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

Texas Education Agency

NOGA ID

Application stamp-in date and time

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

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

Grant Information

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

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

[ ] Pre-award costs are permitted.

[X] Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines:

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

Applicant Information

Name Richardson ISD | CDN or Vendor ID 057916 | ESC # 10 | Campus # | DUNS # 041087255

Address 400 S. Greenville Ave. | City Richardson | ZIP 75081 | Phone 469-593-0000

Primary Contact Darwin Spiller | Email darwin.spiller@risd.org

Secondary Contact Kim Fuller | Email kim.fuller@risd.org

Certification and Incorporation

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

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

Authorized Official Name/Title Kim Fuller | Signature Kim Fuller | Date 3-9-18

Grant Writer Name Darwin Spiller | Signature Darwin Spiller | Date 3-9-18

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

701-18-105-026

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
Increase the percentage of diverse campus leadership from 22% to 27%.	RISD will address this need by providing tuition/stipends and support to ten eligible participants completing their residency year for principal certification.

SMART Goal

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

By the end of the grant period the district will hire at least eight diverse campus leaders from the principal preparation program.

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:

By the end of TWU summer semester the residents that require the classes will have successfully completed ELDR 5323 Administrative Process in Schools, ELDR 5123/5903 Educational Foundations and Administrative Implications—Includes AEL, ELDR 5333 Curriculum Development, Assessment, and Evaluation and ELDR 5353 Leadership and Special Programs. The assessment benchmarks will be incorporated within each course and will align to the TExES Principal Exam 268 Exam and the Texas Principal Standards.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

By the end of TWU fall semester the residents that require the classes will have successfully completed ELDR 5203 Research, ELDR 5223 Professional Development and Supervision in Education, and ELDR 6113 Education Law.

All students will have successfully completed the required portfolio data documents for their Principal Internship andactivities within the ELDR 6513 Professional Principal Preparation course. Additionally, all students will begin working in conjunction with the TWU TExES Prep Center to begin preparation for taking the TExES Principal Exam 268.

Third-Quarter Benchmark:

By the end of TWU spring semester the residents that require the classes will have successfully completed ELDR 5973 Professional Paper, ELDR 6513 Professional Principal Preparation—Includes TTESS, ELDR 6613 Internship for the Principal. Students will continue working in conjunction with the TWU TExES Prep Center to begin preparation for taking the TExES Principal Exam 268. The assessment benchmarks will be incorporated within each course and will align to the TExES Principal Exam 268 Exam and the Texas Principal Standards.

Project Evaluation and Modification

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

The use of Portfolio Activities, supporting activities within the ELDR 6513 Professional Principal Preparation course, and TExES Prep Center Activities, along with an individual student success plan for any student who doesn't pass his/her practice principal exam, or their TExES Principal Exam 268 will be used to evaluation student progress. Modifications to the courses will be made according to the data gathered from students and student achievement. The mentor principal will provide additional support as needed based on recommendations from TWU.

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.

In partnership with Texas Women's University, RISD will provide sustained and rigorous clinical learning in an authentic school setting for our one year principal residents. An academic and social environment will be provided which empowers residents by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals. The one year residency program will develop leaders skilled in the promotion of learning in a culturally diverse, democratic society. The program will provide evidence-based coursework for the professional preparation needed for educational leaders to make ethically sound decisions informed by an understanding of diverse educational and cultural settings and to enhance the teaching and learning in the school setting by integrating theory, research, and practice.

The TWU ELDR program will begin with in the summer with Advancing Educational Leadership (AEL) training as a foundational approach to examining and learning about leadership. Additionally, the Myers-Briggs Temperament Profile activity in the first course (ELDR 5123/5903 summer 2018) will allow participants to analyze the strengths they bring to leadership and goal-set ways to strengthen areas of needed growth based on data from the Profile in regard to developing "soft skills" and diversifying current individual approaches to situations.

Beginning in the fall semester, each resident will be paired with an experienced principal who will provide ongoing authentic campus-based leadership experiences and ensures the resident is exposed to substantial leadership opportunities throughout their residency year. The principal mentor, teamed with TWU Educational Leadership Program faculty, will provide Crucial Conversations Training, TTESS and Advancing Educational Leadership (AEL)Training, Community Design Lab work, and Teacher Coaching Training. The principal mentor will provide the resident leadership responsibilities in staff development, student discipline, teacher evaluation, data analysis, and problem solving. Opportunities to practice and be evaluated in a school setting will be provided with in-person and on-site coaching. TWU will evaluate the residents with a minimum of three visits per year.

As an administrator, it is imperative to understand how to work with and talk to others in high stake situations so the resident will address and resolve a significant problem/challenge that influences practice and student learning in the school employing components of Crucial Conversations. The resident will understand, analyze, evaluate, and calibrate documentation and evidence for observing teachers using the Texas Teacher Evaluation and Support System (TTESS) and be given the opportunity to complete an unofficial evaluation of a campus teacher. The resident will participate in the Professional Learning Community (PLC) on the assigned campus and evaluate their efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture. The resident will develop the skills needed to establish and support effective and continuous professional development with assigned teaching staff using the Teacher Coaching Training.

At the end of the spring semester, TWU will provide 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.

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.

Richardson ISD (RISD) will identify strong principal candidates from eligible certified teachers that do not hold a principal certification through a competitive application process. Eligible teachers will have a minimum of three years overall successful teaching experience with at least one year of successful teaching experience completed in Richardson ISD. Participants will be selected based upon the highest scores for the following indicators:
1. Prior student achievement – 20pts; 2. Proficient or higher TTESS evaluation – 20pts; 3. Recommendations from their campus principal and district executive director – 20pts; 4. Campus leadership roles previously held – 20pts; 5. Response to previous observations and feedback – 10pts; and 6. Impact statement about goals and growth mindset – 10pts.

The district will conduct a comprehensive review of hiring patterns related to hard-to-staff areas, teacher diversity, and the number of vacancies over a three year span in order to identify potential participants for this program. RISD's short term goal is to increase the diversity of leadership staff from 22% to 27% with a long term goal of 70% diverse staff to more closely match the diversity of our student population. Our objective is to create ethnic, cultural, and socio-economic background diversity in our leadership staff positions by identifying and recruiting diverse future principals out of the Principal Preparation Program.

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.

Richardson ISD will partner with Texas Woman's University (TWU).

TWU's Scope and Sequence is in the attached Principal Certification Crosswalk and outlined in the attached Educational Administration Leadership Practicum Handbook pgs. 8-26 which includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development (ELDR 6513 & 6613).

TWU's Course Syllabus is in the attached Professional Principal Preparation Residency Handbook with required reading and textbooks on pg. 7.

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.

TWU's candidate evaluation process and metrics can be found in the attached Educational Administration Leadership Practicum Handbook pgs 38 - 46;

TWU's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocols used to conduct feedback sessions can be found in the attached Field Supervisor Coaching Training Guide pgs. 7 - 24.

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 057916

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.	Travel expenses for Principal Preparation Summer Institute (approximately 15 people)	7,000
2.	Mentor Principal stipends	10,000
3.	Substitutes	10,000
4.	Tuition/Curriculum for resident teachers	100,000
5.	Exams	3,000
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Total grant award requested 130,000

Professional Principal Preparation (3P)

RESIDENCY HANDBOOK

(Syllabus)

TEXAS WOMAN'S UNIVERSITY

Department of Teacher Education College of Professional Education Denton, Texas

Created – February 2018

TEXAS WOMAN'S UNIVERSITY
Denton-Dallas-Houston

MISSION STATEMENT

Texas Woman's University is a notable institution, primarily for women, dedicated to excellence through academic achievement, research and creativity, innovation and collaboration and committed to fiscal accountability.

TWU's academic and social environment empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals.

TWU educates students to succeed as they pursue careers, research or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

Department of Teacher Education
Educational Leadership Program

PROGRAM DESCRIPTION

The Administration program is committed to the development of leaders and educators skilled in the promotion of learning in a culturally diverse, democratic society. The master's degrees in educational administration prepare individuals to perform services in public and private schools and related educational settings in such capacities as instructional supervisors, principals, assistant principals, program directors, and professional development specialists.

MISSION

The faculty of the educational administration program is committed to the development of leaders and educators skilled in the promotion of learning in a democratic society. Our mission is the professional preparation and continuing development educational leaders who (1) make ethically sound decisions informed by an understanding of diverse educational and cultural settings and (b) enhance the teaching and learning in these settings by integrating theory, research, and practice.

VISION

At the core of the educational administration program lies the goal of being a comprehensive program that: •Prepares candidates for K-12, higher education, and other educational settings;

- •Assists candidates in defining and building environments conducive to learning;
- •Provides a rigorous, critical investigation of what is and what ought to be in schools, and
- •Prepares and develops educational leaders in areas of scholarship and public service.

Course Description and Overview

This course is designed to provide you with the first part of your residency for educational leadership as you put in practice what you have learned in your coursework. This first part of your residency is intended to help you gain experiences on your current campus as you prepare for your practicum.

Student Goals and Outcomes

You will focus on the following goals and outcomes.

1. You will understand, analyze, evaluate, and calibrate documentation and evidence when observing teachers using the Texas Teacher Evaluation and Support System (TTESS). You will also understand how the Texas Principal Evaluation and Support System aligns with the TTESS.
2. You will understand, analyze, and evaluate different situations and employ the components of Crucial Conversations.
3. You will partake in a practice TExES Principal test and review your answers to prepare to take the TExES Principal EXam 068/268.
4. You will participate, evaluate, and prepare a report for an assigned Community Design Lab.
5. You will begin to earn hours toward the required 160 practicum hours.
6. You will create a Professional Development Presentation that focuses on your Practicum Portfolio during your Practicum.

Pre-requisite Courses

All residency candidates must have completed the following hours before having permission to enrol of ELDR 6513.

CORE COURSES	
ELDR 5123	**Educational Foundations and Administrative Implications—to include AEL**

ELDR 5323	Administrative Processes in Schools
ELDR 5333	Curriculum Development, Assessment, and Evaluation
ELDR 6113	Education Law
REQUIRED COURSES	
ELDR 5223	Professional Development and Supervision in Education
ELDR 5353	Leadership and Special Programs

Application Process

All residency candidates must have an approved 3P application on file. The application should be completed in the semester prior to the 3P course. An official application can be found on the next page.

Educational Leadership

Professional Principal Preparation Residency Application

RETURN APPLICATION TO: ??????????

The Professional Principal Preparation course must be completed

***before** the Principal Internship/Practicum.*

Please indicate what program you are in: _____ Masters _____ Certification only

Expected graduation semester and year:_____

Name:_____TWU Student ID:_____

Current School/ISD/Office Employement_____

Phone:_____ Email:_____

****

I request approval to enroll in the Professional Principal Preparation Residency course during

Summer _____

I request assignment in (DISTRICT AND CITY) _____

Cooperating Administrator (Dr., Mr., or Ms.)_____

Cooperating Administrator job title_____ Email_____

Name of school/office_____

School/Office address_____

(Street) (City) (State) (Zip)

****

OFFICE USE ONLY

Practice Principal Test Score_____ Retake needed YES NO

Student Success Plan Developed_____ Retake Projected Date_____

TTESS Certified (Y/N)_____

Course Materials and Supplies

The course materials to help you in meeting the expectations of this course.

- TTESS Appraiser Training Guide and TTESS Training Rubric--Purchase both here
- OR--TTESS Appraiser Training Guide, TTESS Training Rubric, TTESS Training Flipchart--Purchase here
- Patterson, K., Grenny, J., & McMillan, R. (2011). *Crucial conversations: Tools for talking when stakes are high, Second edition.* Columbus, OH: McGraw-Hill Education Publishers.

TTESS Certification Test and Certification

TTESS Certification must be purchased AFTER you have received approval from your TTESS presenter. Click here, then click on Register for Teacher Education Cert. Click on TTESS Certification and pay $75. Once the payment has been received, you will receive notification on how to take the TTESS Certification test and on how to obtain your TTESS certification.

Assignments for 3P

Assignment	Points
TTESS--3 mandatory F2F days and Certification Test	300
Crucial Conversations	100
Practice Principal Test--Must pass practice test with an 80% to gain permission to take TExES Principal Exam 068/268	100
Community Design Lab	200
Development of Interview Answers	100
Professional Development Presentation	200
Total	1,000

TTESS

According to the teachfortexas.org (2018) webpage, "...TTESS is a system designed by educators to support teachers in their professional growth" (para 1). In order to appraise teachers in Texas, you must be certified in both Advancing Educational Leadership (AEL) and in the Texas Teacher Evaluation and Support System (TTESS). In this course, you will have the opportunity to take the 3-day mandatory TTESS training and become certified.

Crucial Conversations

As administrators, it is imperative to understand how to work with and talk to others in high stake situations. In this course, you will receive a one-day F2F training that highlights the components needed to help you conduct Crucial Conversations.

Practice Principal Test

You will take a Practice Principal Test at the beginning of the course. This test will take about ½ day. During the second part of the day, you will look at your test data report to see why you earned the score you earned. Then, together, we will create an individual plan of action on how to proceed to pass the TExES Principal EXam 068/268.

Community Design Lab

Project for community partnership and engagement. Community design labs focus on deep collaboration in which ELDR faculty and students work closely with administrators, teachers, parents, school students, community foundations and others to ask the right questions, define problems and test prototypes

Development of Interview Answers

As you read the following interview questions, write down your answer then create a video of you answer each within a 5-8 minute video.

1. Why do you aspire to be a school administrator? What is your philosophy on being a school administrator?
2. What qualifications do you hold for this position?
3. What leadership characteristics do you possess?
4. How would you lead diverse and/or urban populations?
5. How would you lead rural and/or small city populations?
6. What would you two to increase parent and community partnerships?
7. What is your philosophy on campus-wide discipline?
8. What is your philosophy on campus-wide technology?

In your video, answer with concise answers and support your answers with evidence and examples. Speak clearly, look professional, and treat this video as an interview video that you will submit to future ISDs.

Professional Development Presentation

On your own, or with no more than two other persons, create a 30 minute professional development that focuses on any of the following:

- The intent letter--What should be placed in an intent letter?
- Professional Philosophy--As an administrator, what philosophy should be held?
- F2F interview--What are the best tips for having a successful interview?
- Do it again?--What is your advice for future administrators after going through the 3P course?

TEXAS WOMAN'S
UNIVERSITY™

Educational Administration Leadership Practicum Handbook

Scope and Sequence
Evaluation Process and Metrics

College of Professional Education
Department of Teacher Education

September 2017

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- Provides a rigorous, critical investigation of what is and what ought to be in schools, and
- Prepares and develops educational leaders in areas of scholarship and public service.

WELCOME

Dear Educational Leadership Students,

Welcome to your practicum semester, the final phase in your master's degree and principal certification program.

This handbook will assist you in working with your school administrator mentor and university supervisor to ensure a successful and rewarding practicum experience. A successful practicum will help to prepare you for a school leadership position. During your program, you should take advantage of every opportunity to experience the "big picture" of school leadership and administration. Be proactive, be assertive, and volunteer to take the lead on projects, initiatives, and activities whenever possible.

This is an exciting and challenging time in your preparation for school leadership. The practicum is designed to be the capstone experience of your graduate and certification program. On behalf of the Educational Leadership Faculty and the Department of Teacher Education, we offer our best wishes for a successful and rewarding semester. If there is anything we can do to support you as you finish your journey, please let us know.

Thank you for choosing TWU and our Educational Leadership program for your studies.

Diane M. Myers

Diane Myers, Ph.D.
Chair, Department of Teacher Education
Texas Woman's University

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PREPARING FOR YOUR PRACTICUM

Purpose of the Practicum

The practicum experience is designed to provide you with opportunities for utilizing theory and practice in educational leadership. The practicum is intended to encourage you to pursue diverse experiences in a variety of educational settings and to participate in other wide-ranging leadership activities. And, most importantly, the practicum will provide you with situations for developing your leadership skills.

Purpose of the Handbook

The Practicum Handbook is intended to serve as a guide for planning and documenting your practicum activities. It summarizes proficiencies you are to demonstrate within the State Standards for the Principal Certificate and provides directions and illustrations for you. As indicated by the State Standards, it is expected that you will take advantage of opportunities to adapt your field experience to both your learning needs and the needs of your site(s) as determined by you, your site supervisor, and your university supervisor. This handbook is the foundation upon which your own practicum plan will be built.

Prerequisite Courses

Applicants for the practicum shall have completed 27 hours *before* enrolling in ELDR 6613: Practicum for the Principal, eighteen (18) of which must include the following courses (which are also required for TExES approval):

- ELDR 5103 Leadership in Educational Settings
- ELDR 5323 Administrative Processes in Schools
- ELDR 5333 Curriculum Development, Assessment, and Evaluation
- ELDR 6113 Education Law
- ELDR 5223 Professional Development and Supervision in Education
- ELDR 5353 Leadership and Special Programs

Application

Applicants must have an approved practicum application on file. The application should be completed in the semester prior to the practicum. An official application is attached to this handbook (Appendix I)

Required Course for Practicum

All intern applicants must register for ELDR 6613: Practicum for the Principal. Interns will be assigned a university supervisor at the beginning of the practicum semester.

T-TESS Training

TWU will offer TTESS training beginning summer 2017. Please contact your advisor for specific schedule details and/or look for emails for dates these will be offered.

Professional Development Day

The university intern supervisor will schedule a 1/2-day professional development during the practicum semester.

Meeting with Site Supervisor

Before your actual practicum commences and after you have completed the *Self-Assessment Planning Document* (provided in Appendix A), you will meet with your site supervisor to plan goals and activities for the duration of the practicum.

Site Visit

Your university supervisor will make three (3) scheduled visits with you, including one with your site supervisor at the beginning of your practicum.

Required Field Practice Hours

The minimum requirement for your documented field practice is 160 clock hours; however, most of you will exceed this number. You are encouraged to exceed the minimum requirement with experiences that go beyond day-to-day activities. Additionally, regardless of the semester of the actual practicum experience, you are expected to participate in both opening and closing school activities. The grade given when the practicum is successfully completed will be a letter grade.

Legal Requirements

Under the Texas Administrative Code, Title 19, Part 7, Chapter 241, Rule §241.20, to be eligible to receive the standard Principal Certificate, a candidate must: (1) successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators); (2) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; (3) hold a valid classroom teaching certificate; (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

Contact Information

Khara Sherrill, Administrative Assistant
Educational Leadership
Department of Teacher Education
College of Professional Education Texas Woman's University
P.O. Box 425769, Denton, Texas 76204-5769
940-898-2402 (Office)
940-898-2270 or 2241 (Fax)
Email: ksherrill@mail.twu.edu

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Educational Administration
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College of Professional Education Texas Woman's University
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940-898-2270 or 2241 (Fax)
Email: ltrujillojenks@twu.edu

REQUIRED ASSIGNMENTS

This section of your handbook provides you with guidelines for writing your practicum plan as well as other required reports. Instructions guide you in the development of a semester-long work plan based on the results from your *Self-Assessment Planning Document* and on the State Standards required by the State Board of Education. An Assignment Log is included.

It is highly recommended that you gain experience at both a primary school of choice and another campus, such as a feeder school. The principal at the primary school will be the supervising principal who will complete the evaluation form for you. The second principal will assist in helping you complete your 160 hours.

1. Self-Assessment Planning Document (Appendix A)

As previously noted, you are to perform a professional self-assessment with the *Self-Assessment Planning Document* provided in **Appendix A**. This document addresses each of the seven standards of the State Standards for the Principal Certificate, guides you toward preparing your own performance needs assessment, and serves as a personal background against which you will plan significant practicum activities that lead to the Standard Principal's Certificate.

It is important for you to discuss your completed assessment with your site-supervisor when you meet to plan your goals and activities for your practicum. This assessment should provide the basis for your practicum plan.

Included in **Appendix H** is a copy of the **Standards for School Leaders** developed by the Interstate School Leaders Licensure Consortium, generally referred to as the ISLLC Standards. ISLLC provides additional performance-based standards that may be referenced when developing your practicum plan.

Note: The three domains and the competencies that form the framework for the TEXES exam are based on these standards. While the language is not identical, the content is essentially the same.

2. Practicum Plan (Appendix B)

After completing your self-assessment, you will develop an individual practicum plan in a cooperative effort with your site supervisor. Your practicum plan is a guide to a semester of on-the-job experiences and learning under the direction of your site supervisor.

You are also expected to assist your site supervisor with opening as well as closing building activities even though your actual practicum may not have begun or may have already ended. These experiences will prove invaluable when you become a leader of a campus.

Your written practicum plan must address each of the seven State Standards and demonstrate proficiency with respect to knowledge and application related to each of the Standards. The practicum plan should also reflect information provided in your *Self-Assessment Planning Document.* An extensive list of suggested activities and experiences are provided.

During the development of your practicum plan, keep in mind that some of its aspects will probably be modified from time to time as you move through the practicum. Modifications may be based on your evolving experience, your site supervisor's suggestions, and/or your university supervisor's advice. While the practicum plan is intended to give broad as well as specific structure to your experience, it is also to be seen as flexible and dynamic to accommodate change and new opportunity.

Send a copy of your practicum plan with your *Self-Assessment Planning Document* to your university supervisor by the date indicated on your practicum calendar, which will be given to you at the orientation meeting.

3. Weekly Logs and Reflections (Appendix C)

A weekly or bi-weekly log, which lists time (hours) spent in categories of the State Standards, must be submitted at the end of every week. Please use an Excel spreadsheet or a Google doc spreadsheet to record your hours.

A reflective summary should accompany each week's logs. This is an opportunity for you to reflect on key activities you have had in relation to the State Standards. A reflective summary provides you with the opportunity to highlight what worked well, what you learned from the week's experiences as well as what you may do differently in the future. It is also an opportunity for you to determine how you will structure your time for the coming week.

4. Profile and Analysis of Data of Primary Practicum Site (Appendix D)

The following activities may have been completed in ELDR 5103 OR ELDR 5323 Leadership in Educational Settings (Sections I and II) and in ELDR 5333 Curriculum Development, Assessment, and Evaluation (Section III). If they weren't, then you will complete them during your practicum. These activities should be placed in your portfolio.

You are expected to develop a profile of your primary practicum site by completing the *Guide for Developing a Profile of the Practicum Site* in **Appendix D.** The objective is to help you become better acquainted with your school and its community.

Section I. Characteristics of the School is due before the site visit is made by your university supervisor. Sections II and III (Portfolio found in Appendix E) will be submitted to your university supervisor by the specified dates on your practicum calendar. All sections should be placed in your portfolio.

5. Professional Development Day

As you go through your semester completing the tasks of the practicum, you will be provided with a chance to practice the skills that you hope will help you get hired as an assistant principal, director, or coordinator. This chance will occur during the required one-day Professional Development Day. During this day, a series of activities will be scheduled and you will have the opportunity to ask questions, practice interviews, and complete items for your portfolio. A sample schedule of a Professional Development Day (PDD) is below:

8:00-9:30 Welcome, housekeeping, presentation on how to prepare for an interview with Q & A
9:30-9:40 Break
9:40-10:40 Administrator Panel—Administrators from the Dallas/Fort Worth Metroplex will participate in a panel that focuses on tips on how to get your first administrative position.
10:50-11:30 Lunch and related discussion (i.e., TTESS, AEL, Budget)
11:35-12:45 Mock Committee Interviews/time to work on the portfolio/individual interview with assigned professor
12:50-1:30 Complete PDD Survey and Dismissal

This schedule is subject to change depending on the availability of practicing administrators and professors.

6. <u>Evaluations</u> (Appendix F)
During your exit review with your site supervisor at the end of your practicum, it is important that your site supervisor complete and discuss with you the *Site Supervisor Evaluation* provided in Appendix F. This evaluation must be mailed or faxed to both Khara Sherrill and the university supervisor by the date indicated on the practicum calendar.

The *Survey of Practicum Program* should be completed by you and emailed to both Mrs. Khara Sherrill (ksherrill@twu.edu) and your university supervisor.

The *Student Information Sheet* should be completed by you and emailed to both Mrs. Khara Sherrill at ksherrill@twu.edu.

The Professional Development Day (PDD) evaluation should be completed by you and handed to your supervising professor upon completion of the PDD.

Name_____

Assignment Log	Due Date	Completed
1. Self Assessment Planning Document		
2. Practicum Plan		
3. Weekly or Bi-weekly Logs and Reflections	Ongoing	
4. Profile of Primary Practicum Site, Section I. Characteristics of School Profile of Primary Practicum Site, Section II. Leadership of the School		
6. Professional Development Day		
7. Portfolio Section F and Final Site Visit by University Supervisor		
8. Survey of Practicum Program		
9. Site Supervisor's Evaluations		

APPENDIX A

Self-Assessment Planning Document

SELF-ASSESSMENT OF LEADERSHIP COMPETENCIES

It is important that leaders engage in critical self-assessment at all stages of their careers. Consequently, as you are beginning to prepare for your practicum, you will be able to plan activities that address your professional development needs. The purpose of this instrument is to assist you in identifying your current strengths and weaknesses as an educational leader. The instrument is based on the Texas Standards for the Principal Certificate.

Circle the number below that best reflects your perception of your current level of competency with each item. Average your rating scores at the end of each of the sections. Transfer your scores for each competency to the summary sheet that follows the assessment.

- A score of 5 represents outstanding competency.
- A score of 4 represents very good competency.
- A score of 3 represents satisfactory competency.
- A score of 2 represents limited competency or experience. Note: A score of 1 represents no knowledge or experience.

Standard 1. SCHOOL CULTURE.

A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Assess your knowledge and understanding of:	
Learning goals in a pluralistic society	**1 2 3 4 5**
The principles of developing and implementing strategic plans	**1 2 3 4 5**
Systems theory	**1 2 3 4 5**
Information sources and data collection	**1 2 3 4 5**
Data analysis	**1 2 3 4 5**
Effective communication	**1 2 3 4 5**
Effective consensus-building and negotiation skills	**1 2 3 4 5**

Assess the degree to which you engage in activities that demonstrate your belief and commitment to:	
Education of all	**1 2 3 4 5**
A school vision of high standards of learning	**1 2 3 4 5**
Continuous school improvement	**1 2 3 4 5**
Inclusion of all members of the school community	**1 2 3 4 5**
Ensuring that students have the knowledge, skills, and values needed to become successful adults	**1 2 3 4 5**
Willingness to continuously examine one's own assumptions, beliefs, and practices	**1 2 3 4 5**
Performance of the work required for high levels of personal and organizational performance.	**1 2 3 4 5**

Standard 1 Average _____

Standard 2. LEADING LEARNING. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

Assess your knowledge and understanding:

Analysis of curriculum using state requirements	1 2 3 4 5
Analysis of curriculum using local requirements	1 2 3 4 5
Budgeting of instructional materials	1 2 3 4 5
Familiar with at least (3) contemporary professional books regarding curriculum practices	1 2 3 4 5
Evaluation of Student Achievement and Measurement-Benchmarking	1 2 3 4 5
Evaluation of Student Achievement and Measurement-STAAR(school)	1 2 3 4 5
Evaluation of Student Achievement and Measurement -STAAR(district)	1 2 3 4 5
Rules, guidelines, and funding sources for district categorical programs, including but not limited to, IDEA and Title programs, 504, career and technology education, bilingual/ESL, migrant, and gifted education	1 2 3 4 5
Referral and placement procedures for above programs	1 2 3 4 5

Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:

Active participation in professional development in district/state	1 2 3 4 5
Belonging to a site-based decision making committee (or former member)	1 2 3 4 5
Maintain professional library for yourself/staff	1 2 3 4 5
Actively seek leadership role	1 2 3 4 5
Recognize a variety of ideas, values, and cultures	1 2 3 4 5
Continuing dialogue with other decision makers affecting education	1 2 3 4 5
Maintaining records that reflect a student's progress/lack of success	1 2 3 4 5
Endorsing the belief that education as a key to opportunity	1 2 3 4 5

Assess your knowledge and understanding of:

Student growth and development	1 2 3 4 5
Applied learning theories	1 2 3 4 5
Applied motivational theories	1 2 3 4 5
Curriculum design, implementation, evaluation, and refinement	1 2 3 4 5
Principles of effective instruction	1 2 3 4 5
Measurement, evaluation, and assessment strategies	1 2 3 4 5
Diversity and its meaning for educational programs	1 2 3 4 5
Adult learning and professional development models	1 2 3 4 5
Change process for systems, organizations, and individuals	1 2 3 4 5
Role of technology in promoting student learning and professional growth	1 2 3 4 5
School cultures and diversity	1 2 3 4 5

Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:					
Student learning as the fundamental purpose of schooling	1	2	3	4	5
Proposition that all students can learn	1	2	3	4	5
Life long learning for self and others	1	2	3	4	5
Providing a variety of ways for students to learn	1	2	3	4	5
Professional development as an integral part of school improvement	1	2	3	4	5
The benefits that diversity brings to the school community	1	2	3	4	5
A safe and supportive learning environment	1	2	3	4	5
Preparing students to be contributing members of society	1	2	3	4	5

Standard 2 Average _____

Standard 3: HUMAN CAPITAL. A principal is an education leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Assess your knowledge and understanding of:					
Evaluation of teacher classroom performance	1	2	3	4	5
Board policy manual regarding personnel guidelines	1	2	3	4	5
Strategies for conflict resolution among staff.	1	2	3	4	5
Teaching Standards for the State in assisting in supervision of teachers	1	2	3	4	5
Learning needs of all teachers	1	2	3	4	5
Difference between supervision and evaluation of teachers	1	2	3	4	5
Understand policies related to sexual harassment/discrimination	1	2	3	4	5

Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:

Providing evidence that professional development is based on identified staff instructional needs.	1	2	3	4	5
Surveying staff interest in development activities	1	2	3	4	5
Building consensus among site-based committee members regarding professional development activities	1	2	3	4	5
Involving the school community in professional development	1	2	3	4	5

Standard 3 Average _____

Standard 4. EXECUTIVE LEADERSHIP. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community.

Assess your knowledge and understanding of:	
Conditions and dynamics of the diverse school community	1 2 3 4 5
Community resources	1 2 3 4 5
Community relations and marketing strategies and processes Successful models of school, family, business, community, government and higher education partnerships	1 2 3 4 5
Impact of family and community resources on the education of students	1 2 3 4 5
	1 2 3 4 5
Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:	
Operation of schools as an integral part of the larger community	1 2 3 4 5
Collaboration and communication with families	1 2 3 4 5
Involvement of families and other stakeholders in school decision- making processes	1 2 3 4 5
Proposition that diversity enriches the school	1 2 3 4 5
Partnerships with families in the education of their children Proposition that families have the best interests of their children in mind	1 2 3 4 5
An informed public	1 2 3 4 5
	1 2 3 4 5

Standard 4 Average _____

Standard 5. STRATEGIC OPERATIONS. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Assess your knowledge and understanding of: Theories and models of organizations	1 2 3 4 5
The principles of organizational development	1 2 3 4 5
Operational procedures at the school and district level	1 2 3 4 5
Principles and issues relating to school safety and security	1 2 3 4 5
Principles and issues relating to fiscal operation of school management	1 2 3 4 5
Principles and issues relating to school facilities and use of space	1 2 3 4 5
Legal issues impacting school operations	1 2 3 4 5
Current technologies that support management functions	1 2 3 4 5
	1 2 3 4 5

Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:

Making management decisions to enhance learning and teaching	1 2 3 4 5
Taking risks to improve schools	1 2 3 4 5
Trusting people and their judgments	1 2 3 4 5
Accepting responsibility	1 2 3 4 5
High-quality standards, expectations, and performances	1 2 3 4 5
Involving stakeholders in management processes	1 2 3 4 5
A safe environment	1 2 3 4 5

Standard 5 Average _____

ETHICS, EQUITY AND DIVERSITY FOR THE SCHOOL LEADER

A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.

Assess your knowledge and understanding of: Purpose of education

	1 2 3 4 5
Role of leadership in modern society	1 2 3 4 5
Various ethical frameworks and perspectives on ethics	1 2 3 4 5
Values of the diverse school community	1 2 3 4 5
Professional codes of ethics	1 2 3 4 5
Philosophy and history of education	1 2 3 4 5

Assess the degree to which you engage in activities that demonstrate your belief in and commitment to:

Maintaining the ideal of the common good	1 2 3 4 5
Adhering to the principles in the Bill of Rights	1 2 3 4 5
Supporting the right of every student to a free, quality education	1 2 3 4 5
Bringing ethical principles to the decision-making process	1 2 3 4 5
Subordinating one's own interest to the good of the school community	1 2 3 4 5
Accepting the consequences for upholding one's principles/actions	1 2 3 4 5
Using the influence of one's office constructively and productively in the service of all students and their families	1 2 3 4 5
Developing a caring school community	1 2 3 4 5

Ethics, etc. Average _____

SUMMARY WORKSHEET

- **Use this worksheet to summarize your critical self-assessment.**
- **High average scores represent areas of strength.**
- **Low average scores represent opportunities for growth during your practicum.**

Average Score

Standard 1. School Culture

Standard 2. Leading Learning

Standard 3. Human Capital

Standard 4. Executive Leadership

Standard 5. Strategic Operations

Ethics, Equity and Diversity for the Leader

Notes:

APPENDIX B

Practicum Plan

SAMPLE PRACTICUM PLAN PART 1.

Summary of Personal and Professional Goals for Practicum

My goal is to integrate the knowledge I have learned through coursework in educational administration with a practicum at ********* Elementary, under the direction of my campus administrator, **********. Through the practicum, I intend to gain hands-on experience in the daily life and work of an administrator. I further look to apply, refine, and to assess my knowledge and skills in areas related to the Texas State Standards.

During the course of my practicum, I intend to assist in significant and varied administrative responsibilities under the supervision of my campus administrative team. As I progress through the practicum, I hope to assume increasing levels of responsibility that will enable me to experience the full range of duties performed by an educational administrator.

As an outcome of my practicum experience, my goal is to develop new areas of expertise, leadership, and management abilities through the tasks and activities outlined in my proposal. I will have assembled a portfolio including a log of 160 or more practicum hours, documents related to the administrative tasks, notes and projects completed. The experiences will enhance my competence to assume a future administrative position.

SAMPLE PRACTICUM PLAN PART 2.

Standard 4: Executive Leadership: *A principal is an education leader who reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; uses strong communication skills.*		
ACTIVITIES	**TIMELINE**	**EVALUATION**
1. Attend PTA meetings.	September	Artifacts from Meeting such as an agenda with your reflection
2. Plan activities to increase parental involvement.	August-December	Reflection/log
3. Assist principal in carrying out responsibilities relating to parents and community.	August-December	Artifact, such as planning notes, and Log
4. Review school to home communication and make recommendations on how they can be improved and made two-way.	August-December	Artifact, such as list of recommendations, and Log

Standard 5: Strategic Operations: *A principal is an educational leader who assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcome. Note: Resource allocation is important.*		
ACTIVITIES	**TIMELINE**	**EVALUATION**
1. Assist in coordinating and supervising testing.	September-October	Artifact and
2. Participate in Administrative Team activities.	August-December	Reflection
3. Review custodial services, maintenance, and food services on campus. Participate in custodial or maintenance building inspection.	As needed	Reflection/log Log
4. Conduct a study to determine if hazards exist in and around school that could result in possible cases of negligence.	August-December	Log
5. Supervise a school event.	August-December	
6. Organize an evacuation drill.	October	
7. Evaluate campus safety plan and suggest changes, additions, or practice opportunities.	September	Log Log Log
8. Follow the purchasing process from the initial request to completion of the transaction.	Novembe	Reflection
9. Participate in planning or managing the campus budget, becoming familiar with federal, state, and local funding.	r Ongoing	Log
10. Participate in opening of school.	August-September	Artifact and Reflection

RECOMMENDED PROJECTS, INITIATIVES, AND ACTIVITIES FOR THE PRACTICUM EXPERIENCE

It is important to note that the following activities and experiences will enhance your growth as an administrator, but please keep in mind that this is not an all-inclusive list. You should be afforded many opportunities by your site supervisor; however, you may also have to take the initiative to create projects/experiences - with your site supervisor's approval - that you know will be challenging but worthwhile.

- Become familiar with the applicable administrative policies, rules, and regulations of the school (see district policy manual and school handbook); become familiar with district politics, policy making, organization, and culture.

- Attend orientations/meetings/work conferences prior to the opening of school in the fall and assist the principal as directed.

- Assist the principal with opening and closing of school. This activity may include summer school provided the program is a comprehensive one.

- Become familiar with work carried on in the principal's office by the principal, assistant principals, deans, guidance counselors, and office staff. Analyze responsibilities and relationships of those staff members.

- Under the principal's supervision and direction, participate in or be responsible for
  - **evaluating** and **improving** classroom instruction
  - **monitoring** student achievement testing/assessment on a school-wide basis **participating** in the development of the campus improvement plan **designing** and **conducting** a program evaluation
  - **discussing** and **observing** effective behavior management techniques
  - **working** with students/counseling students/implementing plans to assist students improve behaviors
  - **scheduling** and **planning** faculty meetings
  - **organizing** and **working** with faculty committees on curriculum, courses of study, textbook selection, and other areas including site-based committees **studying** possible improvement of class schedules and classroom utilization **preparing** staff bulletins and other announcements
  - **meeting** with student council and representing the principal at meetings
  - **arranging** or **assisting** with the scheduling of

extracurricular activities and faculty sponsorship or **advising** of various activities

- **preparing** reports and forms required by the central office on attendance, budget, supplies, payroll, supervision of instruction, and facilities
- **inspecting** the grounds, buildings, and equipment at frequent intervals to check for safety, hazard elimination, sanitation, and cleanliness and **making** necessary reports to the principal.

- Attend at least one administrative staff meeting at which the superintendent (or a designee) presides. Briefly describe your observations.
- Attend at least one school board meeting and record actions taken and reasons for the actions. Describe the roles of the school administrators at the meeting.
- Attend at least one city council meeting, especially one that has the ISD on the agenda.
- Analyze the school's STAAR scores for the previous three years.
- Assist a teacher or a department with analyzing STAAR results for that school or department during the previous year and work with that teacher or department in developing a plan for improving test scores for the current and coming year.
- Familiarize yourself with the required campus School Technology and Readiness (STaR) chart completed annually by principals regarding campus technology, as well as integration of technology into teaching and learning. Also, familiarize yourself with the individual requirements of STaR reporting for all teachers and librarians.
- Assist in preparation of special reports on curricular and extra-curricular matters for presentation to principal, superintendent, and/or board of education.
- Assist in the discipline of students by working referrals.
- Attend meetings of parent groups and assist the principal in carrying out responsibilities relating to parents and community.
- Evaluate the custodial operations and maintenance procedures for the school. Make recommendations for improvement as appropriate.
- Work to the extent possible on preparation of the school's schedule.
- Create a plan to increase the involvement of the community in the school. Implement one

of your proposals.

- Work with the principal to develop a school budget.
- Review federal and state laws, rules, and regulations covering children with disabilities served in special education programs and those served under Section 504 of the Vocational Rehabilitation Act of 1973. Make recommendations for improvement.
- Participate in the child study, IEP, and Section 504 processes in the school.
- Participate in the interviewing and hiring of new staff members.
- Conduct and evaluate a school emergency drill
- Identify three leadership objectives related to the operation of the school. These objectives must be approved by your mentor, and you must do the planning and necessary implementation to achieve them.
- Write or revise a plan for identifying at-risk students and for helping them to increase their academic achievement and aspirations.
- Write or update the plan for recognizing and rewarding the achievement of students.
- Attend at least three grade-level or departmental planning sessions and write a brief reflective statement on each session.
- Work with a principal in developing a plan of action or an improvement plan for a teacher who has deficiencies.

- Carry out administrative duties before and after school, during lunch, at athletic events, during fine arts events, and at any other school function as assigned.
- Participate in (or observe) a principal mediating a staff-staff, staff-parent, or child-staff conflict.
- Work with campus leadership to implement special campus programs that ensure that all students are provided quality instructional programs and services to meet individual student needs, e.g., guidance and counseling programs and services, special education, Section 504, Title I, gifted and talented, and/or bilingual/ESL.
- Participate in or attend at least three campus planning/site based decision making team meetings at a school that is a different level than your home campus (i.e. elementary or secondary). Write a reflective statement about each session.

APPENDIX C

SAMPLE WEEKLY LOG SAMPLE WEEKLY REFLECTION

SAMPLE WEEKLY LOG

NAME_____

INTERN LOG _____

KEY TO STATE STANDARDS. 1. School Culture, 2. Leading Learning, 3. Human Capital, 4. Effective Leadership, 5. Strategic Operations, 6. Ethics, Equity, and Diversity.

									Activity	Cum
			1	2	3	4	5	6	Hours	Hours
L	7/28-29	Worked with parents during registration				X			14	14
2	8/01	Textbook Inventory					X		2	16
2	8/04	Training for 1st Year Teacher Academy		X					7.5	23.5
3	8/08	Inventory new rugs in building					X		1	24.5
3	8/12	Training for online planning/curriculum		X					3	27.5
4	8/15	Greeter at Meet-the-Teacher Night				X			2	29.5
5	8/23	Met with campus supervisor to develop practicum plan				X			0.5	30
6	8/30	Met with STAR committee to plan for student achievement recognition		X					1	31
7	9/6	Met with assistant principal regarding discipline plan					X		0.5	31.5
7	9/7	Met with grade level teams to assist with use of online planning/curriculum		X					1	32.5
7	9/7	Planning for 6 weeks student awards	X						0.5	33
7	9/8	Assigned campus intern placements to cooperating teachers			X				1	34
7	9/9	Assisted 1st-year teacher in planning for parent conferences				X			1	35
7	9/9	Hosted grandparents during Grandparents Day lunch	X						1	36
7	9/9	Held conference with angry parent about being denied a transfer request	X						0.5	36.5
8	9/12	Discussed ISS procedures with assistant principal for improved productivity			X				0.5	37
8	9/14	Held a Q&A session about new online planning/curriculum		X					1	38
9	9/22	Discussed importance of equity in education with parent association						X	0.5	38.5

SAMPLE WEEKLY REFLECTION

Intern Report for the Week of _____

What a week. Many opportunities to learn new things! I started off the week on Monday morning overcoming a fear. I must admit the fear of facilitating an ARD is one of the things I have been most fearful of. I think the reasoning for this fear is… What if I mess up? What if a question is asked, and I don't know the answer? My principal gave me the simple honor of reading the statement of confidentiality and also the assurances at the end of the ARD. This particular ARD was one or the most positive I've ever seen. The student was released from our dyslexia program, and his teachers said what a great student he is and sang his praises! Even though I only had limited responsibility in the leadership role during the ARD, I feel that I have a better understanding and comfort level about what is expected of me in this role. I also had the opportunity of leading a conference with the 5th grade team and a concerned father. This was a typical conference and went fairly smoothly.

One of the highlights of the week was helping the new parents enroll their kindergartener. I really enjoyed telling the parents (and future students) how excited we were to welcome them and hoped that they felt warm and accepted at our campus. It is really nice to see these fresh excited eyes and spirits as they anticipate such a big day in their lives. Seeing the joy that many of the students have renews my own joy in teaching and learning. I was also the "on-call" administrator one afternoon while my principal, assistant principal, and secretary took our counselor out to eat for Counselor Appreciation Week. I answered phones, checked students in and out, and helped trouble-shoot a few problems.

Later in the week I met with two of our special education teachers and trained them on how to use our online grade book, E-Sembler. Until now, the Special Education Department sent home their IEP report cards. Now they must send how the IEP report card and a "regular" report card compare. To me, I can see the teachers' frustration in something that they see should be started at the beginning of the year and not mid-year.

APPENDIX D

Profile of Primary Practicum Site

GUIDE FOR DEVELOPING A PROFILE OF THE PRIMARY PRACTICUM SITE

The main purpose of this guide is to assist you in the development of a profile of the school and community in which you are doing your primary practicum. The objective is for you to become better acquainted with the school and its community. Feel free to add to this guide as needed.

You may use your Academic Excellence Indicator System (AEIS) and Public Education Information Management System (PEIMS) and Texas Academic Performance Reports (TAPR) as references for much of this information. Your campus improvement plan should be a helpful resource as well. Documents created for grant applications, Southern Association of Colleges and Schools (SACS) accreditation, and Blue Ribbon awards should also be useful references.

Section I. Characteristics of the School is due before the site visit is made by your university supervisor.
Please note that the first site visit is required within the first six weeks of the internship/practicum.

Section II. Leadership of the School will be due as indicated on the practicum calendar that you will receive at the orientation meeting.

Section III. Analysis of Data and Recommendations for Improvement will be presented to your university supervisor at the end of the semester. The format and due date will be determined by your university supervisor.

Note: The entire GUIDE is subject to revision by your university supervisor.

Section I: CHARACTERISTICS OF THE SCHOOL

Community

1. Describe the diversity of the community, including social, economic, and political diversity.

2. Describe any partnerships that have been established by the school. Have they been effective?

3. Do parents have specific opportunities for participation? Do other community groups have specific opportunities for participation? In what areas? Has the participation been successful? How?
4. List the community agencies that work cooperatively with the school. Describe the nature of each of those relationships.

Students and Families

1. How large is the student population? Provide specific data in tabular form on ethnic and gender composition, socio-economic mix (free or reduced-price lunches), Title I enrollment, special education enrollments by category, gifted enrollment, and bi-lingual/ESL enrollment. Have these numbers changed over the past three years?

2. Provide class size data in tabular form by grade and subject as appropriate. Describe any trends in the past three years.

3. On average, what percentage of the students attends school each day? Have these rates changed significantly during the last three years? If so, indicate how they have changed and explain why.

4.* What has been the graduation rate for the past five years? At other levels what has been the failure rate by grade.

5.* What has been the percentage of graduates going on to higher education and technical training for the past three years?

6.* Provide dropout data for the school, and describe any programs designed to decrease the number of dropouts.

7. What is the student transience rate at the school? Has this number significantly increased or decreased over the past three years? What are some of the reasons cited for the transfers?

8. How are students grouped? What is the process for determining groups? How often are placements reviewed?

*For high school/secondary practicums only

Faculty and Staff

1. Indicate the number of staff in each of the following positions:

	Full-time	Part-time
Administrators	_____	_____
Classroom or academic subject teachers	_____	_____
Special area teachers, including special populations teachers	_____	_____

Teacher aides	_____	_____
Library and other media	_____	_____
professionals Counselors	_____	_____
Social workers	_____	_____
School Security officers	_____	_____
School Resource Officers	_____	_____
Food service	_____	_____
personnel Clerical	_____	_____
Custodial and	_____	_____
maintenance	_____	_____
Nurses		
Volunteers	_____	_____
Other (specify) _____	_____	_____

2. In tabular form, show/describe the following:

- the ethnic and gender composition of the professional and classified staffs in tabular form.
- the credentials of the professional staff in the school (number of professionals with bachelor's, master's, and doctoral degrees; number teaching outside their certification areas; number without certification, and years of experience).
- any ongoing activities designed for professional and classified staff development planned by and for your school.

3. What are the guidelines for substitute teachers? Who contacts them and how much are they paid? Does the school have substitute "regulars?" Is so, how many are available on any given day?

Outcomes: Indicators of the Quality of the School

1. Aside from state-mandated assessments of student academic performance, what formal procedures does the school have for measuring student achievement? Describe them and specify results from the last three evaluation periods.

2. List any awards or honors students have received that you consider particularly noteworthy.

3. List any awards or honors the school, staff, or any of its programs have received in the last three years.

4. How well did the school perform on the criteria on the state and federal school report card?

Physical Plant

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. The age and condition of the school building.

2. Renovations made to the school plant in recent years and any further renovations planned for the coming years.

3. The portables on your campus and what they are used for.

4. Classrooms—are they adequate in size? Are there teachers who travel from one class to the next? What type of technology is available to students and teachers? Are there special classroom considerations for science labs, fine arts, special education, etc.?

5. Kitchen and cafeteria facilities and equipment. How many lunches are scheduled daily?

6. The custodial staff and the overall cleanliness of the building and grounds.

Section II: LEADERSHIP OF THE SCHOOL

Culture

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. The mission and vision of the school.
2. Teacher and student morale.
3. Traditions
4. Expectations, mores, and culture of the community surrounding the school and if they influence the school expectations, mores, and culture.

Leadership

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. The leadership style of the principal and how it affects the operation of the school. What is the education level of the principal? What degree(s) does he/she hold? How many years of experience (classroom and administrative) does he/she have?
2. How are the administrative duties distributed among the administrators and teacher leaders?
3. The leadership of the superintendent and how it affects the operation of the school.
4. The leadership of teacher leaders and how it affects the operation of the school.
5. The decision-making process for the campus and are stakeholders invited to the table?
6. The communication between admin and teachers and among the staff, as a whole.

School Organization

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. How long is the school day? How much of it is used for lunches, recess, and other non-instructional activities? Length of academic periods? How many periods per day?
2. How are teachers organized for planning and instruction (grade levels, subject areas, inter- disciplinary teams, etc.)? Is there vertical and horizontal teaming and is it mandatory? How much time is allotted for planning?
3. Describe the organizational health of the school.
4. Describe the different systems in place on your campus.

Discipline

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. How is the SCOC distributed to students and parents? If signatures are required by both students and parents when they receive the SCOC, what is the plan when both refuse?
2. How is the SCOC taught or introduced and explained on your campus? Is it revisited and taught throughout the year? How and when?
3. In tabular form, list the following numbers.
    - Student suspensions
    - Assaults on students
    - Assaults on teachers
    - Incidents of vandalism
    - Firearms violations
    - Substance abuse violations
    - Discipline referrals (formal)
    - Other indicators of student behavior

4. Have these numbers been consistent over the past three years? If not, what changes have occurred?

5. What are consequences for minor, discretionary, mandatory, and expellable SCOC offenses/violations?

6. How is civility and order ensured on your campus? Is a discipline program implemented? If so, describe it.

Finance and Budgeting

1. Obtain a copy of the school's budget. Conduct an analysis of how funds are expended. Would you spend funds differently? Explain.
2. Describe the development of the budget. What are the different types of funds found on your campus (i.e. instructional, activity, general).

Curriculum, Instruction, and Assessment

In bullet form, give a brief description of how your campus uses the following programs.

Technology (computers)
Bilingual/ESL/Migrant
Special education (include inclusion efforts, evaluation, and resources) Gifted and talented
STAAR Remedial basic skills in mathematics, reading, and/or writing

Physical
education
Fine arts
Career and technology education (CATE or
CTE) Student government
Tutorials
Extra-curricular or co-curricular (athletics, student
organizations, etc.) Extended-day (latchkey, enrichment,
day care, etc.)
Other (specify) _____

In no more than 3-4 paragraphs (4-9 substantive sentences), describe the following about the campus.

1. Does the school have regular procedures for internal review of the curriculum, textbooks, and instruction? If so, describe them, indicate when the most recent reviews were completed, and summarize the findings. What actions would you take as principal?

2. How is the curriculum articulated between elementary, middle, and secondary schools? What programs or activities exist to prepare students for making the transitions between levels?

3. What type of resources can be found in the school library, and what is the breadth of offerings? (Include data such as dates of reference books, available technology, etc.) Describe access to on- line data sources, including the filters used to block access to selected sites.

4. What are the primary instructional methods used by teachers? How is technology used in instruction?

5. Does the school have a formal policy on homework? If so, summarize it. Is it enforced? How?

6. What is the protocol for evaluation of instructional practices?

7. What type of district level assessments given throughout the year? How are the data used to improve instruction and student achievement? Are teachers involved in the decision-making of which assessments are used at the district level?

APPENDIX E

Section III: PORTFOLIO

PORTFOLIO

The Portfolio will be the culminating project that will include all activities from your practicum. Each tabbed section must be included in the portfolio with artifacts that show that you understand the requirements of the practicum. Some of the sections listed may have been completed in other ELDR courses and may be submitted as part of the portfolio. The tabbed sections are presented below. This portfolio is due at the last site visit and you and your university supervisor will go through it together.

In order to prepare for the portfolio and gaining an administrative position after you graduate from TWU, a mandatory full day professional development will be offered for all practicum students. At this professional development, mock interviews and other valuable tips will be presented. This professional development is a part of this practicum and your attendance is mandatory. The time spent at this professional development (8 hours) may be counted toward your 160 practicum hours.

Portfolio Tabbed Sections

A. Self-Assessment Planning Document
B. Practicum Plan
C. Weekly Logs and Reflections
D. Profile and Analysis of Data of Primary Practicum Site
E. Preparation for Leadership Positions
    a. Philosophy of Educational Leadership
    b. Resume
    c. 3 Letters of Recommendation
    d. Letter of Intent
    e. Due to many ISDs requiring all administrative applicants to create a video showcasing their strengths in leadership, you will create an Aspiring Administrators Video for your practicum. Be creative and exciting in your video and make it stand out and memorable. After you create your video, upload it to YouTube and email a link to your video to your university practicum supervisor. Your supervisor will then email it to the other practicum students and to the professors in the Educational Administration Program. Before we meet for our PDD, please view your practicum buddies' video and be prepared to discuss during the PDD. The Aspiring Administrators Video must be 2-3 minutes in length and must include answers to the following:
        i. Why do you aspire to be a school administrator? What is your philosophy on being a school administrator?
        ii. What qualifications do you hold for this position?
        iii. What leadership characteristics do you possess?
        iv. How would you lead diverse and/or urban populations?
        v. How would you lead rural and/or small city populations?
        vi. What would you two to increase parent and community partnerships?
        vii. What is your philosophy on campus-wide discipline?
        viii. What is your philosophy on campus-wide technology?

F. Principal Competencies and Artifacts—each competency should be defined and supported with evidence that you have completed and that shows that you have met the requirements of this practicum. *Please note that these Domains and Competencies are from the required TExES (068) Principal certification exam and are based on the Principal Standards found in the Appendix G.*

   a. Domain I—School Community Leadership
      i. Competency 001
      ii. Competency 002
      iii. Competency 003
   b. Domain II—Instructional Leadership
      i. Competency 004
      ii. Competency 005
      iii. Competency 006
      iv. Competency 007
   c. Domain III—Administrative Leadership
      i. Competency 008
      ii. Competency 009

APPENDIX F

EVALUATIONS

Professional Development Day (PDD) Survey

Thank you for spending the day working on becoming the best candidate for you future administrative position. In making this day very beneficial to all practicum students, please answer the following questions.

1. **What was the best part of the PDD for you?**

2. **List everything that you learned today that will help you in future administrative interviews?**

3. **What suggestions do you have to improve on this day?**

TEXAS WOMAN'S UNIVERSITY

EDUCATION EDUCATIONAL LEADERSHIP

EVALUATION OF INTERN BY SITE SUPERVISOR

Intern _____ Date _____

Site Supervisor _____ School Site and I.S.D. _____

To the Site Supervisor: According to our records, the intern named above has worked under your supervision and direction this semester in Collaboration with Texas Woman's University. Therefore, please indicate your evaluation of this intern's performance on the form below. Your honesty and objectivity in the assessment of this individual will be appreciated. Additionally, your conducting an exit interview and reviewing your evaluation with the intern will be beneficial to the intern relative to his/her continued professional growth. THANK YOU.

QUALITIES	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY	UNABLE TO OBSERVE
1. Acts with integrity and fairness						
2. Ability to facilitate a vision of learning shared and supported by the school community						
3. Ability to implement a staff evaluation and development system						
4. Ability to select and implement appropriate models for supervision and staff development						
5. Ability to communicate with families and community members						
6. Ability to respond to diverse community interests and needs						
7. Ability to lead and manage organization, operations, and resources for safe, efficient, effective learning						
8. Ability to facilitate design and implementation of curricula and strategic plans that enhance teaching and learning						
9. Ability to align curriculum, curriculum resources, and assessment						
10. Ability to use various forms of assessment to measure student performance						
11. Ability to advocate, nurture, and sustain a culture and instructional program conducive to student learning and staff professional growth						

Please comment on the intern's strengths._____

_____

Please comment on areas needing attention for the intern's continued professional growth and development._____

_____

Would you consider this intern for an administration position if you had a vacancy? YES_____ NO_____

Signed_____ Official Position_____

UNIVERSITY SUPERVISOR GRADING RUBRIC

Name **Semester**

	CRITERIA	CRITERIA	CRITERIA	CRITERIA	CRITERIA	CRITERIA
	Intern undertook a range of activities across all State Standards for Principal Certificate.	Intern maintained and submitted a daily log of hours/ experiences Minimum of 160 hours successfully completed documented and submitted on time.	Intern maintained and submitted weekly reflections. Minimum 80% complete , quality work and submitted on time.	Intern's performance was rated at *Average* or above from the site supervisor.	Intern successfully compiled and completed a portfolio, which includes all required tabbed sections.	Intern attended required intern meetings. Three site visits were scheduled by Intern and completed by University Supervisor and Intern as required by TAC.
CRITERIA MET						
CRITERIA NOT MET						

GRADING GUIDELINES

- If **all** of the above criteria are met by the end of the semester, the intern will earn a grade of **A.**
- If **four** of the above criteria are met by the end of the semester, the intern will earn a grade of **B.**
- If **three** of the above criteria are met by the end of the semester, the intern will earn a grade of **C.**
- If **two** or the above criteria are met by the end of the semester, the intern will earn a grade of **D.**
  Consequently, the practicum will have to be repeated.
- If **one** on the above criteria is met by the end of the semester, the intern will earn a grade of **F.**
  Consequently, the practicum will have to be repeated.

COMMENTS:

Quality experiences and activities are expected. University supervisors reserve the right to consider additional factors such as quality of work or mitigating circumstances when assigning the final grade. Additionally, the ***minimum*** number of 160 intern hours must be documented in order to successfully complete the course.

Texas Woman's University Internship Site Visit Form

Date: _____

TWU Supervisor: _____

TWU Student: _____

Campus Supervisor: _____

First Site Visit

*Date:*_____*Time/ Total Minutes:* _____

Site Visit Notes:

_____ _____

TWU Supervisor Signature *TWU Student Signature*

Second Site Visit

*Date:*_____*Time/Total Minutes:* _____

Site Visit Notes:

_____ _____

TWU Supervisor Signature *TWU Student Signature*

Third Site Visit

Date: _____ *Time/Total Minutes:*_____

Site Visit Notes:

_____ _____

TWU Supervisor Signature *TWU Student Signature*

SURVEY OF PRACTICUM PROGRAM BY ADMINISTRATIVE INTERN

Intern: Please complete this survey and email it to Khara Sherrill (ksherrill@twu.edu) and your university supervisor at the conclusion of your practicum.

1. What specific practicum experiences have contributed to your growth and understanding of the role of the school administrator? Please explain. What activity or activities will help you most in gaining an administrative position?

2. What support and assistance did you receive from your university supervisor? Please explain. Was your university supervisor readily accessible by telephone and/or email?

3. Did you receive adequate support and assistance from your school administrator/supervisor? Please explain.

4. What changes need to be made to improve the practicum program at Texas Woman's University? Please be specific.

5. Overall, how do you rate the effectiveness of and satisfaction with your practicum experience?

_____1 Not Satisfied _____2 Somewhat Satisfied _____4 Very Satisfied _____5 Extremely Satisfied

Student Information Sheet

After you graduate from TWU, we would like to know how you are progressing in your search for an educational administrative position or in your new position as an educational administrator. Please help us by providing the information below.

Date: Name:

Home address: Phone number: Home Email: Work Email: Current Position:

New/Recent Position:

Current school campus: Address:
Phone:

In the future, help us keep in contact with you by sending us updated information as your job situation and/or contact information changes by either visiting our website at http://www.twu.edu/teacher-education/forms.asp and filling out this form and emailing it to Mrs. Khara Sherrill, ksherrill@twu.edu.

APPENDIX G

State Standards for Principal Certificate

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR
CERTIFICATION CHAPTER 241 PRINCIPAL CERTIFICATE
RULE §241.1 General Provisions

(a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.

(b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.

(c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.

(d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

Source Note: The provisions of this §241.1 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective July 13, 2004, 29 TexReg 6646; amended to be effective October 25, 2009, 34 TexReg 7200. *Revised August 28, 2016*

§241.15. Standards Required for the Principal Certificate.

Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

School Culture. The principal:

1. (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
2. (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
3. (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
4. (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
5. (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
6. (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
7. (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
8. (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
9. (9) develops and uses effective conflict-management and consensus-building skills;
10. (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
11. (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
12. (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
13. (13) ensures that parents and other members of the community are an integral part of the campus culture.

Leading Learning. The principal:

(1) creates a campus culture that sets high expectations, promotes learning, and

provides intellectual stimulation for self, students, and staff;

Principal Certificate §241.

2. (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
3. (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
4. (4) facilitates the use of sound research-based practice in the development and implementation of
   campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
5. (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
6. (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
7. (7) analyzes 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;
8. (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
9. (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
10. (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
11. (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

2. (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
3. (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
4. (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
5. (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
6. (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

7. (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
8. (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
9. (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
10. (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(e)

(10) plans for and adopts early

hiring practices. Executive

Leadership. The principal:

1. (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
2. (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
3. (3) uses strong communication skills, understands how to communicate a message in
different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
4. (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
5. (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
6. (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
7. (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
8. (8) frames, analyzes, and creatively resolves campus problems using effective problem- solving techniques to make timely, high-quality decisions;
9. (9) develops, implements, and evaluates change processes for organizational effectiveness;
10. (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
11. (11) keeps staff inspired and focused on the campus vision while

supporting effective change management.

Strategic Operations. The principal:

12. (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
13. (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
14. (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
15. (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
16. (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
17. (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
18. (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
19. (8) collaboratively plans and effectively manages the campus budget;
20. (9) uses technology to enhance school management;
21. (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
    collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

1. (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
2. (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

3. (3) ensures that reports of educator misconduct, including inappropriate relationships between
   educators and students, are properly reported so appropriate investigations can be conducted;
4. (4) models and promotes the continuous and appropriate development of all learners in the campus community;
5. (5) ensures all students have access to effective educators and continuous learning opportunities;
6. (6) promotes awareness and appreciation of diversity throughout the campus community;
7. (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
8. (8) articulates the importance of education in creating engaged citizens in a free democratic society;
9. (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
10. (10) treats all members of the community with respect and develops strong, positive relationships with them.

Statutory Authority: The provisions of this §241.15 issued under the Texas Education Code, §§21.003(a), 21.041(b)(4), and 21.046(b)-(d).

Source: The provisions of this §241.15 adopted to be effective August 28, 2016, 41 TexReg 6202.

§241.20. Requirements for the Issuance of the Standard Principal Certificate.

To be eligible to receive the standard Principal Certificate, a candidate must:

1. (1) successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);
2. (2) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
3. (3) hold a valid classroom teaching certificate;
4. (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
5. (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

§241.25. Requirements for the First-Time Principal in Texas.

1. (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
2. (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

Statutory Authority: The provisions of this §241.25 issued under the Texas Education Code, §§21.003(a), 21.041(b)(2)-(4), and 21.046(b)-(d).

Source: The provisions of this §241.25 adopted to be effective October 25, 2009, 34 TexReg 7200.

§241.30. Requirements to Renew the Standard Principal Certificate.

1. (a) An individual who holds a standard principal or mid-management administrator certificate is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
2. (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal Certificate).
3. (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

Statutory Authority: The provisions of this §241.30 issued under the Texas Education Code, §§21.003(a), 21.041(b)(2)-(4), and 21.046(b)-(d).

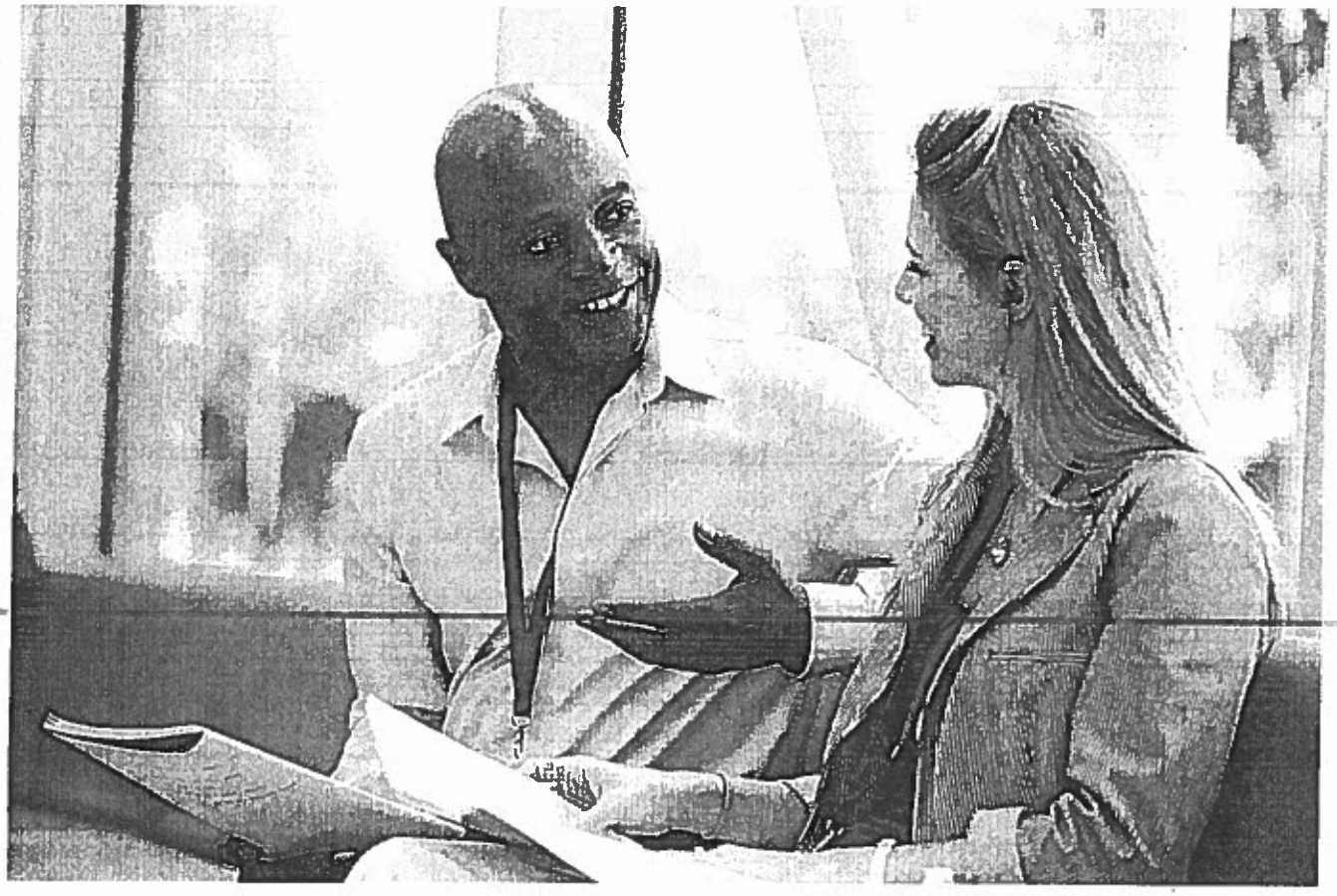
Source: The provisions of this §241.30 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg
3929; amended to be effective June 21, 2005, 30 TexReg 3581; amended to be effective October 25, 2009,
34 TexReg 7200.

Statutory Authority: The provisions of this §241.20 issued under the Texas Education Code, §§21.003(a), 21.041(b)(2)-(4), and 21.046(b)-(d).

Source: The provisions of this §241.20 adopted to be effective October 25, 2009, 34 TexReg 7200.

Educator Prep Programs

Field Supervisor Coaching Training Guide



T-TESS

Field Supervisor Coaching Training Guide

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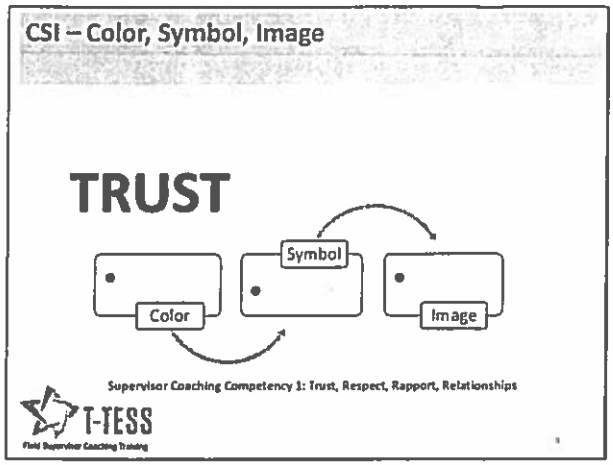
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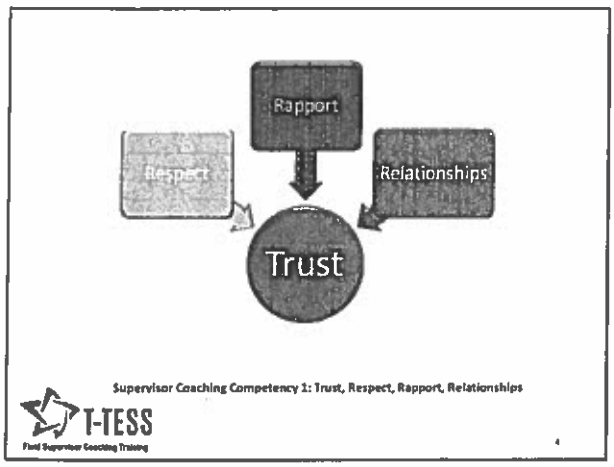
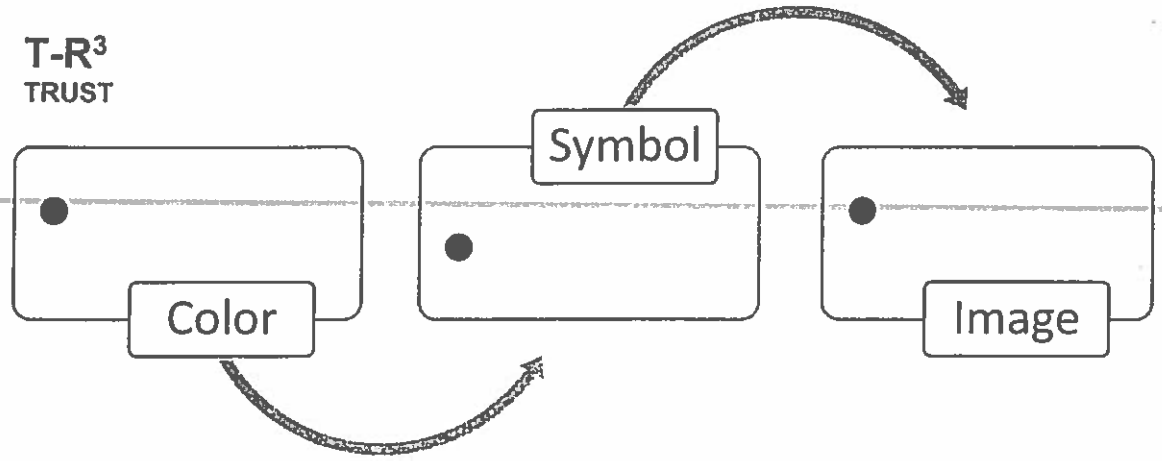
TRUST
Symbol
Color
Image
Supervisor Coaching Competency 1: Trust, Respect, Rapport, Relationships
T-TESS
Field Supervisor Coaching Training


Rapport
Respect
Relationships
Trust
Supervisor Coaching Competency 1: Trust, Respect, Rapport, Relationships
T-TESS
Field Supervisor Coaching Training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Takeaways:

Agenda

- Field Supervisor Observation Protocol
  - Pre-Conferences – What to Observe
  - Observations –How to Observe
  - Post-Conferences – How to Coach
- High-Leverage Standards and Practices
- Supervisor Coaching Competencies
  - Coaching Skills and Tools
  - Conversation Maps – Goal Setting/Planning and Reflecting
  - Sample Questions
  - Actions and Outcomes

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Outcomes

- To establish statewide consistency in field supervisor support for candidates
- To foster a culture of support, growth, and development that is intentional
- To embed the coaching principles within the field supervisor role as a primary means of interaction
- To individually and collectively align our *knowledge, skills, behaviors and actions* with the role of the field supervisor and coach
- To enhance goal setting, planning, and reflecting coaching capabilities for ourselves and the candidates in a way that leads to improved performance and outcomes

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Norms

- Actively Involve Yourself
- Have Fun
- Professional Use of Technology
- Ask Questions
- Respect Each Other's Voices
- Collaborate
- Take Care of Your Personal Needs
- Be on Time
- Other…?

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5x Why

Pair up with someone in the room that you don't normally work with.

Decide which partner will ask the questions first.
You will ask your partner the same question five times (5x).
You may only ask the question, as written, and listen.
Follow-up questions and comments are not allowed.

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5x Why

Why did you choose a "supervisor" role for your profession?

What happened each time you asked the question?

Supervisor Coaching Competency 2: Active Listening

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Takeaways:

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Supervisor Coaching Competencies

adapted from
International Coach Federation
Core Competencies

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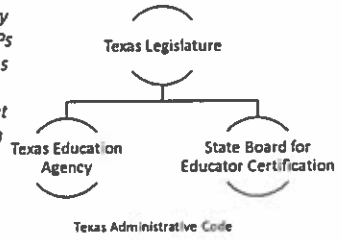
Adapted from International Coach Federation Core Competencies
www.CoachFederation.org

Takeaways:

Building Human Capital – EPP Impact

"The Texas Education Agency ensures that the state's EPPs are high-quality institutions that recruit and prepare qualified educators to meet the needs of all learners in today's and tomorrow's Texas classrooms."



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Texas Administrative Code

6

Read through TAC, §228.35 (h) in your guide.

Who will do what by when?

Why?

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Texas Administrative Code, §228.35(h)

Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

(1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.
(3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A for-mal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
(4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

Who will do what by when?

Why?

Takeaways:

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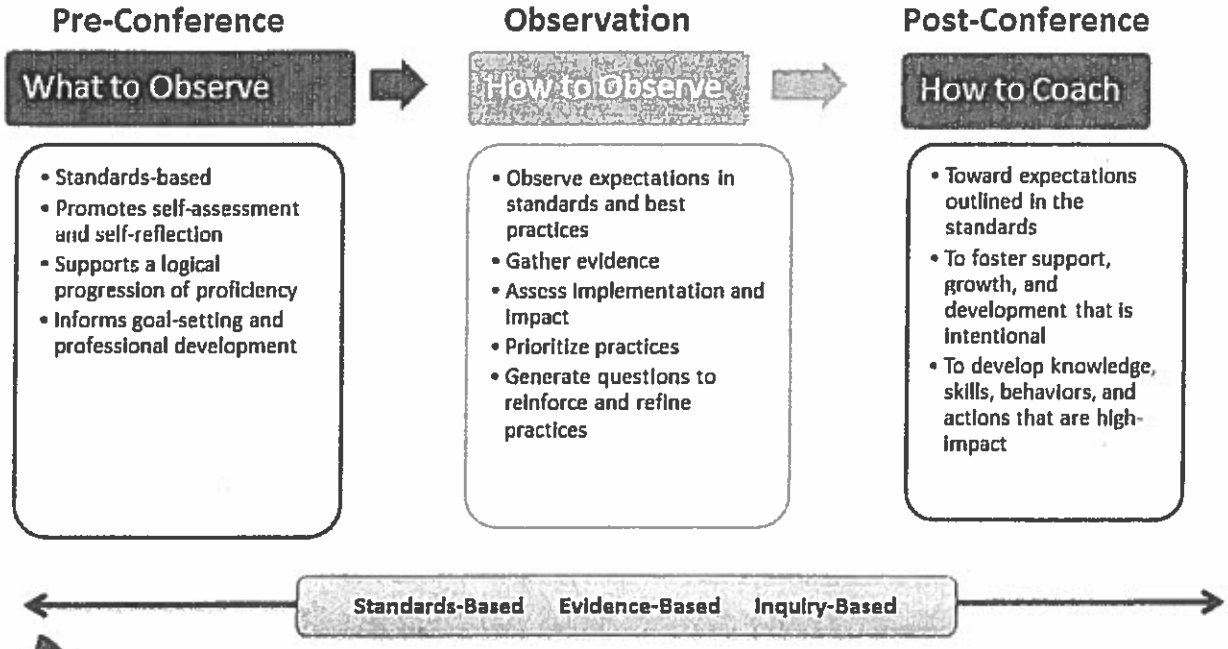
Field Supervisor Observation Protocol



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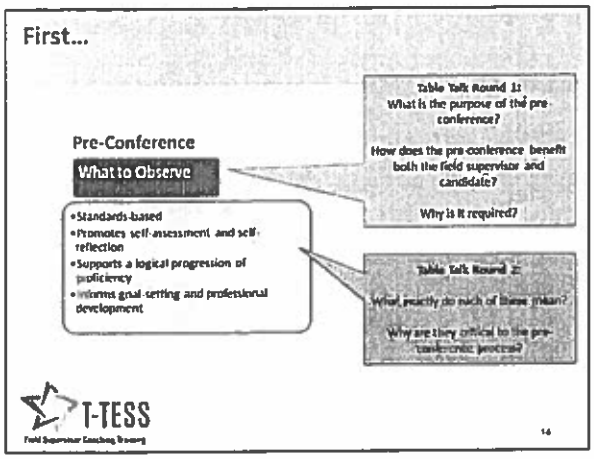
Notes:

Takeaways:

Pre-Conferences

Pre-Conference
Observation
Post-Conference



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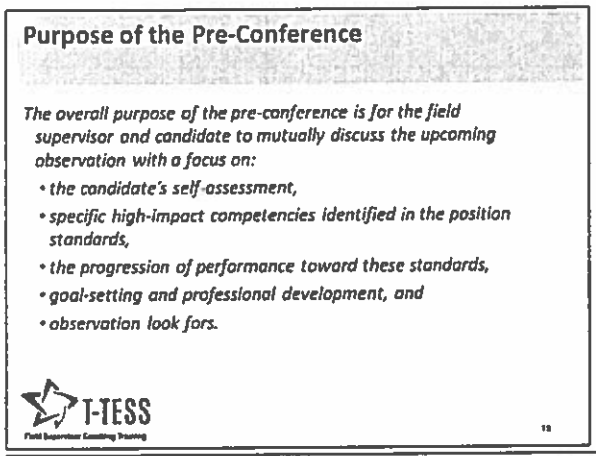

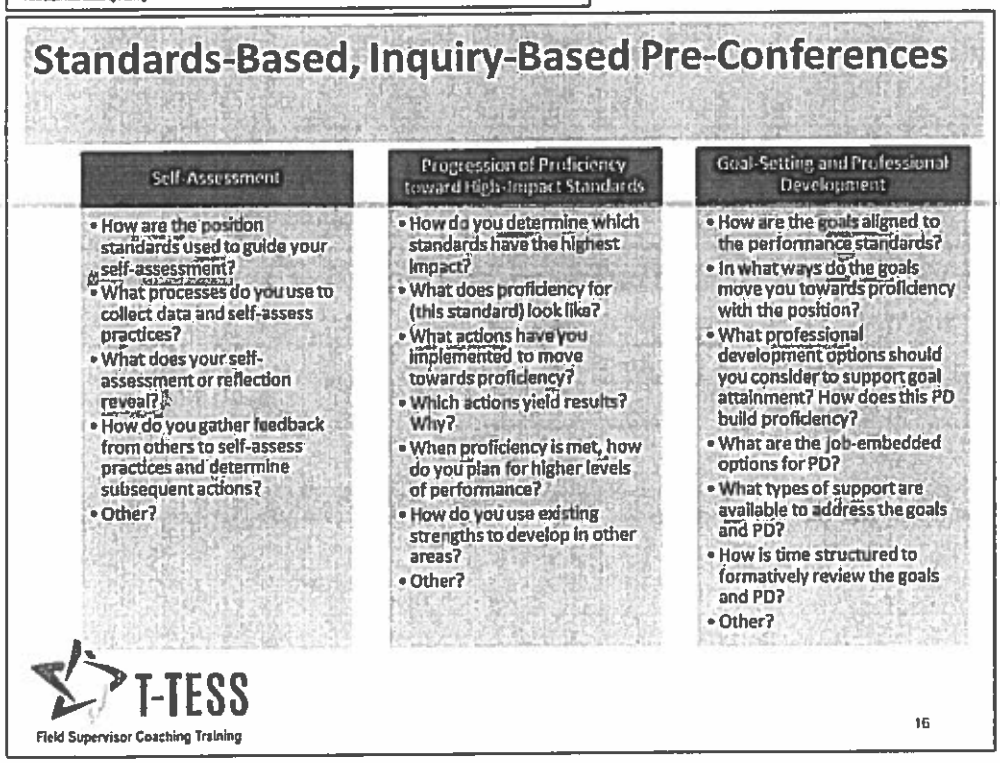

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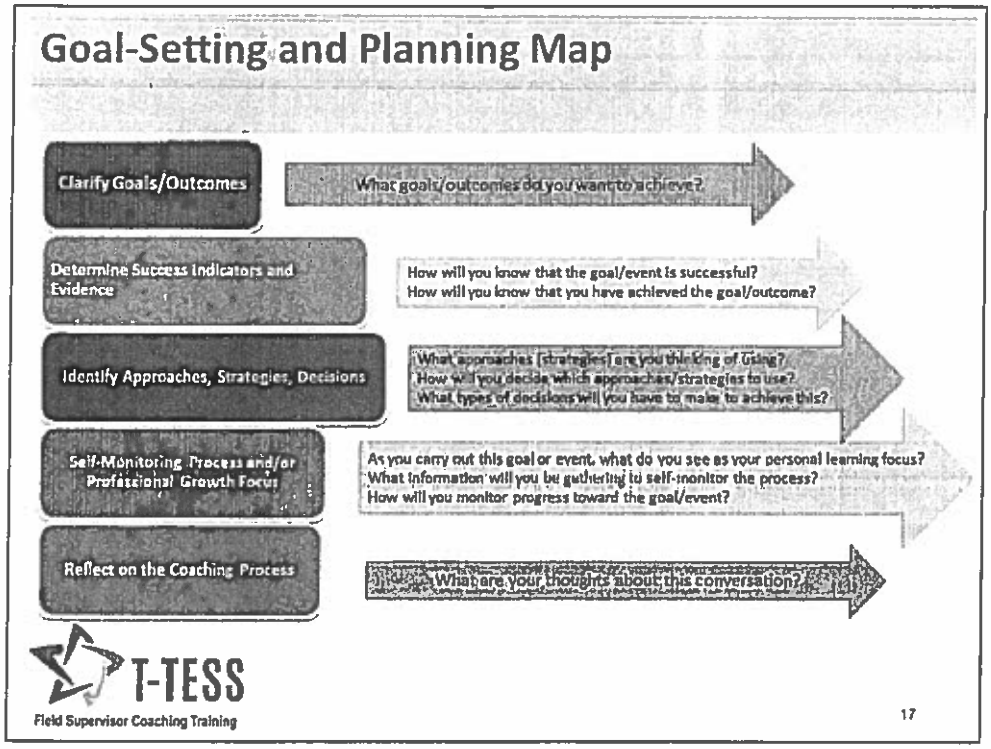
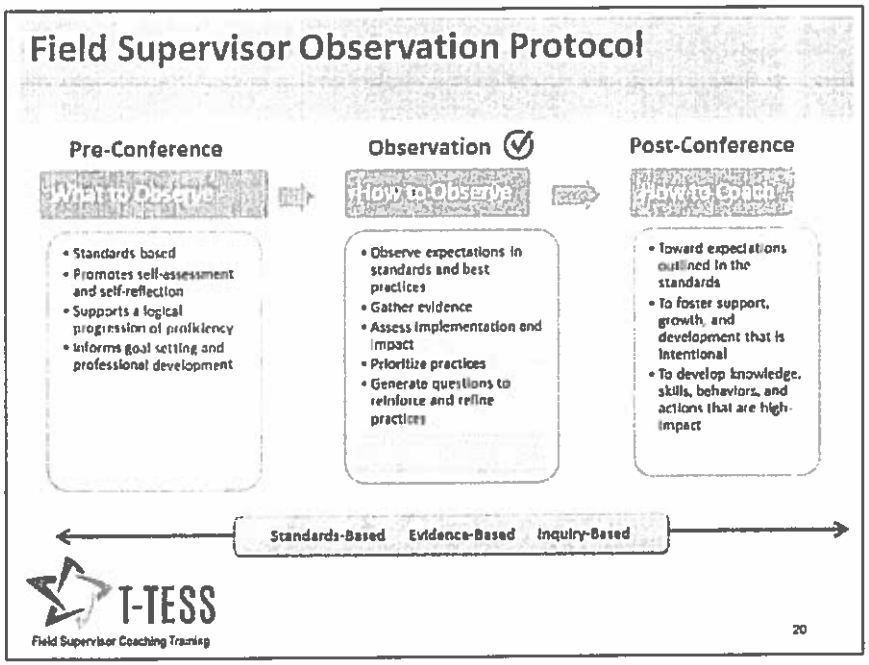


Adapted from Cognitive Coaching
Costa & Garmston 2013
www.ThinkingCollaborative.com

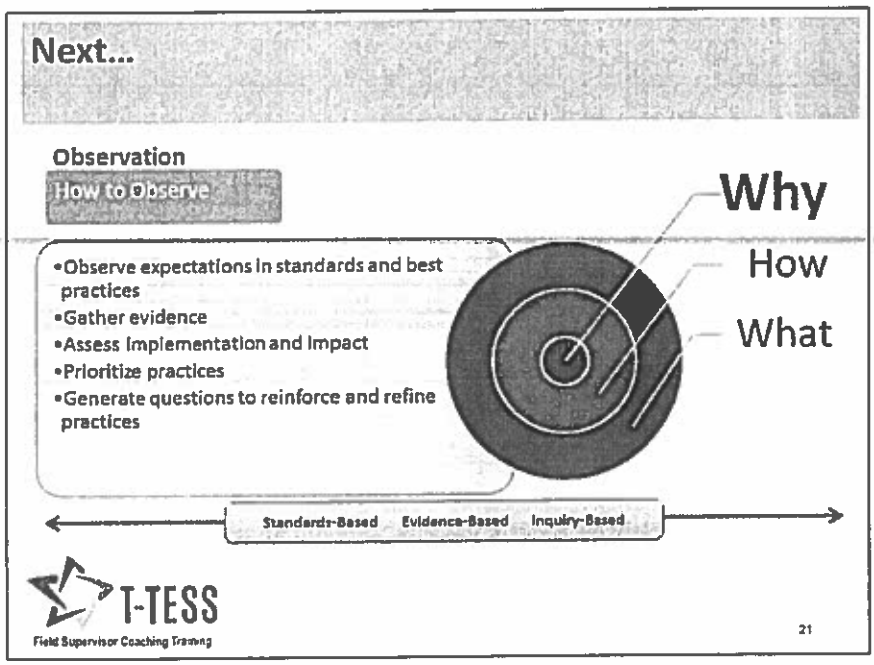
Notes:

Takeaways:



Pre-Conference Key Points:

1.
2.
3.
4.
5.



Chalk Talk

-Each of the observation bullets is written on a chart.

-Everyone gets a marker.

-You will walk around the room and write responses on as many charts as time allows.

-Think about your responses from both the field supervisor and candidate lenses to strengthen observations.

-Tie your responses to best practices.

-No talking is allowed. This is your "think and connect" time. You will have 7 minutes to write.

- Observe expectations in standards and best practices
- Gather evidence
- Assess implementation and impact
- Prioritize practices
- Generate questions to reinforce and refine practices

Looking at the topic on the paper:

- **What questions or considerations come to mind when you think about this observation behavior?**
- **What connections do you make with others' responses?**
- **Why do we do "this" during observations?**

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Conceptual to Concrete

26-42

Divide into like groups based on the role you primarily supervise: principal, counselor, librarian, etc.

Turn to the section in the Participant Guide that applies to your group.

- Superintendent Standards p. 26
- Principal Standards p.30
- School Counselor Standards p. 35
- Educational Diagnosticians Standards p.38

Identify the high-leverage standards/practices for that position.

- *High-leverage practices are the basic fundamentals of the position, are used constantly, and are critical to advancing and mastering the role.*

Discuss:

Why are they fundamentally important?

What do you expect to see if these high-leverage standards/practices are operationalized?

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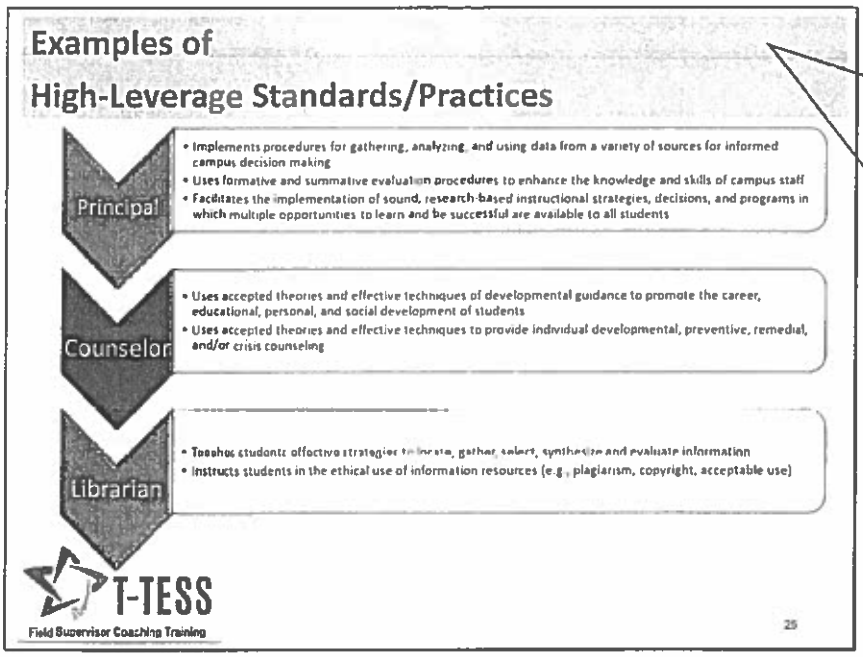
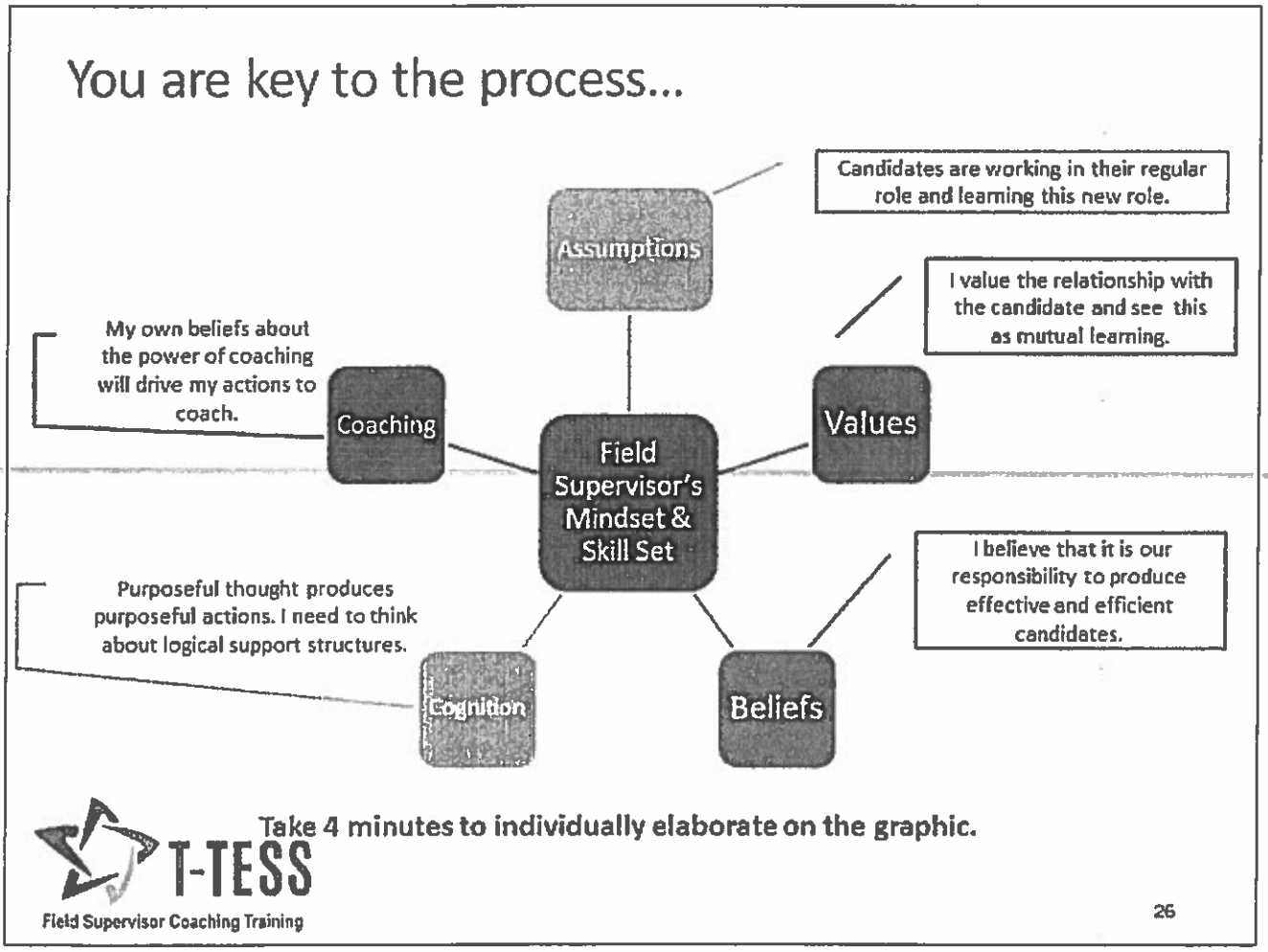
High-Level Standards/Practices:



Implications for the field supervisor:

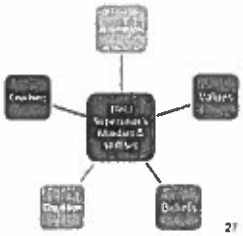


Field Supervisor Self-Reflection

Why is it important to assess our personal mindset and skill set?

Why are these critical to the process?

The field supervisor's mindset and skill set provide the foundation for supporting, growing, developing, and coaching candidates.



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Takeaways:

Post – Conferences

Field Supervisor Observation Protocol

Pre-Conference	Observation	Post-Conference
What to Observe		How to Coach
• Standards-based • Promotes self-assessment and self-reflection • Supports a logical progression of proficiency • Informs goal setting and professional development	• Observe expectations in standards and best practices • Gather evidence • Assess implementation and impact • Prioritize practices • Generate questions to reinforce and refine practices	• Toward expectations outlined in the standards • To foster support, growth, and development that is intentional • To develop knowledge, skills, behaviors, and actions that are high-impact

Standards-Based Evidence-Based Inquiry-Based

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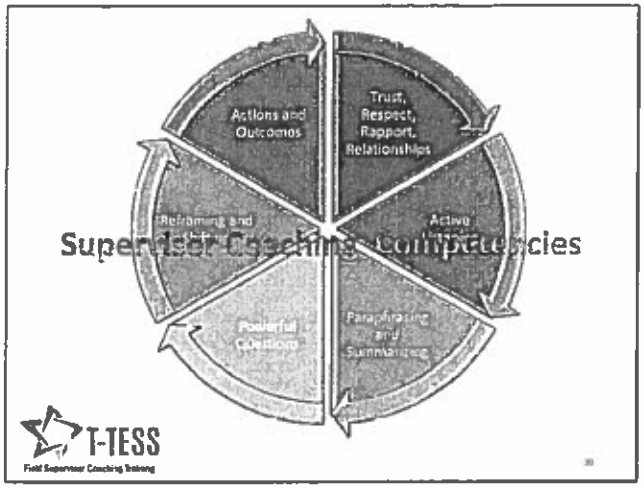
Supervisor Coaching Competencies
Actions and Outcomes
Trust, Respect, Rapport, Relationships
Active
Paraphrasing and Summarizing
Powerful
Reframing and
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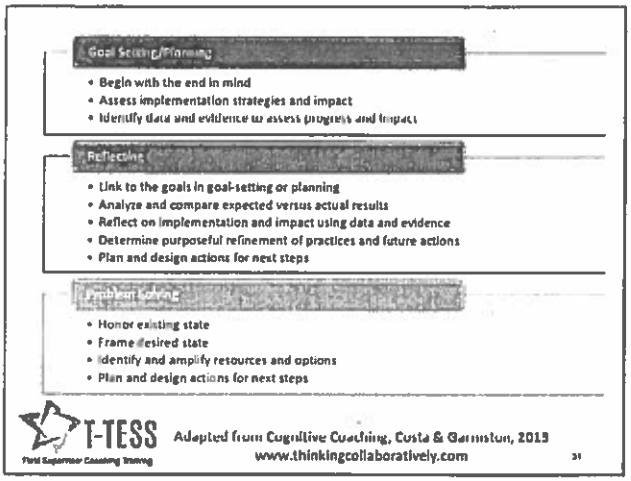
Goal Setting/Planning
• Begin with the end in mind
• Assess implementation strategies and impact
• Identify data and evidence to assess progress and impact
Reflective
• Link to the goals in goal-setting or planning
• Analyze and compare expected versus actual results
• Reflect on implementation and impact using data and evidence
• Determine purposeful refinement of practices and future actions
• Plan and design actions for next steps
Problem Solving
• Honor existing state
• Frame desired state
• Identify and amplify resources and options
• Plan and design actions for next steps
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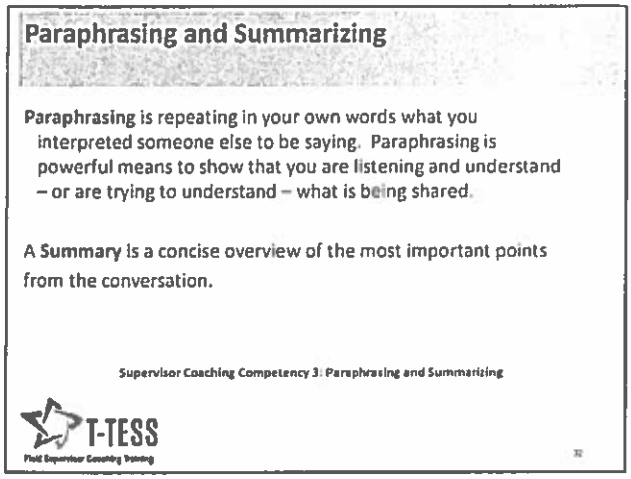
Adapted from Cognitive Coaching, Costa & Garmston, 2013
www.thinkingcollaboratively.com


Paraphrasing and Summarizing
Paraphrasing is repeating in your own words what you interpreted someone else to be saying. Paraphrasing is powerful means to show that you are listening and understand – or are trying to understand – what is being shared.
A Summary is a concise overview of the most important points from the conversation.
Supervisor Coaching Competency 3: Paraphrasing and Summarizing
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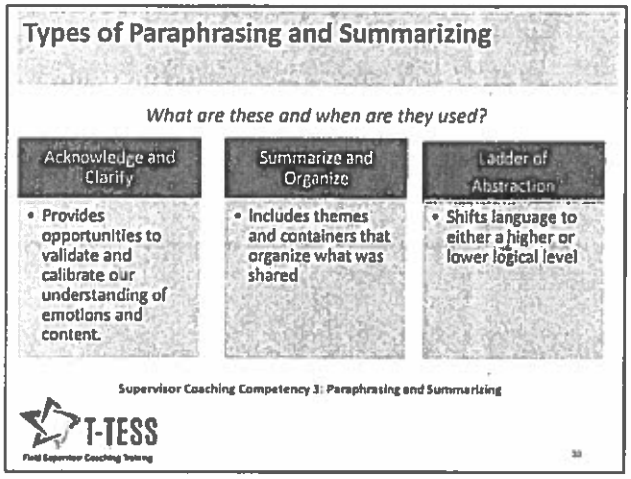
Types of Paraphrasing and Summarizing
What are these and when are they used?
Acknowledge and Clarify
• Provides opportunities to validate and calibrate our understanding of emotions and content.
Summarize and Organize
• Includes themes and containers that organize what was shared
Ladder of Abstraction
• Shifts language to either a higher or lower logical level
Supervisor Coaching Competency 3: Paraphrasing and Summarizing
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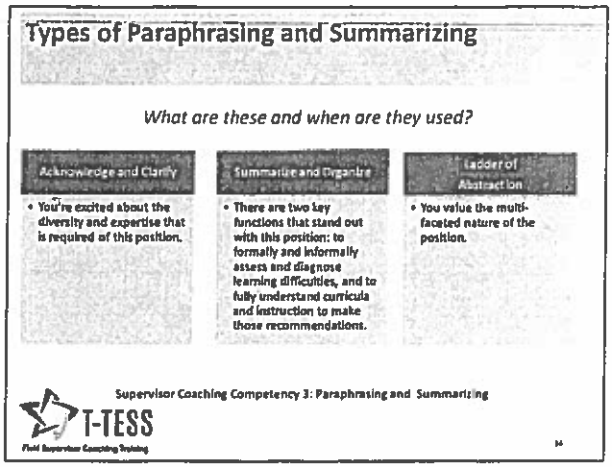
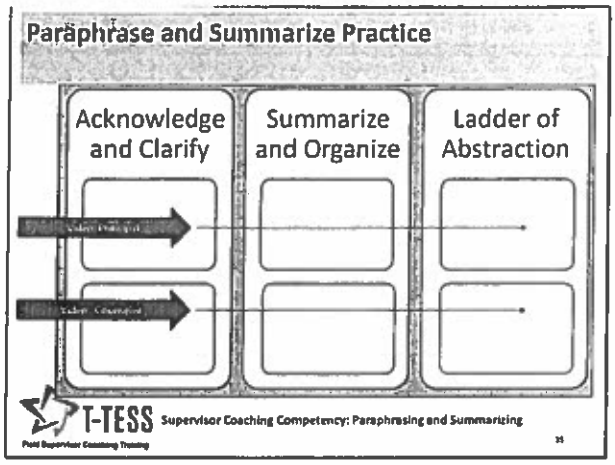




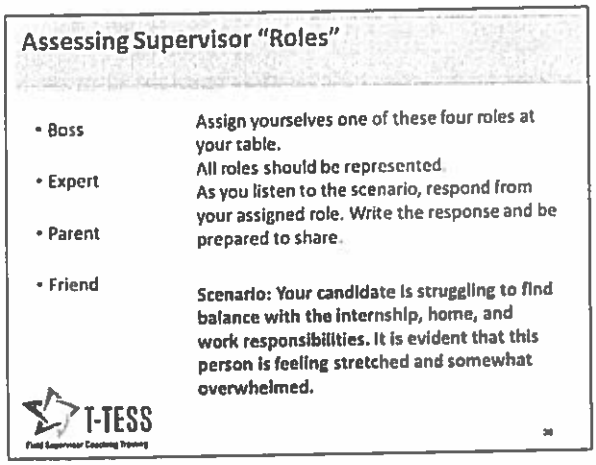
Field Supervisor / Intern Conversation

Field Supervisor: So tell me how things are going in your internship.

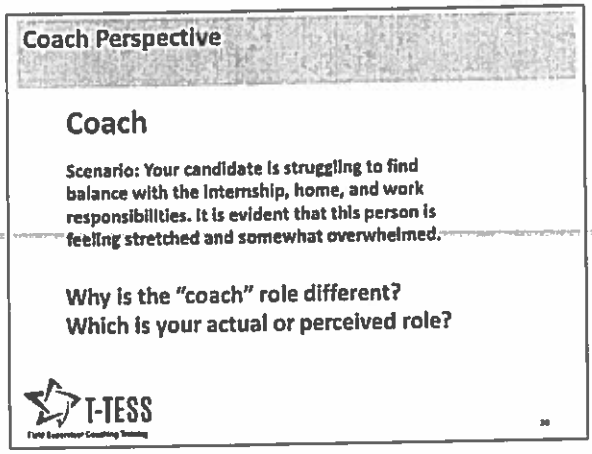
Intern: My educational diagnostician intern role has been exciting. I've been able to select, administer, and interpret formal and informal assessments and evaluations for students with learning difficulties. One thing that has surprised me, and that I'm learning others don't know, is that in this role, I have to be very familiar with curricula and research-based instruction strategies to make recommendations for students' instructional, behavioral, and social needs.

Acknowledge and Clarify	Summarize and Organize	Ladder of Abstraction
Video #1 Principal		
Video #2 Counselor		

Takeaways:



Role	Characteristics	Response
Boss	Authority Figure	
Expert	Instructor/Specialist	
Parent	Protector/Guardian	
Friend	Advisor/Confidant	



COACH	Co-learner/Support with Self-Directed Learning	

Takeaways:

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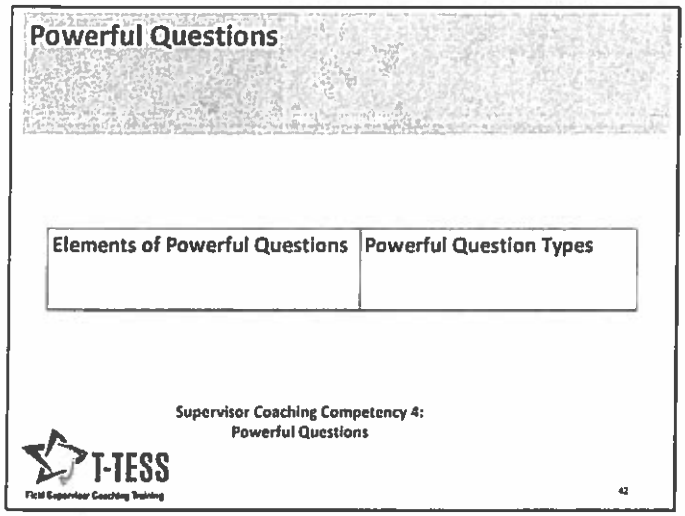
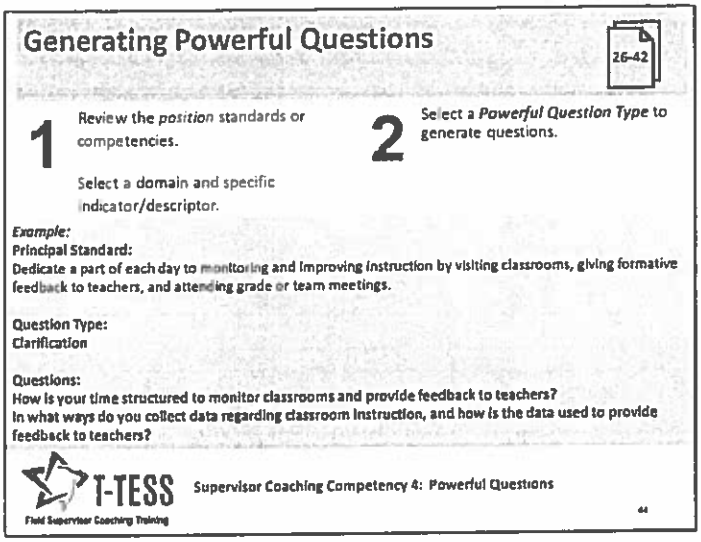
"...Coaching is a process, a set of strategies, and a way of thinking that supports the ongoing development of individuals and organizations, as they become increasingly self-directed and reflective. It is a composite of skills and strategies, maps and tools and mental models and beliefs."
(Costa and Garmston)

Effective coaches usually are good listeners, ask good questions, build emotional connections, find common ground, build trust, and redirect destructive interactions."
Dr. Jim Knight



Elements of Powerful Questions	Powerful Question Types
Open-ended Non-judgmental Positive presuppositions Plural nouns Include tentative language Guide discovery and dialogue Invite complex thinking and reflection Elicit ideas	Thinking and reflection Anticipation Clarification Elaboration Probing Outcomes Evaluation Hypothetical/for instance/predictions
Uncover meaning Evoke more questions Explore creativity, ideas and new possibilities Generate energy and forward movement in taking action Foster self-directed learning	Implementation/taking action/planning Summarizing/concluding Integration Shift Perspective Focus Attention Lead to Insight Lead to possibilities and solutions Other

Takeaways:



Standard/Competency	Question Type	Questions
Principal: Dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.	Clarification	How is your time structured to monitor classrooms and provide feedback to teachers? In what ways do you collect data regarding classroom instruction, and how is the data used to provide feedback to teachers?

Takeaways:

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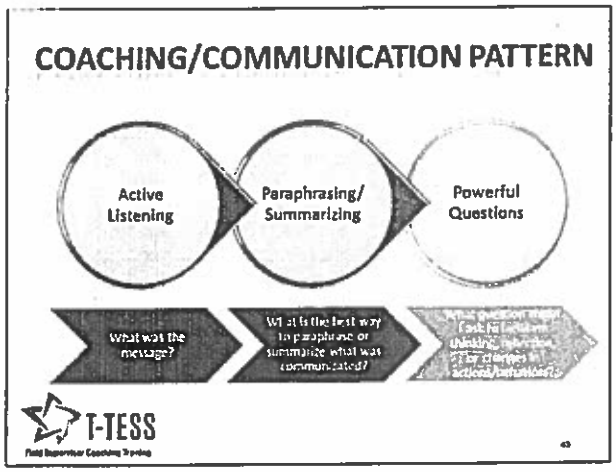
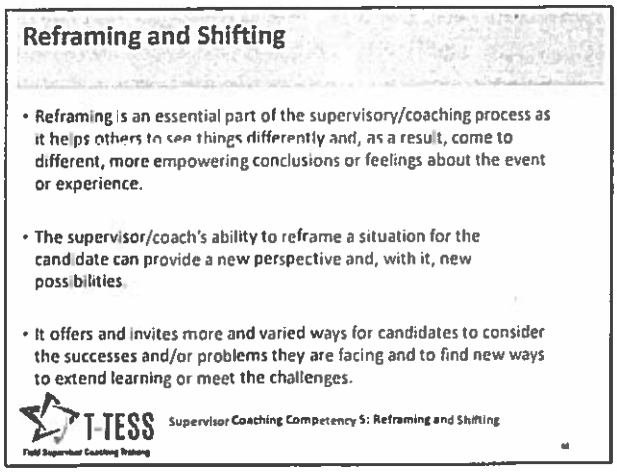




Reframing and Shifting—Reframe and Shift from

Polarized thinking – good/bad; happy/unhappy; right/wrong; perfect/complete failure

Passive to active

Negative to positive feelings

Micro to macro views – macro to micro views

Past/current to future

Future to past/current

Others to oneself – oneself to others

Liability to an asset

Victimization to empowerment

Oneself to others – or "it's all about me" to "what about we"

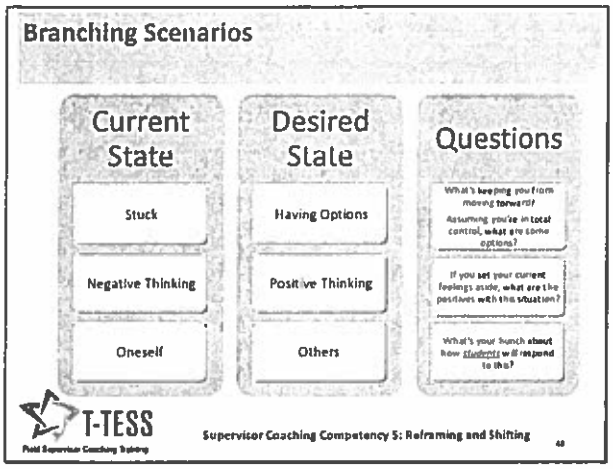
Feeling stuck to having options

Uncertain to understanding

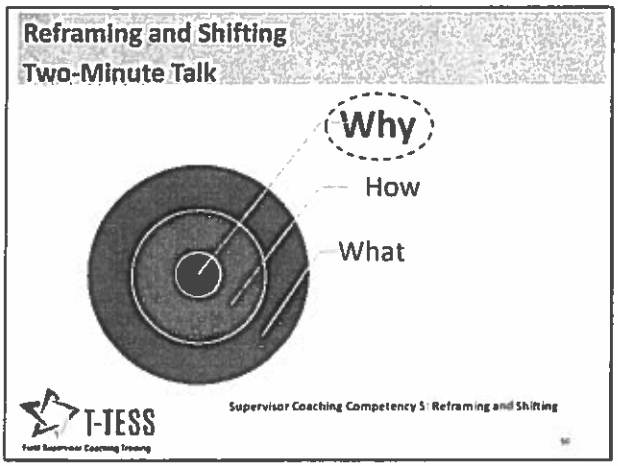
Unaware to aware

Not knowing to examining data

Blaming to taking ownership



Current State	Desired State (Category)	Questions
"It feels like I'm spinning my wheels and can't get ahead. My 'to do' list continues to grow with no end in sight."		
"I'm having trouble getting my walkthroughs completed; there isn't enough time in a day."		
"Teachers sometimes believe that the library is simply a place to check out books. There is so much more to this role."		



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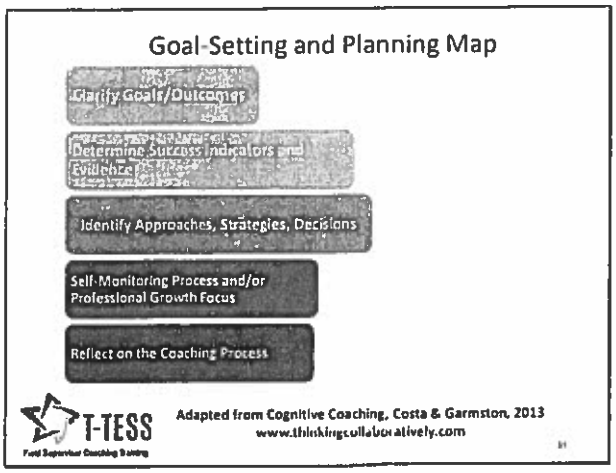
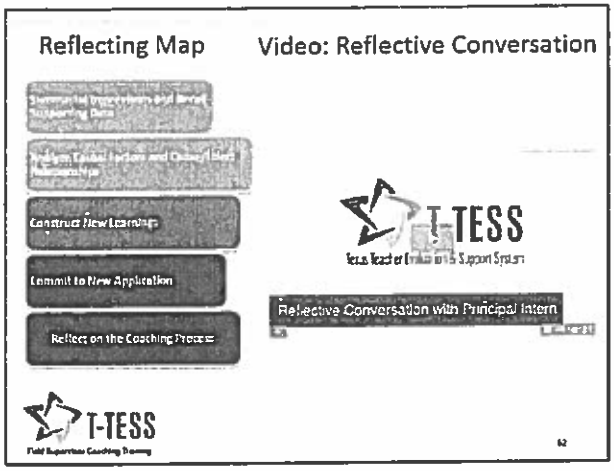


Conversation Point	Question Examples
Clarify Goals/Outcomes	What goals/outcomes do you want to achieve? What are some goals/outcomes you are striving for?
Determine Success Indicators and Evidence	How will you know that the (event) is successful? How will you know that you've achieved the goal? What specifically will you see and hear to indicate that it's successful? What evidence will you collect to inform you that it's successful? As you monitor progress, what types of data might you collect?
Identify Approaches, Strategies, Decisions	What approaches (strategies) are you thinking of using? How will you decide which approaches/strategies to use? What types of decisions will you have to make?
Self-Monitoring Process and/or Personal Growth Focus	As you carry out this (event), what do you see as your personal learning focus? What information will you be gathering to self-monitor the process?
Reflect on the Coaching Process	How are you feeling about this conversation? What should we have discussed that we didn't?

Takeaways:



Conversation Point	Question Examples
Summarize Impressions and Recall Supporting Data	What's your impression of how (goal/event) is progressing? Given the planned outcomes, what's your reflection of actual results? What stands out for you about the (goal/event)? What data might you share to support that? In thinking about some of the particulars, what specifically do you recall?
Analyze Causal Factors and Cause/Effect Relationships	What stands out for you when you look at that data? In reflecting on the data, what specifically contributed to the outcomes? What went well and why? What would you refine and why? What were the contributing factors? What would you say about implementation and impact?
Construct New Learnings	What are your new learnings? ...key takeaways? How will these learnings impact your future actions and practices? How will this impact your personal growth (development)? Given the outcomes, how would you define your personal learning focus?
Commit to Application	What do you commit to do as a result of your learning? How will you apply this in the future? What differences do you expect to see?
Reflect on the Coaching Process	How are you feeling about this conversation? What should we have discussed that we didn't?

Takeaways:

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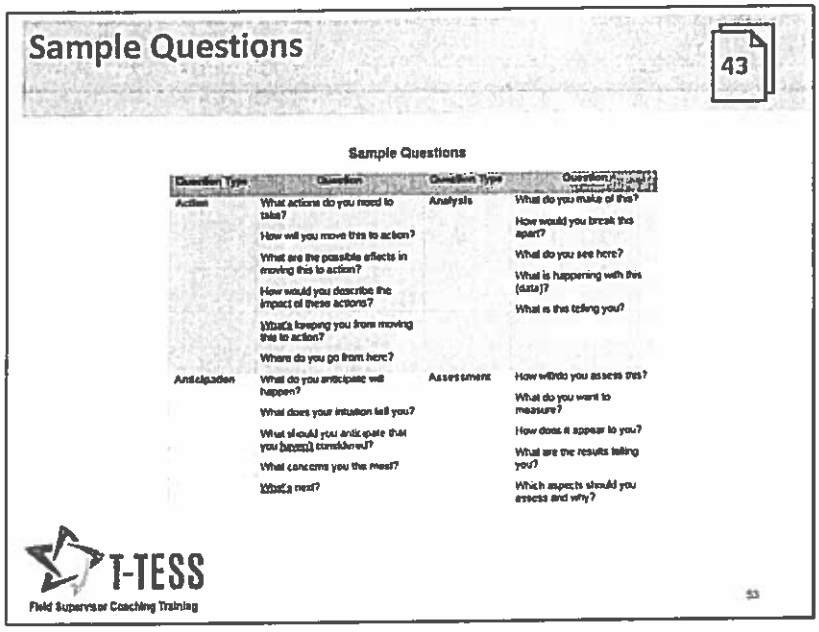
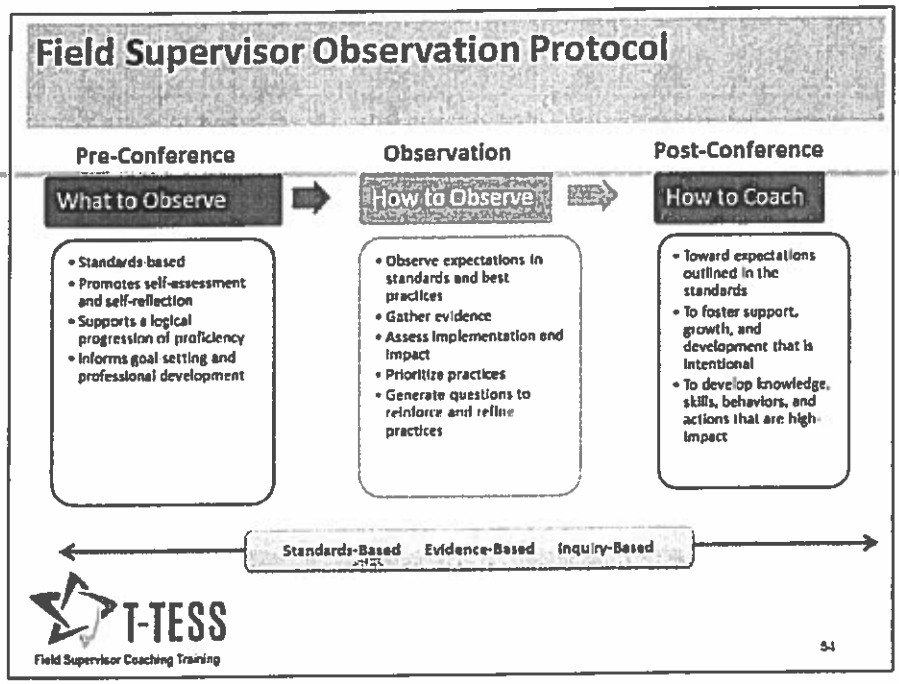


Takeaways:



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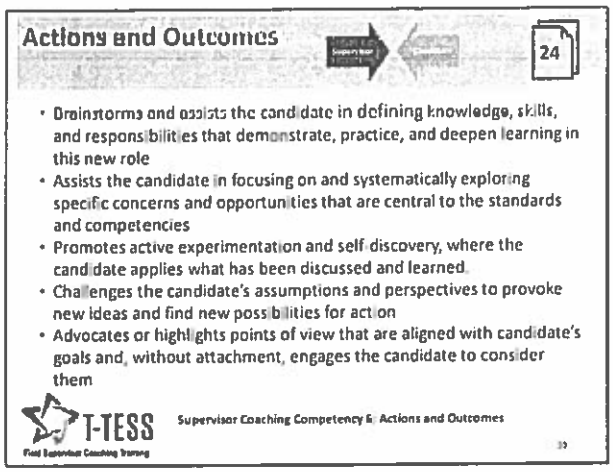

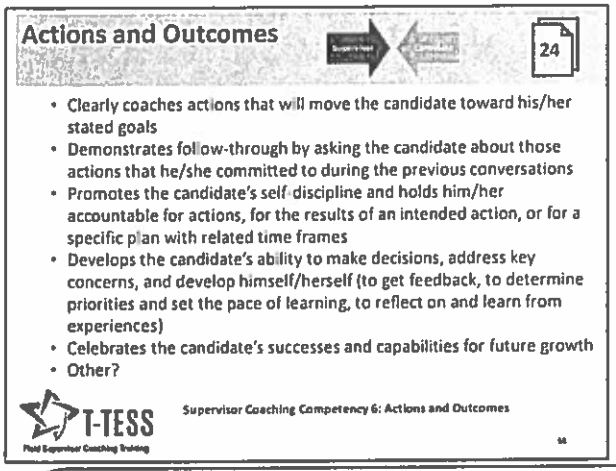

How will you incorporate these strategies to ensure actions and outcomes of your candidates?

Closure

- How will you use coaching in your role as a field supervisor?
- How do you want the candidate's to perceive you when engaging in coaching with them?
- How will you know when you are holding effective coaching conversation

Supervisor Coaching Competencies

Supervisor Coaching Competency 1: Trust, Respect, Rapport, Relationships

This supervisor competency includes the ability to create an environment that is safe, supportive, and reflective of mutual Trust, Respect, Rapport and Relationships.

Core Competency Self-Analysis: As a supervisor, I show genuine concern; demonstrate respect; am in check with my non-verbal behaviors; maintain trust and am trustworthy; and provide support for and champion new behaviors and actions, including risk-taking and the fear of failure.

Supervisor Coaching Competency 2: Active Listening

This supervisor competency involves making a conscious effort to hear not only the words that another person is saying, but, more importantly, understanding the complete message being sent—spoken and unspoken.

Core Competency Self-Analysis: As a supervisor, I set aside distracting thoughts to focus on the speaker; suspend judgment; attend to the speaker's agenda; distinguish between the words, intonation, and body language; and organize what is being said, as I listen.

Supervisor Coaching Competency 3: Paraphrasing and Summarizing

This supervisor competency includes the ability to clarify and gain insight about the emotion and meaning behind what was stated and rephrase it back to the speaker.

Core Competency Self-Analysis: As a supervisor, I listen and attend fully, capture the essence of the message, under- stand the types of paraphrasing and when to use them, address emotions, and paraphrase/summarize to clarify be- fore asking questions.

Supervisor Coaching Competency 4: Powerful Questions

This supervisor competency focuses on how the supervisor crafts and asks questions that facilitate thinking, reflection, and action.

Core Competency Self-Analysis: As a supervisor, I apply the characteristics of powerful questions, am intentional about the types of cognition that questions elicit, am purposeful about when and how to ask questions, and ask questions that focus on refining practices at higher levels.

Supervisor Coaching Competency 5: Reframing and Shifting

This supervisor competency includes the ability to reframe a situation to help others see things differently, and as a result, arrive at more empowering and productive conclusions.

Core Competency Self-Analysis: As a supervisor, I help others see things differently, reframe and shift current thinking, offer and invite varied ways to consider problems and challenges, seek new possibilities, and find solutions to challenges.

Supervisor Coaching Competency 6: Actions and Outcomes

This supervisor competency involves coaching and supporting others in taking actions that lead to realizing goals and outcomes.

Core Competency Self-Analysis: As a supervisor, I assist in defining and designing actions; engage others in exploring ideas and solutions; confront and embrace shortfalls; support others' self-discipline and accountability for outcomes and results; and celebrate successes and growth.

Retrieved from International Coach Federation Core Competencies - www.CoachFederation.org

Superintendent Certification Standards

Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
(2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
(3) serve as an articulate spokesperson for the importance of education in a free democratic society;
(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
(5) maintain personal physical and emotional wellness; and
(6) demonstrate the courage to be a champion for children.

Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
(8) demonstrate an awareness of emerging issues and trends affecting the education community;
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;

(4) deliver effective presentations and facilitate the learning of both small and large groups;
(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
(8) demonstrate and apply knowledge of certification requirements and standards; and
(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:

(1) define and apply the general characteristics of internal and external political systems to the educational organization;
(2) demonstrate and apply appropriate knowledge of legal issues affecting education;
(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
(7) apply laws, policies, and procedures fairly, wisely, and considerately; and
(8) access state and national political systems to provide input on critical educational issues.

Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:

(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
(7) use effective consensus-building and conflict-management skills;
(8) articulate the school district's vision and priorities to the community and to the media;
(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
(10) communicate an articulate position on educational issues; and
(11) demonstrate effective and forceful writing, speaking, and active listening skills.

Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization,

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operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
(2) implement processes for gathering, analyzing, and using data for informed decision making;
(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
(4) develop, implement, and evaluate change processes for organizational effectiveness;
(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
(6) apply legal concepts, regulations, and codes for school district operations;
(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
(8) acquire, allocate, and manage resources according to school district vision and priorities;
(9) manage one's own time and the time of others to maximize attainment of school district goals; and
(10) use technology to enhance school district operations.

Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:

(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:

(1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
(2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;

(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
(10) create an environment in which all students can learn.

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Principal Standards

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.

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.

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.

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.

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.

School Counselor Certification Standards

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(1) the history of counseling;
(2) counseling and consultation theories and practices;
(3) career development theories and practices;
(4) assessment principles and procedures, including the appropriate use of tests and test results;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
(7) learners' developmental characteristics and needs and their relevance to educational and career choices;
(8) legal and ethical standards, practices, and issues;
(9) the characteristics and educational needs of special populations;
(10) theories and techniques in pedagogy and classroom management;
(11) the integration of the guidance and academic curricula;
(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
(13) counseling-related research techniques and practices.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
(2) provide a proactive, developmental guidance program based on the needs of students;
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
(5) coordinate resources for students within the school and community;
(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
(7) participate in the selection, use, and interpretation of assessments and assessment results;
(8) use varied sources of information about students for assessment purposes;
(9) use counseling-related research techniques and practices to address student needs; and
(10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling

program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
(4) implement effective referral procedures to facilitate the use of special programs and services; and
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;
(2) use knowledge of group dynamics and productive group interaction;
(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
(4) facilitate learners' access to community resources;
(5) develop and implement strategies for effective internal and external communications;
(6) facilitate parent/guardian involvement in their children's education;
(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) use reflection, self assessment, and interactions with colleagues to promote personal professional development;
(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
(4) apply research-based practice to improve the school guidance and counseling program; and
(5) continue professional development to improve the school guidance and counseling program.

Educational Diagnostician Certification Standards

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

(1) The beginning educational diagnostician knows and understands:
- (A) state and federal regulations relevant to the role of the educational diagnostician;
- (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
- (C) models, theories, and philosophies that provide the basis for special education evaluations;
- (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
- (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:
- (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
- (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:
- (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
- (B) ethical practices related to assessment and evaluation;
- (C) qualifications necessary to administer and interpret various instruments and procedures; and
- (D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:
- (A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
- (B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
- (C) promote and maintain a high level of competence and integrity in the practice of the profession;
- (D) exercise objective professional judgment in the practice of the profession;
- (E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
- (F) comply with local, state, and federal monitoring and evaluation requirements;
- (G) use copyrighted educational materials in an ethical manner; and
- (H) participate in the activities of professional organizations in the field of educational diagnosis.

Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The beginning educational diagnostician knows and understands:
- (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
- (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
- (C) strategies for developing educational programs for individuals through collaboration with team members;
- (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
- (E) family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:
- (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
- (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
- (C) foster respectful and beneficial relationships between families and education professionals;
- (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
- (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
- (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
- (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
- (H) use appropriate communication skills to report and interpret assessment and evaluation results;
- (I) provide assistance to others who collect informal and observational data;
- (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
- (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The beginning educational diagnostician knows and understands:
- (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
- (B) the relationship between evaluation and placement decisions; and
- (C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

(A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
(B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

(1) The beginning educational diagnostician knows and understands:
(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
(B) educational implications of various disabilities; and
(C) the variation in ability exhibited by individuals with particular types of disabilities.
(2) The beginning educational diagnostician is able to:
(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands:
(A) basic terminology used in assessment and evaluation;
(B) standards for test reliability;
(C) standards for test validity;
(D) procedures used in standardizing assessment instruments;
(E) possible sources of test error;
(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
(G) uses and limitations of each type of assessment instrument;
(H) uses and limitations of various types of assessment data;
(I) procedures for screening, prereferral, referral, and eligibility;
(J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
(K) the necessity of monitoring the progress of individuals with disabilities;
(L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
(M) methods of motor skills assessment.
(2) The beginning educational diagnostician is able to:
(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

(B) select and use assessment and evaluation materials based on technical quality and individual student needs;
(C) score assessment and evaluation instruments accurately;
(D) create and maintain assessment reports;
(E) select or modify assessment procedures to ensure nonbiased results;
(F) use a variety of observation techniques;
(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
(I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
(J) make recommendations based on assessment and evaluation results;
(K) prepare assessment reports; and
(L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(1) The beginning educational diagnostician knows and understands:
(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
(B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
(C) issues related to the representation in special education of populations that are culturally and linguistically diverse;
(D) ways in which diversity may affect evaluation; and
(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.
(2) The beginning educational diagnostician is able to:
(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The beginning educational diagnostician knows and understands:
(A) time-management strategies and systems appropriate for various educational situations and environments;
(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
(C) methods for organizing, maintaining, accessing, and storing records and information.
(2) The beginning educational diagnostician is able to:
(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
(B) maintain eligibility folders; and
(C) use technology appropriately to organize information and schedules.

Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The beginning educational diagnostician knows and understands:
  (A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;
  (B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
  (C) ethical considerations inherent in behavior interventions;
  (D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
  (E) social skills needed for school, home, community, and work environments;
  (F) strategies for crisis prevention, intervention, and management;
  (G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
  (H) key concepts in behavior intervention (e.g., least intrusive accommodations/ modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:
  (A) conduct functional behavioral assessments;
  (B) assist in the development of behavioral intervention plans; and
  (C) participate in manifestation determination review.

Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The beginning educational diagnostician knows and understands:
  (A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
  (B) varied learning styles of individuals with disabilities;
  (C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
  (D) techniques for modifying instructional methods and materials for individuals with disabilities;
  (E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
  (F) supports needed for integration into various program placements; and
  (G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:
  (A) interpret and use assessment and evaluation data for instructional planning; and
  (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Sample Questions

Question Type	Question	Question Type	Question
Action	What actions do you need to take? How will you move this to action? What are the possible effects in moving this to action? How would you describe the impact of these actions? What's keeping you from moving this to action? Where do you go from here?	**Analysis**	What do you make of this? How would you break this apart? What do you see here? What is happening with this (data)? What is this telling you?
Anticipation	What do you anticipate will happen? What does your intuition tell you? What should you anticipate that you haven't considered? What concerns you the most? What's next?	**Assessment**	How will/do you assess this? What do you want to measure? How does it appear to you? What are the results telling you? Which aspects should you assess and why?
Attention	What should you be paying attention to and why? Where are you currently focusing your attention and why? What parts of this require your attention? What are the possible consequences if this doesn't receive attention? What are you willing to commit here?	**Clarification**	What does this mean? What part of this is not clear? What else would you say about this? What do you want to happen? How would you explain this to others? What clarification might you share?
Connections	What connections are you making? What does this connect to/with? Why are these connections important?	**Elaboration**	What else do we need to know about this? What elaboration can you provide? What else would you say?

Question Type	Question	Question Type	Question
	Where do you see this connecting? What is the importance of this connection? How might you turn this into a benefit/ positive?		What specifically are you thinking/saying?
Evaluation	How important is this in the larger scheme of things? How will you measure this? What will you use to evaluate the outcomes? At what point will some type of evaluation occur? What is the most effective way to evaluate this?	**Exploration**	What are other options/possibilities/methods ...? How will you explore new...? What part of this, if any, have you not explored? What other angles are there? What part do you want/need to explore? What are the strengths? What are the limitations?
Historical	What might you consider from past successes? What have you learned from the past that might impact this...? What led to this...? How would you describe what has happened so far?	**Hypothetical**	What would happen if...? Suppose that....; how does that strike you? What are some hypothetical situations to consider?
Implementation	What will you implement? How will you implement it? What should you be paying attention to during implementation? What phases will you see during implementation? What is the action plan? What support do you need with implementation?	**Integration**	How will this all come together? How will you integrate the approach/strategies...? How will you pull this all together? What are the connections?

Question Type	Question	Question Type	Question
	What will you have to do to get the job done? Who needs to be involved in implementation?		
Learning	If the same thing occurred again, what would you do? If it was up to you, what would you do and why? What will you take away from this? What did you learn from the process? What are the key takeaways? What was the lesson here? How will you communicate key learning with others? What do others need to know about this to impact the larger audience?	**Outcomes**	What will you think about this five years from now? How does this relate/connect to your goals? What will make the biggest difference?
Planning	What do you plan to do? What kind of plan do you need to create? What details do you have to consider? What is the relationship of this plan to the goals/outcomes? Who will do what by when? What are the next steps? What is your game plan?	**Possibilities or Solutions**	What are the possibilities? What might happen if…? What are the solutions to consider? How else might someone address this? What are your top priorities? What possibilities have you not thought about?
Prediction	What do you think will happen? What are your predictions? How did your predictions compare to the actual results?	**Probing**	What else can you tell me? What are the specifics?

Question Type	Question	Question Type	Question
Shifting Perspectives	What would others say? What are some other perspectives? What are other perspectives important? If this was presented to..., what would happen? Who else should you consider in this decision?	**Summarizing**	What does this all mean? How would you describe this? What is your conclusion? How would you summarize the ... so far?
Reflection	What are your thoughts about...? What are your impressions about...? What are your reflections?	**Resources**	What are the necessary resources? How will resources (or lack thereof) be factored into the decision?

TEXAS EDUCATOR CERTIFICATION
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Texas Education Agency

TExES® Principal Curriculum Crosswalk for 268 for Principal Certification only

Updated December 5, 2017

Test Content Categories											
Domain I — School Culture	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
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)											
A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals	X		X		X	X	X				

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Test Content Categories								
Domain I — School Culture	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613	
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision	X					X	X	
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	X					X	X	
D. Aligns financial, human, and material resources to support implementation of a campus vision and mission	X	X				X	X	
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision	X	X				X	X	

Domain I — School Culture	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613	
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture	X					X	X	
G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment	X					X	X	
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture	X					X	X	
I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students	X			X		X	X	
Domain I — School Culture	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613	

Test Content Categories											
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale	X		X			X	X				
Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.											
A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision	X		X		X	X	X				
B. Implements strategies to ensure the development of collegial relationships and effective collaboration	X		X		X	X	X				
C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning	X		X		X	X	X				
D. *Ensures that parents and other members of the community are an integral part of the campus culture	X	X			X	X	X				

Domain II — Leading Learning (Instructional Leadership/Teaching and Learning)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613	
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.								
A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research			X			X	X	
B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs			X		X	X	X	
Domain II –Leading Learning (Instructional Leadership/Teaching and Learning)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613	

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment		X	X		X	X	X	
D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards	X	X	X		X	X	X	
E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning	X	X	X		X	X	X	

Test Content Categories	Required Course Numbers										
Domain II –Leading Learning (Instructional Leadership/Teaching and Learning)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.											
A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction			X		X	X	X				
B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)			X		X	X	X				

Test Content Categories	Required Course Numbers										
C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement	X		X		X	X	X				
D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap		X	X		X	X	X				
E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions			X		X	X	X				
Domain III — Human Capital (Human Resource Management)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
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.											

Test Content Categories	Required Course Numbers										
Domain III – Human Capital (Human Resource Management)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff	X			X		X	X				
B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities	X			X		X	X				
C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data	X					X	X				

	Required Course Numbers										
Test Content Categories											
Domain III – Human Capital (Human Resource Management)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources	X	X				X	X				
E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow	X					X	X				
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership	X	X	X			X	X				

Test Content Categories	Required Course Numbers										
Domain III – Human Capital (Human Resource Management)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
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.											
A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes	X		X		X	X	X				
B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school	X	X	X		X	X	X				
C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment	X			X		X	X				

Test Content Categories	Required Course Numbers										
D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff	X	X		X	X	X	X				
Domain IV — Executive Leadership (Communication and Organizational Leadership)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.											
A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences	X	X		X		X	X				
Domain IV — Executive Leadership (Communication and Organizational Leadership)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				
B. *Develops and implements strategies for systematically communicating internally and externally	X	X				X	X				

Test Content Categories	Required Course Numbers										
C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies	X	X				X	X				
D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals	X	X	X			X	X				
Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.											
A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning	X	X	X			X	X				
Domain IV — Executive Leadership (Communication and Organizational Leadership)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

	Required Course Numbers										
Test Content Categories											
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making	X	X			X	X	X				
C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions	X	X				X	X				
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision	X	X			X	X	X				
E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals	X	X				X	X				
Domain V — Strategic Operations (Alignment and Resource Allocation)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

Test Content Categories	Required Course Numbers										
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.**											
A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans	X	X				X	X				
B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes	X	X	X	X	X	X	X				
Domain V — Strategic Operations (Alignment and Resource Allocation)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

Test Content Categories	Required Course Numbers										
C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning		X	X		X	X	X				
D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment	X	X	X	X	X	X	X				
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.											
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment		X		X		X	X				
Domain V — Strategic Operations (Alignment and Resource Allocation)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

Test Content Categories	Required Course Numbers										
B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan		X		X		X	X				
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, hea th services, and transportation)		X		X		X	X				
D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants		X	X	X	X	X	X				
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)	X	X	X	X	X	X	X				
Domain V — Strategic Operations (Alignment and Resource Allocation)	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

	Required Course Numbers										
Test Content Categories											
F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students	X	X	X		X	X	X				
G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff	X	X		X		X	X				
H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)		X	X	X	X	X	X				
Domain VI — Ethics, Equity, and Diversity	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

Test Content Categories	Required Course Numbers										
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.**											
A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)	X	X		X		X	X				
B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors	X	X		X		X	X				
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community	X	X		X	X	X	X				
D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn	X	X	X	X	X	X	X				
Domain VI — Ethics, Equity, and Diversity	ELDR 5123	ELDR 5323	ELDR 5333	ELDR 6113	ELDR 5353	ELDR 6513	ELDR 6613				

Test Content Categories	Required Course Numbers										
E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)	X	X	X	X	X	X	X				
F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs	X	X	X	X	X	X	X				
G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities	X	X	X	X	X	X	X				
H. Articulates the importance of education in a free, democratic society	X	X		X	X	X	X				