AND EXTERNAL STAKEHOLDERS, INCLUDING SELECTING APPROPRIATE COMMUNICATION STRATEGIES FOR PARTICULAR AUDIENCES.
- COMPETENCY 010- THE BEGINNING PRINCIPAL KNOWS HOW TO PROVIDE ADMINISTRATIVE LEADERSHIP THROUGH RESOURCE MANAGEMENT, POLICY IMPLEMENTATION, AND COORDINATION OF SCHOOL OPERATIONS AND PROGRAMS TO ENSURE A SAFE LEARNING ENVIRONMENT.
- COMPETENCY 011-THE BEGINNING PRINCIPAL KNOWS HOW TO PROVIDE ETHICAL LEADERSHIP BY ADVOCATING FOR CHILDREN AND ENSURING STUDENT ACCESS TO EFFECTIVE EDUCATORS, PROGRAMS, AND SERVICES.

TEST COMPETENCIES:

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY (4-6%)
- COMPETENCY 011 THE BEGINNING PRINCIPAL KNOWS HOW TO PROVIDE ETHICAL LEADERSHIP BY ADVOCATING FOR CHILDREN AND ENSURING STUDENT ACCESS TO EFFECTIVE EDUCATORS, PROGRAMS, AND SERVICES.

THE STUDENT WILL BE ABLE TO:
ASSESSMENT OF STUDENT KNOWLEDGE

EXAMINATION OF STUDENT PROGRESS WILL COME IN THREE FORMS — WRITTEN EXAMINATIONS, CASE STUDIES AND CLASS PARTICIPATION. ALL WORK MUST BE TYPEWRITTEN AND FOLLOW THE AMERICAN PSYCHOLOGY ASSOCIATION (APA) FORMAT.

EXAMINATIONS

TWO COMPREHENSIVE EXAMINATIONS WILL BE ADMINISTERED. THE EXAMINATIONS WILL COVER ALL CONTENT COVERED DURING THE SEMINAR DAYS, AND WILL INCLUDE INFORMATION LOCATED IN THE REQUIRED TEXTS FOR THE COURSE. THE EXAM WILL INCLUDE THE FOLLOWING TYPES OF QUESTIONS: MULTIPLE CHOICE, SHORT ANSWER, AND ESSAY.

IN ADDITION, ON THE FINAL EXAMINATION THE STUDENT WILL BE EXPECTED TO KNOW THE SIGNIFICANCE OF THE FOLLOWING CASES:

BROWN V. BOARD OF EDUCATION	SAN ANTONIO V. RODRIGUEZ
WISCONSIN V. YODER	GOSS V. LOPEZ
INGRAHAM V. WRIGHT	PIERCE V. SOCIETY OF SISTERS
WEST VIRGINIA V. BARNETTE	CIVIL ORDER 5281
BD. OF ED. OF ISLAND TREES V. PICO	TINKER V. DES MOINES
HAZELWOOD V. KUHLMEIER	IRVING ISD V. TATRO
NEW JERSEY V. TLO	DOE V. TAYLOR
GEBSER V. LAGO VISTA ISD	ABINGTON SCHOOL DIST. V. SCHEMPP
HONIG V. DOE	KEYES V. SCHOOL DISTRICT NO. 1
LEMON V. KURTZMAN	SWANN V. CHARLOTTE-MECKLENBURG BOE
LAU V. NICHOLS	SANTA FE ISD V. DOE
EDGEWOOD V. KIRBY (I-IV)	WEST ORANGE COVE V. NEELEY

LEGAL CASE STUDY

GROUP PROJECT: THE STUDENT WILL RESPOND TO THE LEGAL CASE STUDY PROVIDED BY THE INSTRUCTOR. THE RESPONSE WILL BE TYPED AND WILL FOLLOW APA FORMAT. STUDENTS ARE AWARDED A GRADE BASED ON THE FINAL PRODUCT OF THE GROUP.

INDIVIDUAL BLOG PROJECT: THE STUDENT WILL RESPOND TO THE LEGAL CASE STUDY PROVIDED BY THE INSTRUCTOR. THE RESPONSE WILL BE ENTERED ON THE BLOG SITE PROVIDED BY THE INSTRUCTOR. THE STUDENT WILL BE AWARDED AN INDIVIDUAL GRADE BASED ON THIS ENTRY.

CLASS PARTICIPATION

CLASS PARTICIPATION AND INTERACTION IS ESSENTIAL TO THE SUCCESS OF ANY GRADUATE COURSE. CLASS PARTICIPATION IS BASED UPON STUDENT ATTENDANCE, STUDENT PARTICIPATION IN CLASS DISCUSSIONS, AND STUDENT READINESS FOR CLASS DISCUSSIONS. STUDENT READINESS WILL BE DETERMINED BY THE STUDENT'S (A) ABILITY TO PROVIDE INPUT RELATED TO PREVIOUS CLASS DISCUSSIONS, (B) ABILITY TO ANSWER QUESTIONS AND PARTICIPATE IN DISCUSSIONS ON ASSIGNED READINGS, AND (C) WILLINGNESS AND ABILITY TO INCLUDE CURRENT ISSUES RELATED TO SCHOOL LAW INTO CLASS DISCUSSIONS.

EXTRA CREDIT

EXTRA CREDIT OPTIONS ARE NOT AVAILABLE WITH THIS CLASS.

GRADES

GRADES FOR THE COURSE WILL BE DISTRIBUTED ACCORDING TO THE FOLLOWING CHARTS:

EXAM 1: 200 POINTS	
FINAL EXAM :	400 POINTS
LEGAL CASE STUDY:	200 POINTS
CLASS PARTICIPATION:	200 POINTS
A =	900 – 1000 POINTS
B =	800 - 899 POINTS
C =	700 - 799 POINTS
D =	600 - 699 POINTS
F =	BELOW 600 POINTS

TOTAL POINTS AVAILABLE   1,000 POINTS

Tarleton State University
Department of Leadership and Policy Studies
EDAD 5316: Instructional Leadership

Catalog Description:
The study of instructional leadership emphasizes the appropriate use of instructional practices within the framework of theory and research to enhance organizational effectiveness and improve school culture. The content of instructional leadership development training is supported by the Texas Education Agency (TEA) as an integral part of administrator preparation and certification. An additional state determined fee is required for students to obtain the Advancing Educational Leadership certificate after completion of the course.

Prerequisites: EDAD 5300 or approval of department head

Expanded Course Description:

The purpose of EDAD 5316 Instructional Leadership is to help aspiring school administrators develop an understanding of the instructional leadership, coaching, and team building skills necessary to become effective campus principals. The course will require students to develop a general knowledge and understanding of five themes: creating school culture, establishing and sustaining a mission and vision, developing self and others, improving instruction, and data management processes. The course will also explore skills in the areas of curriculum and instruction, data gathering and analysis, effective conferencing skills, conflict resolution, team building and coaching and mentoring.

As required by Texas Administrative Code Title 19, Part 7, Chapter 242, Rule 241.10 (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title. (b) Structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

Intended Student Outcomes: As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The Texas Examinations of Educator Standards (TExES) Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241. The student

outcomes for EDAD 516 Instructional Leadership Development/ Certification address the following TExES competencies:

Certification Test Competency 003 - Domain II: Leading Learning
The beginning principal knows how collaboratively develop and implement high-quality instruction.

Certification Test Competency 004 - Domain II: Leading Learning
The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Certification Test Competency 005 - Domain III: Human Capital
The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practices, and strives to grow professionally.

Certification Test Competency 006 - Domain III: Human Capital
The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Certification Test Competency 009 – Domain IV: Strategic Operations
The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Reference:
file:///C:/Users/Pam/Downloads/Principal_PASL_Assessment_Flyer_to_EPPs_FINAL%20(3).PDF

Required Texts and Grading and Evaluation

Texts

- o Babrick-Santoyo, P. (2010). Driven by data: Practical guide to improved Instruction. John Wiley & Sons, San Francisco, CA.

- o Gruenert, S. & Whitacker, T. (2015). School culture rewired: How to define, assess, and transform it. ASCD, Alexandria, VA.

- o Knight, J. (2013). High-impact instruction. Corwin, Thousand Oaks, CA.

Course Requirements: The topics listed in the course schedule are due dates unless otherwise specified by the instructor. Written assignments are formatted to the Publications Manual of the American Psychological Association, unless otherwise specified.

1. Complete all online modules, assignments, discussions, and quizzes.
2. Complete 2 constructed responses based on data.
3. Complete the 4 steps of the Final Exam due at various dates throughout the semester.

Grading and Evaluation

Grades will be determined by the number of points accumulated by completing class assignments, reviews, projects, and exams. The percentage of points earned of the **total possible points** will be the final grade. To determine the percentage grade on a specific assignment, divide the score (points) received by the total possible points for that assignment (i.e.66/75 = .88 = 88%. Scores for each assignment listed below are **APPROXIMATE** values and are subject to change, although the total possible points for the semester will change only slightly. According to department policy, the final exam will be worth at least 15% of the course grade.

Online Activities and Discussions	70	
Quizzes		60
Constructed Response Items		50
Final Exam (multiple components submitted)		275
TOTAL POSSIBLE POINTS		**455 points**

Specifications for Assignments:

Read the following assessment summaries.

Online Activities and Discussion –100 Points

Interactions with peers through Discussion Board dialogues and Google tools to completing assignments in a timely fashion will comprise the assessment component related to reading assignments.

Quizzes – 60 points (3 at 20 points each)

Quizzes will cover content in modules and will focus on application

Constructed Response Activities – 50 Points (25 each)

Students will compose 2 constructed responses based on data collected in Step 1 and 2 of the final exam. Constructed responses will engage students in analysis and reflection of the issues for the final exam.

Final Exam – 275 Points (Due at various points throughout the semester)

The final exam will be an application component comprised of 4 steps.

- Step 1: Data Collection
- Step 2: Problem/Challenge Identification
- Step 3: Plan Development
- Step 4: Implementation

Step 1: Campus Data Portfolio – 75 points (Three Submissions – 25 points each):

This product should be an electronic portfolio in PowerPoint (Blackboard friendly format). This product **must follow the order of the rubric.** See the folder in Blackboard for details.

Step 2: Problem/Challenge Identification – 50 points

Based on data collected in Step 1, identify a problem or challenge connected to your school and/or community. Using a narrative format, write a paper with organized into the following 3 sections:
- Impact on Learning;
- Analysis Supported by Data; and
- Expected Result

Step 3: Plan Development – 100 points

Using data from steps 1 and 2 create an implementation plan that includes:

- Identifies research, school/district resources, and community/cultural influences to support the identification of the problem or challenge;
- Includes specific goals and a timeline with specific steps delineating key colleagues' involvement in the plan;
- Describes communication strategies to reach various audiences; and
- Identifies a method to measure the plan's effect on instructional practice and student learning.

Step 4: Plan Implementation – 50 Points

Based on the plan you developed in Step 3, write a narrative to describe how you will implement the plan. Be sure to address:

- The actions you will take to support the plan and engage colleagues. Give specific communication strategies you will use to implement the plan;
- Explain the monitoring process you will use to assess the implementation of the plan, including how will identify and make needed adjustments;
- Clarify how you will know the plan improved instructional practice and student learning; and
- Give specific goals and measurements of how the plan will be measured.

Course Objectives

Module 1
- Identify the key concepts of school culture – what it is and what it is not.
- Delineate the difference between school climate and school culture.
- Discuss the building blocks of school culture.
- Explain the concept of school culture and how it impacts a campus.
- Discuss and apply the various types of school culture.
- Discuss the "jump start" strategies for rewiring culture.
- Explain the metaphor of culture as family.

- Discuss the length of time it takes to change culture.
- Explain why cultural change must be a school-wide effort.
- Identify and discuss leverage points impacting culture.
- Discuss how the school-year cycle affects cultural rewiring.
- Explain the process of building a team for cultural rewiring.
- Explain the role of leadership in cultural rewiring.

Module 2
- Identify and discuss the four pillars that impact schools.
- Differentiate between intensive-explicit instruction and constructivist instruction.
- Explain high-impact planning.
- Delineate why teachers should create guiding questions.
- Discuss the limitations of planning.
    - Discuss the major components of creating excellent guiding questions: address the standards; identify knowledge and skill; identify the big ideas, clarify meaningful, important, and relevant; use appropriate words, identify learning strategies, technology, and communication skills.
    - Explain why it is important to use formative assessment.
    - Identify and explain various forms of formative assessment.
    - Describe how formative assessment can be used effectively.
    - Explain how formative assessment can modify teaching and learning.
    - Explain how learning maps are useful to the learning process.
    - Identify the components of quality learning maps.

Module 3
- Define student engagement and discuss its importance.
    - Discuss the value of using thinking prompts.
    - Identify the attributes of effective thinking prompts.
    - Describe how thinking prompts can be used effectively.
    - Elaborate on why teachers should reflect on the effectiveness of their questioning.
    - Discuss the process of using questions effectively with students.
    - Explain the different purposes of stories in teaching and discuss the value of using stories when teaching.
    - Define cooperative learning and explain when and why it should be used as an instructional strategy.

Module 4
- Define the concept learner-friendly culture.
- Discuss the five way teachers can create learner-friendly cultures.
- Delineate the difference between " power with", not "power over."
- Explain various ways to empathize with students.
- Discuss how to connect through one-to-one conversations
- Describe the concepts of listening to students and communicating with respect.
- Identify the key components of defusing conflict.
- Explain the paradox of freedom and the concept of freedom within form.
- Identify and discuss dialogue structures.

- Explain the concept of structured choices.
- Discuss the terms procedures and rituals as presented in the text.
- Discuss the concept of "choices guided by criteria."
- Discuss the terms caring and control as presented in the text.
- Compare and contrast expectations, rules, and norms.
- Explain the various processes for teaching expectations.
- Discuss the concepts of positive attention and learning.
- Explain the concept of "How to be a witness to good."
- Explain how keeping students on track prevents conflict.
- Identify and discuss effective corrections.

Module 5 and 6
- Discuss what it means to be "data driven."
- Discuss the advantages of interim assessments.
- Compare and contrast interim assessments and in the moment assessments.
- Define and discuss the building blocks of effective assessment.
- Discuss the five core drivers of assessment.
- Discuss the levels of analysis: question level, standard level, individual student level, and whole class level.
- Identify the key concepts for analysis.
- Discuss the key principles for leading analysis meetings.
- Discuss the key components of the action plan.
- Review the best practices associated with increasing rigor in a data driven classroom.
- Clarify the role of the school leader related to accountability in a data driven environment.
- Identify and discuss methods to build "buy-in."
- Identify and discuss key components for building a data driven culture.

EDAD 5316: Culminating Project/Final Exam

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/school factors. This activity is designed to assist you in data collection processes to guide problem identification and plan development. You will build on this project in EDAD 5339, EDAD 5345, and EDAD 5360. This process is preparing you for the PASL component of your certification exam which will be required for students testing 9/1/2019 or after.

Goal: Demonstrate your ability to address and resolve a significant problem /challenge in your school that influences instructional practice and student learning.

This project will be divided into smaller components and will be due on various dates throughout the semester. Each component is designed to build on the previous component to help scaffold learning.

Step 1: Campus Data Portfolio – Due in 3 Separate Submissions
- Use at least three years of data – most recent 3 years.
- Collect data to gain insight regarding instructional practice and student learning.

   School District Environment (Surrounding Community)
   Requirements for a B = 80%/20 points

- History
- Location
- Population
- Ethnicity
- Social Issues
- Socioeconomic Status
- Geographic Factors (size, location, etc.)

Requirements for an A = 90%/22.5 (select items impacting student learning in your district)
All the above Items and at least 2 of the following:

- Employment Status
- Housing Trends
- Health Issues
- Crime Rate
- Economic Base

To earn higher than 90%, quality and format of the presentation will be considered.

School District and Demographics
Requirements for a B = 80%/20 points

- Description of District
- History
- Organizational Structure
- Number of Schools, Students, Teachers, and Administrators
- Support Services for Students and Teachers
- Economically Disadvantaged (TAPR)
- Drop-out Rates (TAPR)
- Graduation Rates (TAPR)
- Mobility Rates (TAPR)
- Attendance Rates (TAPR)

Requirements for an A = 90%/ 22.5 points (select items impacting student learning in your district)
All the above Items and 1 of the following items you perceive to have the greatest impact on student learning in your district:

- Surveys to Assess the Current and Desired Practices
- Perceptions of Learning Environment
- School Processes
- Families on Public Assistance
- Retentions Rates
- Discipline Indicators
- Other Item of Your Choice

Enrichment – more than 90%

- Photos
- Graphics and Presentation Quality

Specific Campus/School
Requirements for a B = 80% or 20 points

- History
- Enrollment Over Time (TAPR)
- Safety
- Physical Plant

- Uniqueness and Strengths
- Number of Teachers and Administrators
- Years of Teaching/Administering
- Ethnicity/Gender of Teachers and Administrators
- Student –Teacher Ratios
- Administrator to Teacher Ratios
- Support Staff
- Economically Disadvantaged (TAPR)
- Drop-out Rates (TAPR)
- Graduation Rates (TAPR)
- Mobility Rates (TAPR)
- Attendance Rates (TAPR)
- Analysis of Standardized Test Scores (TAPR)
- School's Plan for Assessment
- Description of Current Instructional Practices and Assessment Strategies
- Instructional Implications for the Student Population
- Gaps in Learning/Analysis of Student Learning Needs
- Essential Student Learning Outcomes and How They Were Formed (Campus Planning)
- Goals for Improvement

Requirements for an A = 90% or 22.5 points

All the above Items and at least 2 of the following items you perceive to have the greatest impact on student learning in your district:

This following must be addressed in pairs:
Set 1

- Description of Instructional Assessment Strategies Desired to Implement to Meet Student Learning Needs
- Reasons Teachers Know These Strategies Will Meet the Needs of the Students and Prevent Student Failure

Set 2

- Other Measurements of Student Learning, Over Time, By Subgroup
- Analyses of the Results of Different Assessment Strategies

Step 2: Identify Problem/Challenge – 50 points - Due in Module 5

Goal: Identify and discuss problem/challenge impacting student learning.

Based on data collected in Step 1, identify a problem or challenge connected to your school and/or community. **Using a narrative format,** write a paper with organized into the following 3 sections: Impact on Learning; Analysis Supported by Data; and Expected Result.
- Describe the impact the problem/challenge has on instructional practice and student learning.
- Support your analysis with longitudinal data and explain how it impacts the problem/challenge.
- Describe an expected result if the problem/challenge is addressed.
- Explain how the change will affect instructional practice and student learning.

Step 2: Identify Problem/Challenge Rubric

Part 1: Narrative

Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments
Describe the impact of problem on student learning and instructional practice	10				
Longitudinal Data to support analysis	15				
Expected results if problem/challenge is addressed	9				
Explanation of how change will affect instructional practice and student learning	9				
Self-Evaluation Rubric	7				
Total Points	50				

Step 3: Plan Development – 100 points- Due Module 6

Using data from steps 1 and 2 create an implementation plan that includes a **narrative and chart** to outline the following:

- Identify goals and action steps for change
- Identifies research, school/district resources, and community/cultural influences to support the identification of the problem or challenge;
- Includes specific goals and a timeline with specific steps delineating key colleagues' involvement in the plan;
- Describes communication strategies to reach various audiences; and
- Identifies a method to measure the plan's effect on instructional practice and student learning.

Section I – Introduction

Campus Mission Statement:

Section 2 - Comprehensive Needs Assessment:

1. **Where We Have Been: (Student Assessment Scores for Previous Two Years)**
- Student Scores from 2 years ago by subpopulation and subject (your district data)
- Student Scores from 1 year ago by subpopulation and subject (your district data)

2. **Where We Are Now: (Student Assessment Score for most current year data available – your district data)**
- Student Scores most recent year by subpopulation and subject
- Current Strategies (Strategies Contributing to Previous Performance – what your district is actually doing)

Section 3 – Overview of Goals and Objectives

- New Goals

- Brief Explanation of Sequence for Implementation (Provide Brief Rationale)

Year One

Goal 1
Objective 1.1 (you may provide as many objectives as needed)
Objective 1.2
Objective 1.3
Goal 2:
Objective 2.1 (you may provide as many objectives as needed)
Objective 2.2
Section4: Planning Templates

Year One

Activity	Budget Amt. and Code	Resources	Persons Responsible	Formative Evaluation	Timeline	Summative Evaluation

Year Two
Goal 1
Objective 1.1 (you may provide as many objectives as needed)
Objective 1.2

Objective 1.3
Goal 2:
Objective 2.1 (you may provide as many objectives as needed)
Objective 2.2

Planning Template Year Two

Activity	Budget Amt. and Code	Resources	Persons Responsible	Formative Evaluation	Timeline	Summative Evaluation

Step 3: Plan Development Rubric

Part 1: Chart					
Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments
Needs Assessment	10				
Goals for Change	5				
Action Steps/Activity	10				
School/District Resources	5				
Timelines	5				
Formative Evaluation	5				
Summative Evaluation	5				
Part 2: Narrative					
Implementation Process and Rationale	10				
Research Supporting Change	10				
Community/Cultural Influences	5				
Communication Strategies	10				
Method to evaluate plan impact on student learning and instructional practice	10				
Self-Evaluation Rubric	5				
Total Points	100				

Step 4: Plan Implementation -- 50 Points -- Due Date of the Final

Based on the plan you developed in Step 3, **write a narrative** to describe how you will implement the plan. Be sure to address:

- The actions you will take to support the plan and engage colleagues. Give specific communication strategies you will use to implement the plan.
- Explain the monitoring process you will use to assess the implementation of the plan, including how will identify and make needed adjustments.
- Clarify how you will know the plan improved instructional practice and student learning.
- Give specific goals and measurements of how the plan will be measured.

Step 4: Plan Implementation Rubric

Narrative

Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments
Action to support the plan	9				
Specific Communication Strategies for implementation	9				
Monitoring Process	9				
Adjustment Facilitation	9				
Goals and Goal Measurement	9				
Self-Evaluation Rubric	5				
Total Points	**50**				

Tarleton *State University* **Department of Leadership and Policy Studies**
EDAD 5339: Processes in Educational Leadership

Catalog Description:
The study of processes of educational leadership emphasizes communication, culture and development and sustainability of learning communities and the function of learning communities in addressing issues of school improvement.

Prerequisites: EDAD 5300 or approval of department head

I. Expanded Course Description:
In EDAD 5339 Processes of Educational Leadership, the aspiring campus administration will participate in learning experiences focused on the utilization of communication skills, culture development and professional learning communities to address campus improvement planning and long-term strategic performance improvement. Primary focus will be placed on the analysis of student performance results and the allocation of available resources (time, money, personnel, facilities, training, and curriculum) to address gaps in student achievement.

EDAD 5339 Processes of Educational Leadership is designed to address state requirements for principal preparation programs. As required by Texas Administrative Code Title 19, Part 7, Chapter 241, (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title, and (b) structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

II. Intended Learning Outcomes:
Under the provisions of the Texas Administrative Code §241.15, the Standards required for the Principal Certification shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15. As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for issuance of a Texas educator certificate. The Texas Examinations of Educator Standards (TExES) Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241. The student learning outcomes for EDAD 539 Processes of Educational Leadership address the following Principal test framework competencies:

Principal Standards

- Competency 001—The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, parents, staff, and community)
- Competency 002—The beginning principal knows how to work with stakeholders as key partners to support student learning.
- Competency 007-The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
- Competency 008-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
- Competency 009- The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
- Competency 010- The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

268 Test Competencies

Domain V — Strategic Operations (5-6%)

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

Learning Objectives:

Module 1: Introduction

Module 2: Theoretical/Conceptual Framework

- Discuss the advantages of thinking from multiple perspectives or lenses.
- Explain each frame and compare and contrast the similarities and differences: Political Frame, Human Resource Frame, Structural Frame, and Symbolic Frame.

Module 3 & 4: Professional Learning Communities

- Trace the history of school reform efforts.
- Identify the characteristics of Professional Learning Communities.
- Review the common mistakes in the change process and identify ways to make the change process successful.
- Compare and contrast the traditional conception of learning to the constructivist conception of learning.

- Discuss the principals of adult learning.
- Explain the four components of Principal as Learner: self-awareness, inquiry, reflectivity, and complexity.
- Examine and discuss schools as learning organizations and as PLCs.
- Examine the building blocks of professional learning communities: mission, vision, values, and goals.
- Discuss why is it is important to operate from a research base.
- Discuss the role values play in establish professional learning communities.
- Explain how the change initiative can be sustained through communication and collaboration.
- Discuss the how the components of shared vision, such as reflective dialogue and celebration shape school culture.
- Discuss the 5 assumptions regarding curriculum development.
- Examine the standards for assessment programs.
- Explain the benefits of collaborative curriculum development.
- Explain the role of the principal in a professional learning community.
- Discuss the six significant ways PLCs can change the art of teaching.
- Explain the role of parents in a professional learning community.
- Discuss the six standards in the framework for school-parent partnership.
- Discuss the role of content, process, product professional development.
- Explain the purpose of staff development programs in PLCs.

Module 5 & 6: Instruction: Data Driven Instruction & Observation/Feedback
- Define and give examples of first and second order change.
- Describe leadership for first and second order change.
- Examine the Comprehensive School Reform Model and explain it various components.
- Identify the key components in AEIS/AYP/Data Disaggregation.
- Use data for systems planning.
- Target key components for school improvement.
- Examine your school data in terms of student achievement requirements set by the state.

Module 7 & 8: Instruction: Planning and Professional Development
- Understand the pitfalls of planning.
- Evaluate Yearly Curriculum Planning.
- Review Weekly and Daily Lesson Planning
- Examine Common Pitfalls of Poor Professional Development.

Module 9: Campus Culture
- Review the historical perspective of principal as supervisor.
- Identify the key components in recruitment and selection of staff.
- Explain the principal's role in promoting educator growth and evaluating results.
- Explain the political implications of the principal's role.
- Apply the concepts of campus culture to a PowerPoint for Professional Development.

Module 10 & 11: Culture: Student Culture and Staff Culture
- Demonstrate an understanding of moving from Aspiration to Mastery.
- Identify the principal's responsibility for maintaining and modeling student culture.

- Discuss the components of fixing a broken culture.
- Identify the 5 strategies for a successful staff culture.

Module 12 & 13: Managing School Leadership Teams and Finding the Time
- Evaluate the process of changing a work environment from a crisis to cohesion.
- Explain the process of choosing leaders and training the team.

Module 14: Site-Based Decision Making
- Define site-based decision making.
- Identify and explain the 9 expected outcomes of integrated planning and decision making.
- How often should district and campus plans be developed, reviewed, and revised?
- What is the school board's role in campus planning? What are the criteria for the parent representative?
- What are the 6 areas the site-based team should address?
- Explain the differences among command, consultative, and collaborative decisions.
- Explain the role of consensus in campus planning.

Unless otherwise stipulated in this master syllabus by the department, the following items are subject to faculty discretion as described in each faculty member's individual course outline/syllabus:

III. Course Requirements and Required Texts

- Bambrick-Santoyo, P. (2013). Leverage Leadership: A practical to building exceptional schools. San Francisco: John Wiley & Sons.-
- Bolman, L. G., and Deal, T. E. (2010). *Reframing the path to school leadership. (2nd Ed)*. Thousand Oaks, CA: Corwin Press. 978-1-4129-7819-4 (keep for Master's Comprehensive Exam)
- DuFour, R. and Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: Solution Tree. ISBN 978-1-879639-60-7.
- Mathews, J. L. and Crow, G.M. (2010). The Principalship: New Roles in Professional Learning Communities. NY: Allyn and Bacon. ISBN 780205545674 (keep for Master's Comprehensive Exam)
- Vornberg, J.A. (Ed). (2014). Texas Public School Organization and Administration: 16th Edition. Kendall Hunt Publishing Company – If you have had EDAD 500, you probably already have this text. (keep for Master's Comprehensive Exam)- Need new 2014 book.

IV. Assignments and Activities

Assignment 1-Note-Taker Organizational Framing Reflection (100 points)- Read the Bolman and Deal 'Reframing the Path to School Leadership' book and respond to a reflection question from each frame using the note-taker template.

Assignment 2: Book Review (100 points) Students will construct a book review of the Dufour and Eaker's *Professional Learning Communities at Work* (1998) text.

Assignment
Book Review of *Professional Learning Communities at Work*
(Authors: Dufour and Eaker)

Each student is to construct a written book review of Professional Learning Communities at Work. There will be seven (7) areas of concentration in the forthcoming book review that are comprised by the following:

1. Include an appropriately APA formatted title page

2. The appropriate APA 6th edition assignment title on the one-inch line of page two of your document;

3. **Utilize a centered heading (Level 1 heading).** Within an **Introduction Section**, introduce the text and authors, and then briefly identify the forthcoming areas of the paper so that the reader has a conceptual idea of the narrative information to follow.

4. **Utilize a centered heading (Level 1 heading).** Then, identify and discuss the concept of Professional Learning Communities, **objectively** identifying main points from the chapters accordingly. Furthermore, be judicious with the use of quoted and/or paraphrased information by appropriately and fully APA 6th edition-citing such information.

5. **Utilize a centered heading (Level 1 heading).** Evaluate your present organizational environment (micro- or macro-perspective according to your sphere of influence) explaining where your campus is on the mission and vision foundation, professional learning community values and goals, school improvement process, the role of the principal in the PLC process, the role of teachers/staff in the PLC process, and the role of parents in the PLC process. *(use a Level 2 heading to identify each)*, sharing examples that help to clarify your **subjective** assessment of each of these main points. In essence, what do you believe are the strengths and area(s) for future growth of your organizational environment within the professional community concept.

6. **Utilize a centered heading** (Level 1 heading). Construct a **subjective** summary reaction to the book you read that includes (1.) In visiting/revisiting the concept of **Professional Learning Communities**, share which elements of a PLC exist in your school and how are they being incorporated? (2). As a campus leader, what elements would you include in your current school setting to foster a Professional Learning Community and Why?

7. **Utilize a centered heading** Regarding the concluding **Reference Section**, minimally include the appropriate APA 6th edition, two-author book heading to be placed on last page of your book review. **Additionally, other reference(s) that you cite in your narrative will also be placed in appropriate APA 6th edition format on this page.**

Please note that this book review will be constructed in Times New Roman/12-pt. font, be consistently double-spaced, utilize Level 1 center-aligned headings, Level 2 left-aligned headings, and Level 3 headings where appropriate (the advanced organizational format initially discussed in constructing chapter abstracts), have a title page, and be at least six narrative pages in length (your constructed narrative excluding the title and reference pages) in order to address the aforementioned emphasis areas.

Assignment 3: Multi-Media Chapter Review (100 points):
Students will be assigned chapters from the Bambrick-Santoyo book and design a multi-media chapter presentation.

Each presentation should include the following criteria:
- The multi-media presentation must have visual digital presentation and activities.
- The students will feature the main points of the chapter and include interactive activities and discussion.
- The presentation should meet a minimum time requirement of 30 minutes but should not exceed 40 minutes
- The students will provide a copy of the power point or multimedia program used in the presentation to all students.

The following chart will list the grading rubric and the criterion that should be included in the presentation.

Grading Rubric for Presentations

Rating	Excellent 25-20 points	Good 19-15	Acceptable 14-10 points	Unacceptable Less than 10
Description	All criteria are met or exceeded	Minor problems with indicators for a single criterion	Minor problems with indicators for two or less criteria	Work is flawed and must be redone

The following indicators must be observed in the presentation:

Criterion	Indicators
Overview	*Introduction *Topic and background described *Copy of Notes or Powerpoint shared
Style	*Effective verbal communication skills demonstrated *Effective nonverbal communication demonstrated (i.e., eye contact, posture, etc. *Effective voice volume and inflection *Little or no use of verbal distractors ("Ummmm" or "Aghs")
Vocabulary	*Appropriate use of terms and concepts *Vocabulary matches level of audience (no pretentiousness or talking down)
Application	*Appropriate and insightful application of topic, procedures, and/or practices *Application fits topic
Coverage	*Thorough and balanced treatments of topic *No over dwelling on a single aspect
Rationale	*Rationale explains reasoning and approach to topic *Logical reasoning integrated with references on key points
Graphics	*Attractive and balanced format *Legible Font

	*No grammatical errors
	*Graphics simplify or summarize key points
Use of Technology	*Appropriate and skilled use of software/equipment
Pace	*Pace appropriate for time allocation
	*Pace adjusted to meet participant needs
Engagement	*Prepared questions on key ideas for thought provoking reflection

Assignment 4- School Culture/Mission Statement (100 points) - TBD

Assignment 5: Campus Plan Activity (100 Points)- Conduct an analysis of the previous campus action plan and make recommendations for changes (Completed Self-Analysis Rubric Required)

Evaluate your campus plan for compliance. Be sure to evaluate the plan for each of the required components as noted on pages 45 and 46 of TEA's District and Campus Planning and Decision Making Resource Guide. The written evaluation should be 4 to 5 pages in length and contain a copy of your campus plan. Be sure to include a section that addresses areas of concern and make recommendations for change. *Products for the Campus Plan Activity include the following:*

- A written document (4 to 5 pages) evaluating the campus plan and including recommended changes that need to be made to the campus action plan.
- A copy of your campus plan
- Attached self-assessment rubric of how you met each criteria

Campus Plan Activity Rubric

Areas of Evaluation	Available Points 100	Student Assessment of Points Earned	**Points Assigned by Professor**	Student's Justifications	**Professor's Comments**
All nine areas of compliance are evaluated	55				
Recommendations for changes are made	20				
Meets Activity Guidelines: 4 to 5 pages, APA, copy of campus plan is included	10				
Grammatically correct and professional	10				
Completed Self-Assessment Rubric	5				

Total Points					

Assignment 6- Final Exam (100 points)

Assignment 7: Online Activities and Discussions (100 points)

V. Evaluation and Grading:

Grades for the course will be determined using the criteria and rubrics outlined in the documents included with the syllabus. Instructor, self, and peer evaluation will be utilized as a means of assessing growth and learning.

Example:

Assignment 1:	Notetaker: Organizational Framing	100 points
Assignment 2:	Book Review	100 points
Assignment 3:	Multimedia Presentation	100 points
Assignment 4:	School Culture/Mission Statement	100 points
Assignment 5:	Campus Action Plan Activity	100 points
Assignment 6:	Final Exam	100 points
Assignment 7:	Online Activities and Discussions	100 points
TOTAL:		**700 points**

Grade: 579/700= 82.71- Round up 83= B

A – 700 to 627 points
B – 626 to 557 points
C – 556 to 487 points
D – 486 to 417 points
F – 416 or less

Tarleton State University
Department of Leadership and Technology
EDAD 5345 Leadership of Curriculum Systems

Catalog Description:

The study of the leadership of curriculum systems emphasizes selection, implementation, and evaluation of curriculum at the campus level. Principals must be able to focus on curriculum development, best practices in curriculum, evaluate curriculum processes, and support teachers in curriculum implementation.

Expanded Course Description:

In EDAD 5345 Leadership of Curriculum Systems, the aspiring campus administrator is introduced to the processes that support curriculum development, evaluation, and implementation. Principals are confronted daily with commercial curricular materials and must be able to make informed decisions when supplementing or complimenting the TEKS and teacher developed curriculum. The role of the principal is to support the ongoing campus curriculum implementation in order to link instruction with student outcomes. Topics include: content area best practices, curriculum alignment, curriculum evaluation, assessment, instructional support, resource allocation, staff development, and personnel management.

EDAD 5345 Leadership of Curriculum Systems is designed to address state requirements for principal preparation programs. As required by Texas Administrative Code Title 19, Part 7, Chapter 241, (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title, and (b) structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

Intended Learning Outcomes:

Under the provisions of the Texas Administrative Code §241.15, the Standards required for the Principal Certification shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15. As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for issuance of a Texas educator certificate. Course content will be organized to address the both the TExES Exam (last administration 12/31/2018) and the 268 exam effective 1/1/2019. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241.

The student learning outcomes for EDAD 5345 Leadership of Curriculum Systems address the following principal certification test framework competencies and the new principal standards effective June 2016:

Student Learning Outcomes:

Certification Test Competency 003 - Domain II: Leading Learning
The beginning principal knows how collaboratively develop and implement high-quality instruction.

Certification Test Competency 004 - Domain II: Leading Learning
The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Certification Test Competency 005 - Domain III: Human Capital
The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practices, and strives to grow professionally.

Certification Test Competency 006 - Domain III: Human Capital
The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Certification Test Competency 009 – Domain IV: Strategic Operations
The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Reference: file:///C:/Users/Pam/Downloads/Principal_PASL_Assessment_Flyer_to_EPPs_FINAL%20(3).PDF

Required Texts and Grading and Evaluation

Required Textbooks:

Lemov, D. (2015). Teach like a champion 2.0. San Francisco, CA. Jossey-Bass. ISBN 970-1-118-90185-4

Love, N., Stiles, K. E., Mundry, S., and DiRanna, K. (2008). *The Data Coach's Guide to Improving Learning for All Students*. Thousand Oaks, CA. ISBN 978-1-4129-5001-5.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design. Expanded 2nd Edition. Baltimore, MD: Association for Supervision and Curriculum Development.* ISBN 1-4166-0035-3

Zemelman, S., Daniels, H. and Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms.* (4th Ed). Portsmouth, NH: Heinemann. ISBN13: 978-0325043548 or ISBN10: 032504354X

Learning Objectives:
The student will:
Review the components identified in Principal Standards as identified by TEA (see last page)
Module 1: Conceptual Framework
- Examine the concept of curriculum systems.
- Define the components of leadership for curriculum systems.

- Discuss the current global changes and their impact on education.
- Identify the current challenges in education.

Module 2: What is Curriculum?

- Explore the context for curriculum in Texas schools.
- Provide several definitions of the term - curriculum.
- Identify major educational philosophies and learning theories and explain their application to curriculum development in the school.
- Explain the importance of each of the following terms in the curriculum development process:
    o curriculum planning,
    o curriculum alignment,
        ▪ quality control,
    o scope and sequence chart,
    o curriculum guide,
    o resource guide,
    o unit plan, and
    o lesson plan.
- Define curriculum and explain why it is important.
- Describe the types and components of curricula and explain how they have changed over the years including the recommended curriculum, the written curriculum, the supported curriculum, the taught curriculum, the learned curriculum, the tested curriculum, and the hidden curriculum.
- Define mastery, organic, and enriched curricula, and explain what roles they play in the development of curriculum.
- Discuss why the knowledge of the "hidden curriculum" important to curriculum leaders.
- Module 3: Collaborative Inquiry Processes

Introduction

Review the authors' six assumptions about the Data Process that serve as a catalyst for the text.

Chapter 1

- Define and explain the collaborative inquiry process.
- Identify the key components for "Using the Data Process" including: building leadership and capacity; cultural proficiency and equity; building a data culture and collaborative relationships; and long-term and short-cycle improvement.

Chapter 2

- Review the key components to getting organized for collaborative inquiry including: collaborative inquiry as integral operation; building stakeholder support; creating and sustaining a collaborative culture; empowering teachers and data coaches; organizing data teams; creating time for collaboration; and ensuring timely access to robust data sources.

Module 4: Collaborative Inquiry Components

Chapter 3

- Describe the 7 norms of collaboration.
- Explain the 4 agreements of courageous conversations.
- Clarify the Using Data Process model.
- Review the challenges and pitfalls leaders might encounter in leading change with the data process.

Chapter 4

- Define data literacy.
- Clarify the different types of data and how they are analyzed.

- Explain the concept of "drilling down" into student data.
- Delineate the different types of standardized student learning data.
- Review the data terms on activity 5.5 on the CD-ROM.
- Identify the principals of effective data use.

Chapter 5
- Explain "cause-and-effect analysis."
- Review dialogue suggestions for discussion facilitation.
- Identify facilitation tools for discussion.

Chapter 6
- Explain the "logic model" approach.
- Identify the key components of a manageable monitoring plan.

Chapter 7
- Explain the role of the data team in the action plan.
- Identify the key areas of focus to support the implementation of the action plan.
- Identify tools and models to assist the data team in implementation.

Module 5: Best Practice Constructs
Chapter 1
- Describe the strengths and weaknesses of the Common Core Standards.
- Explain the basic concept of best practices.
- Identify the components of student-centered learning: experiential, holistic, authentic, challenging.
- Identify the cognitive aspects of teaching and learning: developmental, constructivist, expressive, reflective.
- Explain the interpretative aspects of learning: sociable, collaborative, and democratic.
- Explain the concept of a balanced classroom.
- Review the indicators of Best Practice pp. 26-27.

Chapter 2
- Explain gradual release of responsibility including modeling, shared practice, guided practice, independent practice, and sharing.
- Delineate the instructional practices of classroom workshop, strategic thinking, collaborative activities, integrative units, representing to learn, formative reflective assessment.

Module 6: Best Practice Content I
Chapter 3
- Summarize the Common Core State Standards for reading.
- Explain the concept of "Leveling Text."
- Define Comprehension Strategy Instruction.
- Describe the qualities of best practices in reading as identified by professional education organizations and research.
- Describe what exemplary instruction in would look like for first grade.
- Summarize the recommendations for teaching reading.
- Explain how technology could be used in reading.

Chapter 4
- Summarize the Common Core Standards for writing.
- Describe qualities of best practices in writing as identified by professional education organizations and research.
- Describe exemplary instruction in an interdisciplinary high school class.

- Summarize the recommendations for teaching writing.
- Describe best practices for English Language Learners.

Chapter 5
- Summarize the Common Core Standards for mathematics.
- Describe qualities of best practices in mathematics as identified by professional education organizations and research.
- Discuss how a math lab could be used to teach multiplication.
- Summarize the recommendations for teaching mathematics.
- Discuss how best practices can be used in special education.

Module 7: Best Practice Content II

Chapter 6
- Summarize the Common Core Standards for science.
- Describe qualities of best practices in Science as identified by professional education organizations and research.
- Describe how exemplary instruction in science might look.
- Summarize the recommendations for teaching science.
- Discuss the importance of the arts in education.

Chapter 7
- Summarize the Common Core Standards for social studies.
- Describe the qualities of best practices in Social Studies as identified by professional education organizations and research.
- Describe how exemplary instruction in social studies might look.
- Summarize the recommendations for teaching social studies.
- Discuss what school leaders can do to help teachers implement best practices.

Chapter 8
- What are the challenges to implementing best practices?
- How can schools overcome the challenges of implementing best practices?
- What can individual teachers do to help implement best practices?

Chapter 9
- Summarize the research on best practice approaches
- Discuss assessing best practices in the real world

Module 8: Checking or Understanding and Academic Ethos

Chapter 1
Define checking for understanding.
- Explain the use of impromptu assessment.
- Clarify the specifics associated with targeted questioning.
- Explain the importance of reliability and validity in targeted questioning.
- Clarify the process of standardizing the format.
- Compare and contrast tracking and watching.
- Explain the "show me" technique.
- Explain affirmative checking.

Chapter 2
- Explain how teachers can "plan for error."
- Clarify the benefits of a "culture of error."
- Explain excavating errors.
- Clarify the process of "own and track."

Chapter 3

- Define academic ethos.
- Clarify the techniques of setting high expectations including: no opt out, right is right, stretch it, format matters, and without apology.

Chapter 4

- Explain the processes associated with planning for success including: begin with the end in mind, 4 Ms., post it, and double plan.

Chapter 5

- Review the following lesson structure techniques: do no, name the steps, board=paper, control the game, circulate, at bats, and exit tickets.

Chapter 6

- Clarify the following pacing techniques: change the pace, brighten lines, all hands, work the clock, and every minute matters.

Module 9: Ratio and Classroom Culture

Chapter 7

- Define what is meant by the term "ratio" as it pertains to student learning.
- Explain the following techniques to build ratio through questioning: wait time, cold call, call and response, break it down, and pepper.

Chapter 8

- Clarify the following techniques to build ratio through writing: everybody writes, art of the sentence, show call, build stamina, and front the writing.

Chapter 9

- Review the following techniques to build ratio through discussion: habits of discussion, turn and talk, and batch process.

Chapter 10

- Discuss the five principles of classroom culture.
- Review the techniques associated with systems and routines including: threshold, strong start, STAR/SLANT, engineer efficiency, strategic investment, and do it again.

Chapter 11

- Review the techniques associated with high behavior expectations including: radar/be seen looking, make compliance visible, least invasive intervention, firm calm finesse, art of consequence, strong voice, and what to do.

Chapter 12

- Review the techniques associated with building character and trust including: positive framing, precise praise, warm/strict, emotional constancy, and joy factor.

Module 10: Planning for Learning

Chapter 1

- Explain the concept of backward design.
- Discuss the 3 stages of backward design.
- Explain the "twin sins" of design.

Chapter 2

- Discuss understanding as meaningful inferences.
- Discuss understanding as transferability.
- Explain "the evidence of understanding.

Chapter 3

- Delineate the concept of "unpacking the standards."
- Explain the big idea and core task.

Chapter 4

- Explain the six facets of understanding, and give examples of each.

Chapter 5

- Identify the components of essential questions.
- Explain the difference between topical verses overarching essential questions.

Chapter 6

- Define understanding and highlight the distinguishing features of understanding.

Module 11: Assessment and Alignment

Chapter 7

- Explain the why teachers should think like an assessor and then a designer.
- Delineate the differences among a variety of assessments including: criterion-based,

Chapter 8

- Discuss various types of rubrics.
- Explain the challenge of validity in terms of evidence of learning.

Chapter 9

- Describe the WHERETO elements in instructional planning.

Module 12: Putting the Pieces Together

Chapter 10

- Explain the difference between coverage versus *uncoverage*.

Chapter 11

- Describe the entire design processes as discussed in *Understanding by Design*.

Chapter 12

- Summarize the UbD as a curriculum framework and explain why this is viable.

Chapter 13

- Review the misconceptions in Chapter 13 of *Understanding by Design*

Course Requirements:

The topics listed in the course agenda are tentative, but due dates and exams dates are considered deadlines unless otherwise specified by the instructor. Written assignments are formatted to the Publications Manual of the American Psychological Association, unless specified otherwise in the descriptions below:

1. Complete all online modules, assignments, discussions, and quizzes.
2. Complete an evaluation of a curriculum unit on your campus (3 stages – 5 submissions)
3. Complete 2 Constructed Response Activities.
4. Final Exam (PBL) – 4 Steps due at various points throughout the semester.

Evaluation Summary:

Weekly Assignments and Discussions (due 11:59PM, Sundays- 10 to 15 pts. each with the exception of Thursday posts)	250 pts.
Quizzes (3 at 25 points each)	75 pts.
Constructed Response Activities (2 at 50 pts. each)	100 pts. (50 pts. each)
Curriculum Unit Evaluation (Phases 1, 2, 3, Peer Review, Final Submission)	50 pts.
Final Exam - 4 Steps due throughout the semester	500 pts.
Total Points Available	975 pts.

Grade Equivalence:

975 - 878 points (90%)	Letter grade A
877 – 780 points (80%)	Letter grade B
799 – 683 points (70%)	Letter grade C
682 – 585 points (60%)	Letter grade D
584 and lower points (50% and lower)	Letter grade F

*The overall GPA of graduate course work must be 3.0 as required by Tarleton State University's College of Graduate Studies.

Assignment Expectations

1.   Online Module Assignments and Discussions - 200 pts (10 to 15 points each week)

Each weekly module will have an assignment, activity, or discussion tied to it. The online discussions are designed to replace "in class discussion." It is important to read all of the posts in order to glean information and multiple perspectives. Many of the discussions in this class are designed to "divide and conquer" information. Therefore, students must view all post to fully benefit. **Discussions must be posted by midnight on Thursday, and two responses to posts of others must be made by midnight on Sunday.**

2. Quizzes – 75 pts (25 points each)

There are two quizzes covering modules 1-4, 5-9, and 10-13. The quizzes are designed to check student understanding and to provide students with examples of the types of questions that might appear on the Master's Comprehensive Exam for the graduation requirement.

3. Curriculum Unit Evaluation - 50 pts. (5 submissions)
According to the stages described in Wiggins' and McTighe's *Understanding by Design*. Review forms will be provided for each of the three stages. Peer feedback is included in the process. After completing the reading and support materials for Understanding by Design by Wiggin and McTighe, student will conduct a curriculum unit evaluation using the constructs from the reading. Students may chose a unit they have taught or a unit being used by a teacher at their school. Select a unit tied to an area of low student performance. Complete the Phase 1, Phase 2, and Phase 3 of the unit evaluation process (forms and rubrics are provided). Post the final evaluation for peer feedback. Revise the evaluation and post as the final curriculum review.

4. Final Exam – 4 Steps Due at Various Points Throughout the Semester 500 pts.

The final exam will be an application component comprised of 4 steps.

- Step 1: Data Collection/Needs Assessment (may build on information from EDAD 5316 and/or EDAD 5339)
- Step 2: Planning
- Step 3: Specific Workshop
- Step 4: Evaluation Plan

Step 1: Data Collection and Needs Assessment – 50 points

Assess the current professional development practices on the campus by creating an electronic portfolio using PowerPoint. This product must follow the rubric. See the folder in Blackboard for details.

Step 2: Planning – 150 points (2 components – narrative and template)

Based on data collected in Step 1, identify 1 to 3 goals for the professional development plan. Using a narrative format, write a paper with organized into the following sections and provide a template of a 3-year overview:
- Justification of PD Goals;
- Evaluation of PD Goals;
- PD Impact on Learning;
- Research to support PD Plan;
- Other Impacting Factors on PD Plan;
- Building Support and Collaboration; and
- Follow Up and Implementation Support

Step 3: Specific Professional Development Workshop/Session – 150 points (2 components – narrative and outline of PD)

Using data from steps 1 and 2 create a specific professional Development to address an identified campus need. Provide a narrative addressing the following items and an outline of the specific PD:

- Rationale for the choice of the specific PD and strategies and/or techniques to be used;
- Strategies and techniques to be used to communicate importance of PD;
- Individuals selected to participate and rationale for selection;
- Approaches to be used to facilitate PD and rationale for selection;
- Strategies to be used to activity engage participants and rationale for selection;
- Assignments and/or activities for participants that will demonstrate the impact of the PD on instruction and learning; and
- Explanation of the connection of the activity and the PD.

Step 4: Evaluation Plan – 100 Points (narrative)

Based on the plan you developed in Step 2, create an evaluation plan in narrative form. Be sure to address:

- Explain how the effectiveness of the PD plan will be measured;
- Explain the monitoring process to be used to assess the implementation of the plan, including how will identify and make needed adjustments;
- Clarify how you will know the plan improved instructional practice and student learning;
- Give specific goals and measurements of how the plan will be measured;
- Explain how the plan will support continuous professional development; and
- Speculate the long-term impact the PD plan might have on improving school culture.

Problem-Based Learning Activity

Project Overview:
- This is a comprehensive project and should be developed throughout the semester.

- It requires research outside of the provided materials.
- This project is designed to help you develop all of the 21st Century Skills: critical thinking, problem solving, communication, collaboration, creativity, innovation, information literacy, media literacy, information and communication technologies (ITC), flexibility, adaptability, initiative, self-direction, social and cross-cultural interaction, productivity, accountability, leadership, and responsibility.
- You will use the PBL scenario but apply it to the dynamics, data, processes, and issues existing on the current campus on which you are employed. Therefore, this scenario is partially fictitious and partially true.

The Problem/Scenario

It is January; you are the principal of your campus. Every three years, central office requires principals to develop a Comprehensive Building-Level Professional Development to address the teachers' needs on the campus. The plan must ensure professional development is provided that will improve teacher effectiveness and student learning.

In the plan, the district expects the principal to address the following:

- Step 1: Data Collection/Needs Assessment
- Step 2: Planning
- Step 3: Specific Workshop
- Step 4: Evaluation Plan

PLB Goals for Students

Students will Complete 4 Products throughout the Semester. The products will make up the final exam grade for the course.

The final exam will be an application component comprised of 4 steps.
- Step 1: Data Collection/Needs Assessment (may build on information from EDAD 5345 and/or EDAD 5339) (self-assessment rubric)

- Step 2: Planning (self-evaluation rubric)

- Step 3: Specific Workshop (self-evaluation rubric)

- Step 4: Evaluation Plan (self-evaluation rubric)

*Self-evaluation rubrics will be scored by the student and submitted with the project. This provides students with a tool to check their work, as well as, providing the grader with insight as to why the student thought they met or did not meet the expectation.

Step 1: Data Collection and Needs Assessment – 100 points (PowerPoint and Narrative) (self-assessment rubric)

Assess the current professional development practices on the campus by creating an electronic portfolio using PowerPoint to address the bulleted items. Then, in narrative form discuss the other items. This product must follow the rubric. See the folder in Blackboard for more details.

Electronic Portfolio Required Components for PowerPoint (create a slide for each bulleted item):

- An overview of the school's professional development and continuous improvement continuum
- Description of Current Approaches to Professional Development Including Implementation Components
- Plan for Professional Development Including Teacher Outcomes
- How the Plan Was Determined and How It Will Assist in School Change

- Types of Professional Development Needed to Implement the School Improvement Plan (tied to mission, vision, and teacher's individual goals)

- Incentives for Teacher to Want to Change Current Practices

- Professional Development Calendar for the Year (include time allotted for PD)

- Evaluation of Effectiveness for Professional Development Training and Implementation

- Budget Reflecting Professional Development Needs

Items for Narrative Discussion:

- Structure for Communication in the School

- Norms of Behavior

- Evidence That New Skills are Being Implemented

- Plans for Improvement

- Rate the Campus from 1 – 5 on approach, implementation, and outcome (see rating rubric provided in module)

- Provide an Analysis of What Needs to Happen to Move to the Next Step in the Continuum (where your campus is in terms of 1 to 5 to the next step).

Name:

Step 1: Data Collection and Needs Assessment Rubric

Part 1: PowerPoint					
Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments

An overview of the school's professional development and continuous improvement continuum	4				
Description of Current Approaches to Professional Development Including Implementation Components	4				
Plan for Professional Development Including Teacher Outcomes	4				
How the Plan Was Determined and How It Will Assist in School Change	4				
Types of Professional Development Needed to Implement the School Improvement Plan (tied to mission, vision, and teacher's individual goals)	4				
Incentives for Teacher to Want to Change Current Practices	4				
Professional Development Calendar for the Year (include time allotted for PD)	4				
Evaluation of Effectiveness for Professional Development Training and Implementation	4				
Budget Reflecting Professional Development Needs	4				
Part II: Narrative					
Structure for Communication in the School	10				
Norms of Behavior	10				
Evidence that new skills are being implemented	10				
Plans for improvement	10				
Campus Rating from 1 to 5	10				
Analysis of what needs to happened to move to the next level in the continuum	10				
Self-Evaluation Rubric	4				
Total Points	100				

Step 2: Planning – 150 points (2 components – narrative and template) (Self-Evaluation Rubric)

Based on data collected in Step 1, identify 1 to 3 goals for the professional development plan. Using a narrative format, write a paper with organized into the following sections and provide a template of a 3-year overview:

- Justification of PD Goals
  - Why did you select these PD goals?
  - What evidence or data supported your decision?
- Evaluation of PD Goals;
  - How will you measure each goal?
  - How will you determine if the goals are achieved?
- PD Impact on Learning;
  - How will the professional development impact instructional practice?
  - How will the professional development impact student learning?
- Research to support PD Plan;
  - What research did you use to determine the area of PD focus? (Studies, strategies, experts in the field, primary sources?)
- Other Impacting Factors on PD Plan;
  - What other factors influenced the PD plan? (Budget, schedules, staff, facilities, time?)
- Building Support and Collaboration; and

- o How will you build collaboration and support to implement the plan?
- o How will you select a team or individuals to lead the change?
- Follow Up and Implementation Support
  - o How will you provide ongoing support to teachers as they implement the new skills?
  - o How will you provide follow up to ensure PD is being implemented?

Professional Development Planning Template

<u>**Section 1 – Introduction**</u>

Campus Mission Statement:

<u>**Section 2 - Comprehensive Needs Assessment**</u>

Current Professional Development Goals:

1. **Where We Have Been: (Student Assessment Scores for Previous Two Years)**
- **Student Scores from 2 years ago by subpopulation and subject (your district data)**
- **Student Scores from 1 year ago by subpopulation and subject (your district data)**

2. **Where We Are Now: (Student Assessment Score for most current year data available – your district data)**
- **Student Scores most recent year by subpopulation and subject**
3. **What are the Current Strategies (Strategies Contributing to Previous Performance – what your district is actually doing)**

- Needs Survey - (from Step 1)

- Section 3 – Overview of Goals and Objectives

- New Professional Development Goals - (from Step 1).

- Brief Explanation of Sequence for Implementation (Provide Brief Rationale)

<u>**Year One**</u>

Goal 1
Objective 1.1 (you may provide as many objectives as needed)
Objective 1.2
Objective 1.3

Goal 2:
Objective 2.1 (you may provide as many objectives as needed)
Objective 2.2

Planning Templates

Year One

PD Activity	Budget Amt. and Code	Resources	Persons Responsible	Formative Evaluation	Timeline	Summative Evaluation

Year Two

Goal 1
Objective 1.1 (you may provide as many objectives as needed)
Objective 1.2
Objective 1.3

Goal 2:
Objective 2.1 (you may provide as many objectives as needed)
Objective 2.2

Planning Template Year Two

PD Activity	Budget Amt. and Code	Resources	Persons Responsible	Formative Evaluation	Timeline	Summative Evaluation

Name:

Step 2: Professional Development Planning Rubric

Part 1: Narrative					
Areas of Evaluation	**Available Points**	**Points Earned**	**Points Assigned by Professor**	**Student Comments**	**Professor's comments**
Justification of Goals	10				
Evaluation of PD Goals	10				
PD Impact on Learning and Instruction	10				
Research to Support PD Plan	10				
Other Impacting Factors on PD Plan	10				
Building Support and Collaboration	10				
Follow Up and Implementation	10				
Part 2: Template					
Goals and Objectives Identified	10				
PD Activity Specified	10				

Budget Amount and Code	5				
Resources	10				
Persons Responsible	10				
Formative Evaluation	10				
Timeline	10				
Summative Evaluation	10				
Self-Evaluation Rubric	5				
Total Points	150				

Step 3: Specific Professional Development Workshop/Session – 150 points (2 components – narrative and outline of PD) (Self-Evaluation Rubric)

Using data from steps 1 and 2 create a specific professional Development to address an identified campus need. Provide a narrative addressing the following items and an outline of the specific PD:

- Rationale for the choice of the specific PD and strategies and/or techniques to be used;
- Strategies and techniques to be used to communicate importance of PD;
- Individuals selected to participate and rationale for selection;
- Approaches to be used to facilitate PD and rationale for selection;
- Strategies to be used to activity engage participants and rationale for selection;
- Assignments and/or activities for participants that will demonstrate the impact of the PD on instruction and learning; and
- Explanation of the connection of the activity and the PD.

Name:

Step 3: Specific Professional Development Workshop/Session Rubric

Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments
Part 1: Narrative					
Rationale for the choice of the specific PD and strategies and/or techniques to be used	10				
Strategies and techniques to be used to communicate importance of PD	10				
Individuals selected to participate and rationale for selection	10				
Approaches to be used to facilitate PD and rationale for selection	10				
Strategies to be used to activity engage participants and rationale for selection	10				
Assignments and/or activities for participants that will demonstrate the impact of the PD on instruction and learning	10				
Explanation of the connection of the activity and the PD	10				
Part 2: PD Outline					
Goals and Objectives Identified	5				
PD Activities Specified	10				
Resources	5				
Timeline	5				
Overview Provided	10				
Formative Evaluation	10				
Summative Evaluation	10				
Clarity, Specificity, Relative	20				
Self-Evaluation Rubric	5				
Total Points	150				

Step 4: Evaluation Plan – 100 Points (narrative) (Self-Evaluation Rubric)

Based on the plan you developed in Step 2, create an evaluation plan in narrative form. Be sure to address:

- Explain how the effectiveness of the PD plan will be measured;

- Explain the monitoring process to be used to assess the implementation of the plan, including how will identify and make needed adjustments;

- Clarify how you will know the plan improved instructional practice and student learning;

- Give specific goals and measurements of how the plan will be measured;

- Explain how the plan will support continuous professional development; and

- Speculate the long-term impact the PD plan might have on improving school culture.

Students will be asked to complete a self-evaluation rubric for some products (2, 3, 4, and 6) and submit the rubric with the project. This provides students with a self-evaluation tool to check their work. It also provides insight to the grader as to why each student thought they met or did not meet the expectation.

Name:

Step 4: Evaluation Plan Rubric

Narrative

Areas of Evaluation	Available Points	Points Earned	Points Assigned by Professor	Student Comments	Professor's comments
Explain how the effectiveness of the PD plan will be measured	15				
Explain the monitoring process to be used to assess the implementation of the plan, including how will identify and make needed adjustments	15				
Clarify how you will know the plan improved instructional practice and student learning	15				
Give specific goals and measurements of how the plan will be measured	15				
Explain how the plan will support continuous professional development	15				
Speculate the long-term impact the PD plan might have on improving school culture	15				
Self-Evaluation Rubric	10				
Total Points	100				

Department: Educational Leadership and Policy Studies
Course Prefix/Number: EDAD 5360: Educational Leadership Applications

Catalog Description: The capstone study of leadership theory in elementary and secondary schools emphasizes the application of theory to administrative practice at the campus level. Critical issues and problems are examined and analyzed through the use of case studies, problem-based learning projects, and assessment-related activities.

I.   Prerequisites: Prerequisite: EDAD 5300 or approval of department head.

II.   Catalog Description:

Expanded Course Description:
In EDAD 5360 Educational Leadership Applications, the aspiring campus administrator will participate in capstone learning experiences designed to integrate and link foundational theoretical concepts presented in preceding coursework. Through analysis, discussion, and participation in a variety of practice-related activities, the aspiring campus administrator will assess and be evaluated on his/her preparation for leadership at the campus level.
EDAD 5360 Educational Leadership Applications is designed to address state requirements for principal preparation programs. As required by Texas Administrative Code Title 19, Part 7, Chapter 241, (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title, and (b) structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

Intended Learning Outcomes:
Under the provisions of the Texas Administrative Code §241.15, the Standards Required for the Principal Certification shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15. As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for issuance of a Texas educator certificate. The Texas Examinations of Educator Standards (TExES) Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241.
Student Learning Outcomes:

The student learning outcomes for EDAD 5360 Educational Leadership Applications address the following Principal test framework competencies:

• **Competency 002**—The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.

- **Competency 003**—The principal knows how to act with integrity, fairness and in an ethical and legal manner.

- **Competency 007**—The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.

- **Competency 008**—The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

- **Competency 009**—The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Unless otherwise stipulated in this master syllabus by the department, the following items are subject to faculty discretion as described in each faculty member's individual course outline/syllabus:

1. Course Requirements: Common course examination

2. Required Text(s):

   - **Matthews, L.J., & Crow, G. M. (2010).The Principalship: New Roles in a Professional Learning Community. Boston, MA: Pearson Education, Inc.- ISBN-13: 978-0-205-54537-4**

   - **Kemerer, F. R. & Crain, J. A. Texas Documentation Handbook: Appraisal, nonrenewal, termination. (5th Ed.). Legal Digest. ISBN-1-4243-0680-9**

   - **Vornberg, J.A. (Ed). (2014). Texas Public School Organization and Administration: 14th Edition. –book from EDAD 5399-**

ASSIGNMENTS AND ACTIVITIES:

CASES STUDIES -25% - (10% WRITTEN SUMMARY + 15% PRESENTATION) (COMPETENCIES 003, 007, 008, 009)

Students will work in a team on one University Council for Educational Administration (UCEA) case study: (1) *Interviewing for the Principalship*, and (2) *Facing Community Pressure: When Emotion Overrules Logic*, or (3) *Will the Lemons Continue to Dance? Hardtimes in West Lake School District*.

1. The situations are similar to what new principals may experience as they begin their administrative practice.
2. Students will work in teams to address the problems in each case study. Use the case study rubric located at the end of this document to help guide the team in the presentation requirements.
3. After review and discussion of the case, each team will create a multi-media presentation of the case study outlining/summarizing the problems and responses to the questions for discussion.
   One member of the team will post the media presentation in the discussion and assignment section of blackboard.
4. The students will then complete a written summary of the case study along with the solutions to the issues presented.
5. The Case study written summary will be worth 10%, and the presentation will be worth 15%. A member from the team will upload both the written summary and the case study presentation in the discussion and assignment forum in blackboard.

The following case studies are posted in blackboard and attached to the end of this document.

Case Study One/Group 1: Interviewing for the Principalship

Case Study Two/Group 2: Facing Community Pressure: When Emotion Overrules Logic Facing Community Pressure

Case Study Three/ Group 3 with three scenarios: Will the Lemons Continue to Dance? Hard Times in Westlake School District- Let the Lemons Dance- Choose 1 scenario for the presentation.

- **Competency 003**—The principal knows how to act with integrity, fairness and in an ethical and legal manner.

  The student will analyze and formulate a solution to a case study using the legal requirements for special programs.

  The students will evaluate other students' work in a fair and ethical manner.

- **Competency 007**—The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.

  The student will analyze and formulate a solution to a case study using the legal requirements and effective practices for organizational decision-making.

  The student will analyze and formulate a solution to a case study using the best practices for an effective learning environment.

- **Competency 008**—The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

  The student will analyze and formulate a solution to a case study using the legal requirements and effective practices campus budgeting, personnel, resource utilization, financial management and technology use.

- **Competency 009**—The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

  The student will analyze and formulate a solution to a case stud apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

WRITE RIGHT! PROBLEM-BASED LEARNING PROJECT -10% (5% + 5% EACH) (COMPETENCIES 002, 003, 008)

After the students **create and present a multimedia presentation** of the case study and **provide a written summary.** The team will also be responsible for **creating two memos** to address the critical issues in the case study. **One memo must demonstrate how a supervisor will document the incident,** and the other **memo must demonstrate a professional growth plan for the employee.**

In this project, students will learn two ways to improve their writing. The emphasis in this project is on memo writing since memos are the principal's most common form of written communication. Students

will analyze the problem and prepare drafts of their memos in the team setting. Each case study team will prepare **two** memos (as a group) related to their assigned case study to address the crucial issue/issues within the case study. **One memo** must demonstrate how a supervisor will document the incident, and **the other memo** must demonstrate a professional growth plan for the employee. A member from the team will upload both memos to the assignment section of blackboard.

- • **Competency 002**—The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.

  The student will analyze and formulate a solution to a case study using the legal requirements for special programs and compose two memos to address an issue in the case study.

- • **Competency 003**—The principal knows how to act with integrity, fairness and in an ethical and legal manner.

  The student will analyze a case study and compose two memos demonstrating integrity, fairness, ethical behavior, and legal components.

- • **Competency 008**—The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

  The student will analyze a case study and compose two memos using effective leadership and management as it relates to campus budgeting, resources, and technology.

- • **Competency 002**—The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.

  The student will evaluate the data related to his/her campus portfolio and create a concise presentation addressing the diverse interest and needs of the campus.

  Competency 003—The principal knows how to act with integrity, fairness and in an ethical and legal manner.

  The student will evaluate the data related to his/her campus portfolio and create a concise presentation addressing the critical needs in a fair and ethical manner.

  Competency 007—The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.

  The student will evaluate the data related to his/her campus portfolio and create a concise presentation addressing the critical needs of the campus utilizing decision-making and problem-solving skills to ensure an effective learning environment.

- • **Competency 008**—The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

  The student will evaluate the data related to his/her campus portfolio and create a concise presentation addressing the critical needs of the campus utilizing effective management of campus budget, personnel, resources, and technology.

• **Competency 009**—The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The student will evaluate the data related to his/her campus portfolio and create a concise presentation addressing the critical needs of the campus utilizing effective management of campus physical plant and support systems.

SPECIAL PROGRAM QUESTION/ANSWER REVIEW SUMMARY-20%
Students will answer questions on one of the following topics:

- IDEA/Special Education-one set of questions-
- 504 & Dyslexia- two sets of questions-
- NCLB/Title Monies- one set of questions-
- Career and Technology Education-one set of questions-
- Early Childhood- one set of questions-
- Gifted and Talented- one set of questions
- ESL/Bilingual Education/Migrant/Economically Disadvantaged- two sets of questions-
- English Language Learners-
- School Safety and Student Management/Discipline/FERPA- respond to objectives-
- Alternative Education -
- Personnel –
- School Finance –
- Counseling

Students will answer the following questions and upload onto blackboard. Post in **discussion & assignment** section of blackboard.

1. Define/Explain/Purpose of the program. What is it? What does it do?
2. Identify the legal implications of the program. What is the basis for the program in law? What are the legal issues?
3. Explain how the program is implemented and what outside resources are available to assist in the implementation.
4. How does the program affect elementary schools? How does the program affect secondary schools?
5. How is the program funded? From where does the funding come? How do you apply? What constraints are there in how the money can be budgeted?
6. How is the program monitored and/or evaluated by its regulating agency?
7. How are the students in the program held accountable? What testing is associated with the program?
8. Provide a list of acronyms associated with the program and their definitions.
9. Identify the key areas of the program from a principal's perspective.

QUIZZES-15%

There will be three quizzes provided throughout the online course. At the end of the course, the blackboard grading system will keep the highest grade from each quiz and average the three scores for a final quiz grade. This quiz score will be 15% of the overall grade.

DISCUSSION AND PARTICPATION- 30%

There will be discussion questions throughout the semester. Make sure you answer the prompt and respond to two classmates according to the instructions provided on blackboard.

Evaluation:
The number of points you accumulate by participating in class discussions and quizzes, and completing class assignments will determine the percentage of points earned. The percentage of points that you earn of the total possible points will be your grade.

Grades:

MULTI-MEDIA CASES STUDIES -25% - (15% Video Presentation + 10% Written Summary)
WRITE RIGHT! PROBLEM-BASED LEARNING PROJECT-10% (5% + 5% EACH)
SPECIAL PROGRAM QUESTION/ANSWER REVIEW SUMMARY-20%
QUIZZES- 15%
DISCUSSION AND PARTICIPATION- 30%

Total: 100%

Please make a note…Tarleton differentiates between a failed grade in a class because a student never attended (F0 grade), stopped attending at some point in the semester (FX grade), or because the student did not pass the course (F) but attended the entire semester. These grades will be noted on the official transcript. Stopping or never attending class is considered an unofficial withdrawal and can result in the student having to return aid monies received. For more information see the Tarleton Financial Aid website.

Catalog Description:

The practicum provides supervised professional activities in the area of the public school principal, including elementary and secondary campus leaders and the central office administrator. The intern will be required to demonstrate competence in the performance of appropriate professional duties as the culminating experience in the principal certification program. Students must complete the educational administration core prior to enrolling in the internship.

I. **Prerequisites: Last semester of course work or approval of department head**

II. **Expanded Course Description:**

The EDAD 5399 internship for aspiring campus administrators is designed to assist students in the development and demonstration of competencies associated with the Texas standards for the principal certificate through engagement with actual administrative duties and responsibilities. The program is designed to integrate theory and practice through a field-based training approach with a practicing administrator (site administrator). Specific activities and assignments will be determined collaboratively by the student, the University supervisor, and the site administrator to ensure that the intern obtains practical experience consistent with the standards for the principal certificate. The intern is given experience in developing and applying competencies associated with the domains for the TExES certification examination:

- Domain I—School Community Leadership
- Domain II—Instructional Leadership
- Domain III—Administrative Leadership

As required by Texas Administrative Code Title 19, Part 7, Chapter 242, Rule 241.10 (a) the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title. (b) Structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified.

III. **Intended Student Outcomes:**

As required by Texas Education Code, §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The Texas Examinations of Educator Standards (TExES) Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards listed in Texas Administrative Code Title 19, Part VII, Chapter 241. The student outcomes for EDAD 5300 Foundations in Educational Administration introduce and address all nine TExES competencies:

Competency 001—The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002—The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.

Competency 003—The principal knows how to act with integrity, fairness and in an ethical and legal manner.

Competency 004—The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005—The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006—The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007—The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Competency 008—The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009—The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

IV. **Required Texts and Grading and Evaluation**
Willmore, E.L. (2013). Passing the Principal TExES Exam: Keys to Certification and School Leadership (2nd Ed.). Thousand Oaks, CA: Corwin Press.

Recommended Texts:
Vornberg, J.A. (Ed). (2014 or 2016). Texas Public School Organization and Administration: 2014 or 2016. (14th or 15th) Edition.

Kemerer, F. R. & Crain, J. A. (2016). Texas Documentation Handbook: Appraisal, nonrenewal, termination. (6th Ed.). Legal Digest

Additional Resources
- SBEC Standards (http://www.sbec.state.tx.us).
- TEA Website (http://www.tea.state.tx.us).
- TExES Competencies (http://www.sbec.state.tx.us).
- The Code of Ethics and Standard Practices for Texas Educators.(TASB Policy Manual- Exhibit DH)

Course Requirements

There are **nine (9) course requirements** *(additional requirements may be added at the discretion of the university supervisor)*. These requirements include:

1. *Leadership Standard Narrative (50 pts.)*
   Complete a Self-Assessment of the <u>Seven School Leadership (SBEC)Standards at the beginning of the internship (see EDAD 5300 assignment). Provide an</u> updated narrative of this self-assessment at the conclusion of the internship experience (date identified by the university supervisor). The instructions for the completion of this assignment are included within this handbook (**See Appendix A**).

2. *Weekly Reflective Journal (for 5 weeks) (100 points or 20 pts each)*
   The student intern will maintain <u>a weekly reflective journal</u>. The journal contains reflections related to (not merely a chronicle of) weekly activities completed to develop your knowledge and skills as related to the SBEC standards. The journal should be inclusive of your reflections as they relate to competency development in each of the seven learner-centered domains of the SBEC standards. The reflective journal it a written compilation of thoughts about your own thoughts, reactions, intuitions, and/or actions related to your internship experiences (not a dear diary). The functions of the journal include the student:

   - recording thoughts and then evaluating those thoughts (and directly linking [in writing] the reflective narrative to the domains and proficiencies (e.g., Domain I/Competency 1);

   - maintaining an updated record of the student's professional development progress as it relates to strengthening areas of growth as identified by the intern's initial evaluation of the SBEC seven domains.

   Furthermore, as domain areas of growth are identified, the student should especially focus internship activities in those areas related development of the domain areas requiring growth (**See Appendix B**).

   <u>Minimally, the student is required to compile one journal entry per week</u>. Make it a habit to continually write in the weekly journal. Often, it is difficult to recreate events of the previous

busy, hectic week beyond the week's end. Your reflections will hopefully provide you with insight on how to more appropriately/ effectively respond to future tasks/responsibilities and professional competencies/ proficiencies development. Additionally, the weekly journal entry must be forwarded electronically via e-mail/attachment to your university supervisor.

3. **Practicum Activities Field Chart (200 pts)**
   The student intern will maintain at Field Experience Chart to track 180 hours of internship activities.

   Log 50 hours of activities related to **communication or community relations.**
   Include at least two of the following: Create Bulletins to Parents/Staff, Plan or Assist in Facilitation of Open House/Meet the Teacher, Facilitate New Teacher or Student Orientation, Take a Leadership Role in a Faculty Meetings, Facilitate a Parent Conference.

   Log at least 50 hours of activities related to **instructional leadership.**
   Be sure to include at least two of the following: Providing instructional supervision to a teacher, participating in a site-based decision making meeting, lead or facilitate a staff development, or participate in curriculum planning or development.

   Log at least 50 hours of internship activities in the area of **administrative leadership.**
   Be sure to include at least 2 of the following: Administrator Responsibilities, Student scheduling, building maintenance, substitutes, attend a school board meeting.

   Log 30 hours in additional activities related to the TExES Test Competencies.

   See Handbook Appendix for specific guidelines **(See Appendix C).**

4. **Practicum Activities Narrative Reports (10 pts each or 150 pts)**

   Each principal intern is to involved in/report on the following mandatory (*) and self-selected activities during the internship semester (These may be used for reflections as well- but are written as a paragraph or two summary – not a full reflection for this assignment:

   Mandatory Activities* (Intern must become involved in/report on each activity – total of 15)
   1. Attend and report on at least one (1) campus site-based decision making committee meeting;
   2. Attend and report on one of the following: (a) an ARD committee meeting; <u>or</u> (2) an LPAC meeting;
   3. Discuss with P/AP the school budget with regard to categorization/allocation/use of school funds;
   4. Discuss with P/AP the interpretation/implementation of campus-based instructional leadership responsibilities within the school (and district) (including documentation representative of student academic performance data for disaggregation and analysis; curriculum(a) alignment; textbook and supplementary instructional materials selection/use; and the like);

5. Discuss with P/AP the school-based PDAS/clinical supervision process (including documentation);
6. Discuss with P/AP the planning and implementation of campus professional development (including documentation);
7. Discuss with P/AP the key maintenance and transportation responsibilities;
8. Discuss with P/AP the various communication processes utilized in the position(s);
9. Special education and other special student(s) needs assessment and plan(s) implementation.

Self-Selected Activities (Intern must select **six (6) activities** in which to be involved and documented in the same format as above.
1. Disaster preparedness/crisis management
2. Accident Report Form and associated processes
3. Organization of Open House/Parent Conference(s)
4. Personnel recruitment/interview and hiring process/new teacher orientation
5. Incoming and new student orientation
6. Curriculum development/refinement process
7. Textbooks management system
8. Student awards/recognition program(s)
9. Master class scheduling
10. Student benchmark and summative testing (STAAR)
11. Child welfare considerations/reporting

5. **Diversity Visit (100 pts)**
   The student intern shall complete one diverse campus visit.
   The diverse campus visit is structured to be a fact-finding opportunity with emphasis on learner-centeredness, discipline management, diversity, technology, innovative programs, and communication.

   One diverse campus site visit is required during the internship semester.
   The visit must be to a campus that is diverse in size, ethnicity, and SES in comparison to the intern's home campus.

   A "Campus Diversity Visit Fact Finding Search" must be completed for the visit and submitted with the narrative **(See Handbook Appendix D).**

6. **Campus Improvement Plan (50 pts.)**
   The student intern will examine a relevant/recent Campus Improvement Plan (CIP) either as a member of the Campus Improvement Committee (preferably) or on his/her own based upon investigation and analysis of various aspects of the school including specific campus TAPR data. The CIP information must include a copy of the 'working' campus document, narrative explanation regarding the reasoning in identifying the high priority areas within the present document, intern contribution(s) to one or more of these priority areas, as well as intern discussion identifying his/her individual identification of high priority area(s) for future emphasis (may or may not be different than present document ... in essence, if you [the principal intern] were the campus principal, identify those aspects of school functioning that would be your specific priority areas, and defend these selections). Furthermore, these aspects should be identified as areas previously introduced/discussed within EDAD core coursework.

7. **Resume and Cover Letter (50 pts.)**
   <u>The intern shall develop a professional resume that can be used to obtain employment</u>. The resume should highlight the intern's strengths in each of the SBEC standards (7). The resume should include a cover letter. The following website has a 30-day free trial and provides sample resumes and cover letters. The resume should emphasize the intern's strengths as they relate to the principalship.

8. **Supervisor Visits (25 pts. or 75 pts)**
   The university supervisor will establish regular meetings with the student intern to discuss progress related to the course requirements. <u>**A minimum of three visits are**</u> required per semester, although additional meetings can be requested by the supervisor if necessary. <u>**Each meeting typically lasts from 45 minutes-to-one hour based (135 minutes must be met) on participating student's, administrative mentor's, and university supervisor's schedules**</u>. *At the discretion of the university supervisor, the site supervisor should be included in these regularly scheduled meetings whenever possible ... especially the first, as well as the concluding summative meeting.* As part of each visit, the student intern is required to have, readily available for review, an updated standards proficiency narrative, a working Campus Improvement Plan document, and copy of the internship log.

9. **TExES Review (100 pts).**
   The student intern will complete all requirement of the online Principal TExES Review and complete a practice exam. The module is a four-week interactive component within the Blackboard Course.

<u>**Course Grade**</u>

A final course numerical grade is awarded at the sole discretion of university supervisor after concluding the site visits, critiquing the course requirements documentation, and after consultation with the site administrator. <u>**The final course grade is based on the following**</u>

Standard Narrative	50 Points
Internship Activities	200 Points
Reflections	100 Points
Diverse Campus Visit	100 Points
Resume and Cover Letter	50 Points
Practicum Activities Narrative	150 Point
Campus Improvement Plan	50 Points
Principal TExES Online Review	100 Points
Practice Exam	100 Points
Supervisor Campus Visits	75 Points
Total Points	**975 Points**

975 to 878 = A
877 to 780 = B
779 to 683 = C
682 to 585 = D
584 or less = F

Tarleton State University

Instructional Coaching Protocol

<u>**Design**</u>

For the purpose of this grant it is the intent of the EPP and the LEA to work collaboratively to design an authentic residency experience of one-year in length. During this residency the requirements of the practicum will be met, which include 3 on-site coaching visits from the EPP supported with ongoing instructional coaching from the campus mentor. The residency will be designed to address a wide array of principal experiences in order to develop the knowledge and skills related to the job. However, in-depth, problem-based learning experiences will focus on developing skills in teamwork and collaboration, as well as, conducting needs assessment, planning for change, implementing change, and reflecting the effectiveness of the change.

The authentic leadership opportunities will focus on three key areas:

1. Problem Solving – Students in the residency will be charged with conducting a needs assessment/data collection projects to identify a significant instructional problem impacting student learning. This project will culminate in a student researching and developing a plan to address the instructional issue; implementing the plan, and evaluating and reflecting on the effectiveness of the process and the plan.

2. Professional Development – Students in the residency will be charged to work collaboratively with stakeholders to provide ongoing professional development to improve instructional practice and student achievement. Residency students will deliver professional development addressing an instructional need, provide ongoing support to the teachers following the professional development, and evaluate/reflect on the effectiveness of the professional development on improving instructional practice and student achievement.

3. Creating a Collaborative Culture – Students in the residency will be charged to work collaboratively with a team to assess cultural components on the campus. They will engage with the team in creating and implementing a plan to address cultural components having a perceived

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negative impact on student achievement. Students will evaluate/reflect on the effectiveness of the process and the plan.

The texts guiding these processes will include:

- Desrvaines, J., Aquino, J., & Fenton, B. (2016). *Breaktrhough principals: A step-by-step guide to building stronger schools.* San Francisco: Jossey-Bass.

- Bambrick-Santoyo, P. (2012). *Get better faster: A 90-day plan for coaching teachers.* San Francisco, John Wiley & Sons.

- Marshal, K. (2013). *Rethinking teacher supervision and evaluation.* San Francisco, John Wiley & Sons.

- Bambrick-Santoyo, P. (2010). *Driven by data: Practical guide to improved instruction.* San Francisco: John Wiley & Sons.

- Bambrick-Santoyo, P. (2013). *Leverage leadership: A practical to building exceptional schools.* San Francisco: John Wiley & Sons.

- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college.* San Francisco: Jossey-Bass.

- Love, N., Stiles, K. E., Mundry, S. E., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry.* Thousand Oaks: Corwin Press.

- Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (10th Anniversary Ed.). New York: Penguin Books.

- Villegas, A. M., & Lucus, T. (2002). *Educating culturally responsive teachers: A coherent approach.* Albany: State University of New York Press.

- Patterson, K., Greeny, J., McMillian, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when the stakes are high* (2nd ed.). McGraw-Hill Education.

Tarleton State University

Roles and Responsibilities

Field Supervisors/University Personnel

- Attend state-required training to serve as a field supervisor

- Attend state required training for the grant

- Assist the student in the residency with implementing research-based practices

- Conduct 3 on-site visits

- Provide ongoing feedback to campus mentor and student

- Ensure student in the residency is engaged in quality learning experiences related to problem-solving, creating a collaborative culture, and providing ongoing professional development.

- Utilize best practices in instructional coaching

Campus Mentor

- Attend state required training for the grant

- Assist students in the residency with implementing research-based practices

- Conduct bi-weekly coaching meetings with students in the residency

- Provide ongoing feedback to students in the residency

- Collaborate with the University Field Supervisor

- Ensure students in the residency are engaged in quality learning experiences related to problem-solving, creating a collaborative culture, and providing ongoing professional development

- Utilize best practices in instructional coaching

- Become familiar with the following works:

  o Lipton, L., & Wellman, B. M. (2003). *Mentoring matters: A practical guide to learning-focused relationships.* Sherman, CT: MiraVia, LCC.

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o Knight, J. (2007). *From instructional coaching: A partnership approach to improving instruction.* Thousand Oaks: Sage Publications

Feedback to Student in Residency for On-site Visits

Feedback for the 3 on-site coaching and evaluation visits should be tied to an observation of students implementing components of the 3 identified areas (problem-solving; creating a collaborative culture; and providing professional development). True to the nature of collaborative coaching, each student and the field supervisor should hold a pre-observation conference to discuss the goals of the activity being observed, thoughts pertaining to planning and implementation processes, and the expected outcomes. The field supervisors should organize notes and the observation based on information in the pre-conference. A post conference should follow the observation in which the field supervisor employs coaching practices to facilitate growth for the student in the residency. Table 1 is an example of how this process could be developed:

Table 1: Pre-Observation Conference/Data Collection/Post Conference

Pre-Observation Conference			
Principal Task to be Observed			
Possible Questions 1. What are your goals for this task? 2. What data did you use to help you plan? 3. How did you collaborate with others? 4. What are your expected outcomes for these tasks? 5. How have you planned to modify or adjust? 6. Describe what success would "look like"? 7. What data would you like me to collect to help you learn?			
Observation Field Notes Will Vary Based on Task			
Categorize Evidence			
Instructional Leadership			
Indicator A	**Indicator B**	**Indicator C**	**Indicator D**

Human Capital			
Indicator A	Indicator B	Indicator C	Indicator D
Executive Leadership			
Indicator A	Indicator B	Indicator C	Indicator D
School Culture			
Indicator A	Indicator B	Indicator C	Indicator D
Strategic Operations			
Indicator A	Indicator B	Indicator C	Indicator D
Post Conference			
Possible Questions 1. On a scale of 1 to 5, how close was the implementation of the task to the planned task? 2. What would you do differently if you were to do it again? 3. What happened in this task that indicated your goal was achieved? 4. What did you learn from this task? 5. What needs to happen in terms of follow up to ensure the plan moves forward? 6. What modifications do you need to put in place?			

Collaborative Development of Instructional Coaching Protocol

The LEA and EPP will work together prior to the one-year residency to develop an Instructional Coaching Protocol, implementing learning focused conversations that utilize consulting, collaborating, and coaching. In addition, the following key components adapted from findings by Hanover Research (2015), Lipton and Wellman (2003), and Knight (2007) should be embedded into the coaching protocol:

1. Identification of clear coaching goals and participant roles and responsibilities.

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2. Designed to promote positive interactions, focused on adult learning principles, and non-evaluative in nature.

3. Designed to employ a distributed leadership model to improve teaching and learning.

4. Identification of adequate time and resources.

5. Identification of metrics and expectations linked to a creating a collaborative culture, providing professional development, and improving teaching and learning.

6. Instructional protocol should include collaborative planning, modeling, shared responsibilities, reflective discussion and feedback, and continued support.

Sample Coaching Continuum

Evaluation

Evaluation data on the will be collected through observations, coaching notes, artifacts, and TEA approved teacher surveys. Once again, to provide an authentic residency experience, this component will be developed collaboratively with the LEA and the EPP and utilize components of Texas Principal Evaluation and Support System (TPESS), the Texas Principal Standards, certification exam 268 test competencies, and the expectations of the performance assessment component for principal

Tarleton State University

certification. The goal is to provide feedback to the student in the residency to facilitate growth in the

area campus leadership.

TARLETON
STATE UNIVERSITY
Member of The Texas A&M University System

Checklist of Required Items M.Ed. in Educational Administration with Principal Certification Program

Name _____ UID _____

TEA ID _____

Please include the following items with your M.Ed. in Educational Administration/Principal Certification Program Application. Mail to:

> **Tarleton State University - Department of Educational Leadership & Technology**
> **Attn: Education Administration M.Ed. Program Applications**
> **Box T-0815**
> **Stephenville, TX 76402**

☐ Application for M.Ed. in Ed Admin/Principal Certification Program

    ☐ Completed Checklist

    ☐ Signed Texas HB 1508

    ☐ Signed FERPA Statement

    ☐ Signed Code of Ethics

    ☐ Response to Written Interview (250 words max for each item response)

    ☐ Teacher Certificate (copy)

    Service Records (with district authorized signatures)

    ☐ Letter of recommendation for participation in a principal certification program from current supervisor (e.g., principal)

Please make sure to include all items. Incomplete applications will not be considered.

TARLETON STATE UNIVERSITY
Member of The Texas A&M University System

Application to M.Ed. in Educational Administration with Principal Certification Program
Tarleton State University

All students that desire admission to the M.Ed./Principal Certification Program must apply *and* be admitted to the program **prior to** enrolling in any course. Required documentation must be received by the printed due dates below for consideration of admission for the identified semesters. Please complete and mail to:

> **Tarleton State University - Department of Educational Leadership & Technology**
> **Attn: Education Administration M.Ed. Program Applications**
> **Box T-0815**
> **Stephenville, TX 76402**

Application Deadlines

Semester	Application Windows
Spring	August 2nd - December 1st
Summer	December 2nd - May 1st
Fall	May 2nd - August 1st

Program Options

Please identify to which program you are applying.

☐ **Master of Education in Educational Administration with Principal Certification (33 Credit Hours)**

☐ **Post-Master's Principal Certification Only (Master's Degree already obtained; 24 Credit Hours)**

Applicant Information

Please provide the following personal information.

Legal Name _____
　　　　　　　　Last　　　　　　First　　　　　　Middle Initial　　　　　　Maiden

Address_____

　　　　　　　　　　　　　　　　　　　　　　　(City, State, Zip) [   ]
Primary Phone Number _____　**Secondary Phone Number** [   ]

Date of Birth (mm/dd/yyyy)_____　**Gender** Female ☐, Male ☐

Email Address _____　**Alternate Email Address** [   ]

TEA ID _____　**Tarleton UID** _____

Tarleton UID can be found on the College of Graduate Studies acceptance email.

Race
- ☐ American Indian/Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian/Pacific Islander
- ☐ White _____
- ☐ Other [_____]

Ethnicity
- ☐ Hispanic/Latino/Chicano
- ☐ Not Hispanic/Latino/Chicano

Military Service ☐ Yes ☐ No

Education and Professional Experience

Please provide the following information about your education and professional experience. Copies of teacher certifications, service records (with district authorized signature), and a reference letter from your current supervisor (e.g., principal) must be included with this completed application.

Highest Degree at Date of Application
- ☐ Bachelor of Arts (BA)
- ☐ Bachelor of Science (BS)
- ☐ Master of Arts (MA)
- ☐ Master of Education (MEd)
- ☐ Master of Science (MS)
- ☐ Other [_____]

University attended:

_____

Do you currently hold a valid teaching certificate?
All applicants are required to hold a valid teaching certificate.
- ☐ Yes
- ☐ No

Issuing State _____   **Expiration Date** _____

Years of Classroom Teaching Experience completed (increments of 0.5) _____

Signature

By signing below, you certify that all information provided is accurate and true.

Signature _____ **Date** _____

Original signature is required. Do NOT fax or e-mail this application.

I _____ am a candidate for Principal Certification and hereby

       Name

acknowledge that I have read the Texas HB 1508 text below.

Tarleton State University expressly discloses the following:

1. Texas State House Bill 1508, effective September 1, 2017, requires notice regarding the consequences of a criminal conviction on eligibility for an occupational license:

    a. The potential ineligibility of an individual who has been convicted of an offense for issuance of an occupational license on completion of the educational program;

    b. The current guidelines issued by the applicable licensing authority (See, Texas Occupations Code, Sec. 53.025). In particular, the licensing authority's guidelines must state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority. A "licensing authority" is a state agency or political subdivision that issues an occupational license;

    c. Any other state or local restriction or guideline used by the licensing authority to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and

    d. The right of an individual to request a criminal history evaluation letter (See, Texas Occupations Code, Sec. 53.102).

2. As a provider of principal and superintendent certification programs, Tarleton State University must ensure its programs and students demonstrate adherence to standards set forth by the State Board for Educator Certification Rules. An arrest, indictment, conviction, and/or deferred adjudication may results in a student being dismissed from the program.

3. While Tarleton State University does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in external requirements, such as internships, practicums, field experiences, or other educational activities required of a program in a Texas public school, students may be subject to a criminal history background check.

4. Admission into the Tarleton State University principal or superintendent certification programs and participation in the programs does not constitute any guarantee that students will be accepted into external requirements, such as internships, practicums, field experiences, or other educational activities or placements in a Texas public school. If there are a lack of opportunities in a district, a representative(s) from Tarleton State University may seek additional assistance for placement. Failure to participate external requirements may prevent a student from completing the certification program and restrict a student from participating in certification exams required by the State of Texas.

5. While Tarleton State University does not perform criminal history background checks, the Texas State Board for Educator Certification requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, a student will be subjected to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.

FERPA Consent to Release Educational Records and Information
M.Ed. in Educational Administration/Principal Certification Program
Tarleton State University

This release represents your written consent to permit Tarleton State University to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and complete all of the blanks.

I _____ am a candidate for Principal Certification and hereby give my voluntary
  Name

consent to officials:

A. To disclose the following records:

   • Records relating to any of my field-based experiences

   • Records relating to my performance in the field (e.g., TExES test score results)

B. To the following person(s):

   • School districts or other agencies associated with field-based experiences

   • School-based/Agency-based administrators

   • School-based/Agency-based supervisors/mentors

   • Program faculty

C. These records will be released for the purpose of:

   • Conversing and reviewing performance

   • Acquiring feedback

   • Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA 20 USC 123g;34 CFR §99; commonly known as Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to Educator Preparation Services) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences.

_____   _____
        Signature of Candidate   Date

Candidate UID _____   Candidate TEA ID _____

Phone number _____   Email address _____

Code of Ethics
M.Ed. in Educational Administration/Principal Certification Program
Tarleton State University

I hereby affirm I have read and thoroughly understand the Texas Educators' Code of Ethics, TAC RULE §247.2 (http://bit.ly/tx_ed_code_ethics) and will abide by all enforceable standards therein.

I understand that as a student of the Tarleton State University Principal Certification Program that I am expected to abide by the Texas Educators' Code of Ethics standards in the public schools and in program college classrooms.

I further understand that if I am found in violation of any of the standards that I will be removed from the TSU Principal Certification Program.

_____   _____

Candidate's Printed Name   **Date**

_____

Candidate's Signature

Written Interview
M.Ed. in Educational Administration/Principal Certification Program Application
Tarleton State University

Please respond to each item in 250 words or less. If using additional paper, please include your Name and UID.

Interest

1. What event and/or person has caused you to consider moving to administration?

Communication

2. If withholding information would protect or enhance your position, how would you react?

Leadership

3. What leadership opportunities have you had personally or professionally?

Principal

4. If hired as a new principal, what would be your first act to establish yourself as the educational leader?

Academics

5. How important are deadlines in an academic environment?

Educating Diverse Populations

6. Describe 1-2 key learning environment changes that could be incorporated at the campus level to ensure the achievement of culturally and linguistically diverse students.