



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

NOGA ID [redacted]

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:

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**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.  
 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 **Cypress-Fairbanks ISD** CDN or Vendor ID **101907** ESC # **4** Campus # **-** DUNS # **073912156**  
 Address **10300 Jones Rd** City **Houston** ZIP **77065** Phone **281-897-4000**  
 Primary Contact **Dr. Glenda Horner** Email **glenda.horner@cfisd.net**  
 Secondary Contact **Dr. Carla Brosnahan** Email **carla.brosnahan@cfisd.net**

**Certification and Incorporation**

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

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

**COPY**

Authorized Official Name/Title **Dr. Mark Henry, Superintend.** Signature Date **3-8-18**

Grant Writer Name **Lucinda Orr** Signature Date **3/8/2018**

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

701-18-105-032

RFA # **701-18-105** SAS # **276-18**

**2018-2019 Principal Preparation Grant Program**

**Shared Services Arrangements**

- 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
CFISD needs to recruit an adequate pool of candidates qualified to fill leadership roles.	Actively recruit and train leadership candidates whose capabilities reflect the district's longstanding "Portrait of a CFISD Administrator": Creative Visionary, Effective Communicator; Dedicated Professional; Lifelong Learner; and Inspiring Catalyst (a listing of ideals that aligns tightly with Texas Principal Standards).
CFISD needs to manage continued growth by addressing ongoing turnover and vacancies in its principal positions.	Develop and implement effective succession planning that takes into account the following (quantity since 2008): new schools built (17), principal transitions to open a new school or promote to another level (37), principal retirements (45), and reassignments to fill resulting vacancies of principal positions (121 total).
CFISD needs to increase diversity among its leaders such that racial/ethnic percentages mirror those found in the student population.	Include demographic parameters as a component of the systematic process for selecting candidates to participate in the residency program.

**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.

Cypress-Fairbanks ISD (CFISD) will optimize principal succession by selecting a cohort of 10 participants (whose demographics mirror student enrollment) and seeing that 100% successfully complete a one-year rigorous, authentic residency program offered during the 2018-19 school year as a component of the EPP conducted by the University of Houston (UH), measuring success by course performance, principal-standards survey results, field-supervisor observations, and site-facilitator evaluations, ultimately demonstrating mastery of the Texas Principal Standards (Chapter 149, Commissioner's Rules Concerning Educator Standards Subchapter BB, Administrator Standards) so that the district generates a highly qualified pool of job applicants who are fully equipped and well-suited to assume the principal role successfully in CFISD.

**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:

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with residency requirements (ELCS 6320, ELCS 6330, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 40% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with residency requirements.
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 60% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3.5+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

**Third-Quarter Benchmark:**

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with residency requirements.
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

**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.

CFISD, in addressing explosive enrollment growth for at least two decades, identified early the need to provide training to keep pace with recruiting and hiring, particularly in the crucial role of principal. With this history, the district has made data-driven decisions for years to refine its successful "pipeline." Past participants assumed all costs; offering reimbursement through this grant will be incentive for a wider range of candidates to apply. In the proposed iteration of CFISD's effort to address this ongoing need, the residency program to be implemented in partnership with UH will use project evaluation performance reviews conducted at four program levels: resident, course, residency, and certification/degree.

- Resident Level: When students score below benchmark level on any evaluation measure, interventions are immediately instituted. When a student's GPA in a course falls below 3.0 (on a 4.0 scale), the UH professor of record in communication with the UH Program Director of the M. Ed. In Administration and Supervision meets with the student to determine and implement immediate supports and interventions. Professors are provided with Principal Standards Survey results so that adjustments can be made at the individual and course level to increase student mastery of specific standards. If at any time the resident is not meeting benchmarks regarding the resident's residency activities, then the professor, the field supervisor, and the site facilitator meet to determine and implement supports and interventions to ensure resident mastery.
- Course Level: Course content and emphasis of standards is adjusted based on residents' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure resident mastery of course and residency standards.
- Residency Level: Based on the resident's performance on evaluation measure benchmarks, the level of support provided by the professor of record, field supervisor, and site facilitator during the residency will be increased and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards.
- Certification/Degree Level: Student progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust courses offerings and course sequencing, residency components, and structure and levels of support provided by the IHE certification/degree program director, professor of record, field supervisor, and site facilitator.

## Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The CFISD residency program provides participants with rigorous and sustained clinical experiences in authentic school settings through a partnership with the UH's M.Ed. Administration and Supervision degree program. Although the residents are likely to be classroom teachers who have demonstrated instructional success and strong leadership potential (and they are expected to remain classroom teachers during their resident year experience), this proposal allocates grant funding to cover the expense of a substitute teacher for two days per resident, providing each resident with opportunity to "shadow" another leader or to engage in some other valuable learning experience.

In terms of personnel, this principal preparation initiative is designed with a three-pronged structure to provide systemic support that follows the cadre of 10 residents throughout the complete UH five-semester program. Timing of the first three semesters coincides with this grant period. Each resident benefits from supports provided by the following three roles.

- **Course Instructors**

Working closely with the CFISD, the UH course instructors provide evidenced-based coursework aligned with the Texas standards for school administrators and the ELCC Educational Leadership Standards. Course assignments connect educational research and theory to hands-on learning experiences in the school setting.

- **Site Facilitator (Mentor Principal)**

Each resident is provided on-site coaching and mentoring is provided by a certified mentor principal serving as a site facilitator. Site facilitators and course instructors collaborate to ensure that residents obtain an understanding of the Texas standards for school administrators and provide feedback on the resident's development in the standards. In addition to working toward mastery of the state-level competencies, the residents will also gain a district-level perspective, building a knowledge base regarding local expectations for policies, procedures, and practices. Site facilitators listen to residents' concerns, promote self-reflection, and assist the resident in developing the relationships necessary for building a culture of collaboration in the school setting. Ongoing support from an effective site facilitator ensures that each resident is exposed to substantial and sustained leadership opportunities including, among others, the following grant-required responsibilities:

- > identify, address, and resolve a significant problem or challenge that influences practice to improve student learning;
- > develop and facilitate continuous professional development with assigned teaching staff; and
- > build a collaborative team within a school to improve instructional practice or improve school culture.

The site facilitator plays a key role in helping the resident to synthesize this new learning from multiple sources—the grant's Summer Institute, the UH coursework, and the authentic leadership experiences.

- **Field Supervisor**

In addition to the course instructor and the site facilitator, each resident is assigned a field supervisor who provides on-site coaching, mentoring, and support. The field supervisor meets with each resident three times during the semester and completes a minimum of three evaluations per year. Each evaluation follows a strict protocol which includes three components:

- > a pre-conference to identify which standards will be observed during an observation;
- > a 45-minute on-site observation of a substantial leadership activity; and
- > a post-conference to provide direct feedback to the resident.

**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.

CFISD will establish a recommendation protocol for use by administrators to identify program candidates that have

- 1) demonstrated a track record of measurable student achievement;
  - 2) received positive evaluation appraisals for two or more years;
  - 3) demonstrated strong interpersonal leadership in their school or district;
  - 4) responded positively to administrator observation and feedback; and
  - 5) demonstrate a growth mindset both in their own professional development and for the academic success of all students.
- Candidates will be encouraged to apply to the M.Ed. in Administration and Supervision program at UH. From these candidates, CFISD will select 10 residents to participate in the residency program based on the five criteria listed above.

Finally, the diversity of the 10-resident cadre will mirror that of the student population, whose ethnicity profile includes 45% Hispanic, 25% White, 18% African American, and 9% Asian. To accomplish this selection, the district will

- 1) gather recommendations from current principals;
- 2) use UH's online application interface to obtain the pool of candidates;
- 3) form an ad hoc committee to review these applications and to apply standards from a rubric developed for this purpose;
- 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in CFISD's student enrollment, but also represent a span of instructional levels—elementary, middle school, high school; and
- 5) use interview results to guide the committee's ultimate selection of 10 residents to constitute the cadre.

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

The Department of Educational Leadership & Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and achieve higher student performance. As a Department, the work of developing a rigorous course sequence (see Attachment 1), including sustained and rigorous clinical experiences in authentic school settings, was a priority. The redesign of internship/residency experiences included collaboration with district partners, university faculty, and student alumni. The goal of this partnership is to transition student interns from leadership in a single classroom, to leadership of effective school teams, and eventually to lead the organization of an entire school community.

Course content is closely aligned with The Texas Principal Standards and the Educational Leadership Constituencies Council (ELCC) standards for school leadership (see Attachment 1). All state and national standards are covered during the program course delivery. For example, In ELCS 6302, Data Driven Decision Making for School Leaders, students identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. During ELCS 6320, Instructional Supervision, students develop school culture routines and ensure data-driven instruction. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change in ELCS 6301, Leadership for Equity in Diverse Schools. During the Practicum course, ELCS 6393, residents are provided substantial leadership responsibilities in areas such as delivering effective professional development, leading effective school teams, and observing and providing effective feedback to instructional staff.

Internship/residency experiences with instruction, mentoring, and coaching provided by a course instructor, field supervisor and site facilitator are provided during three specific courses: ELCS 6320, Instructional Supervision; ELCS 6330 Finance and School Based Budgeting; and ELCS 6393 Practicum (see Attachment 2). Listings of required textbooks and readings are provided in the course syllabi (see Attachment 2).

**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.

Resident evaluation process and metrics include resident course performance, resident response to a principal standards survey, field supervisor observation, and site facilitator evaluation.

- Course Performance: Each resident must maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework, including courses with residency requirements. Grades are monitored during each semester by the course instructor and interventions are provided to support improved resident performance.
- Principal Standards Survey: At the beginning of each semester, residents are required to complete the Principal Standards Survey. The survey requires principal preparation residents to respond with strongly disagree (1), disagree (3), somewhat agree (3), agree (4), or strongly agree (5) regarding their perception of their ability to implement identified Texas Principal standard. Survey results are used by course instructors to emphasize areas of needed improvement toward mastery of all standards.
- Field Supervisor Observation: Using the Field Supervisor Protocol during each quarter of the principal preparation program, residents are expected to make sufficient progress toward mastery of the selected Texas Principal Standards. All field supervisors must complete the required state training for coaching and mentoring. Course instructors, site facilitators, and field supervisors provide additional coaching and mentoring for students needing additional opportunities to demonstrate specific leadership skills.
- Site Facilitator Evaluation: At the conclusion of each semester, the resident's site facilitator must complete an evaluation of the resident's ability to successfully complete principal program components. Site facilitator evaluations are used to identify areas of needed leadership development for each resident. Course instructors, field supervisors, and site facilitators will collaborate to develop interventions for residents needing additional leadership development in specific areas. During each quarter of the residency program the field supervisor uses a strict instructional coaching protocol which includes a pre-conference to identify which high-leverage standards/leadership skills will be observed during an observation, a 45-minute on-site observation of a substantial leadership activity, and which followed by a post-conference to provide direct feedback to the resident.

**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.

**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. UH courses: tuition reimbursement of \$8,000 per resident, x10	80,000
2. UH courses: books and materials, \$500 per resident, x10	5,000
3. Personnel: stipends for field supervisors, \$6,000 per person, x2 (one elementary + one secondary)	12,000
4. Personnel: stipends for site facilitators (mentor principals), \$1,000 each, x 10	10,000
5. Personnel: substitute teachers, \$125/day incl fringe, x2 days/resident	2,500
6. Consultant services: \$250/hr to UH for collaborating to implement/evaluate grant activities	7,500
7. Indirect costs: calculated at CFISD's rate of 1.398%, per district grants accountant	1,792
8. Summer institute: lodging for 21 people (estimate 15 rooms), 2 nights in Austin	6,000
9. Summer institute: meals for 21 people, 3 days	2,853
10. Summer institute: mileage, estimate 288 miles round-trip, estimate x15 vehicles	2,355
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Total grant award requested	130,000

2018-2019 Principal Preparation Grant Program  
Application from Cypress-Fairbanks ISD

Required Attachments

**#1**  
**IHE/EPP Scope and Sequence**



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Block #	Block 1	Block 2	Block 3	Block 4	Block 5
Semester Benchmarks	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Certification Application through OGS/Certification Officer</li> <li>• Program of Study</li> </ul>	<ul style="list-style-type: none"> <li>• Internship/Residency Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Internship/Residency Experiences</li> <li>• Approval for State Exam after completion of ELCS 6330</li> </ul>	<ul style="list-style-type: none"> <li>• Principal Exam</li> <li>• Graduation Application</li> </ul>	<ul style="list-style-type: none"> <li>• Internship/Residency Experiences</li> <li>• Verification of Internship Hours</li> </ul>
M.Ed. Length of Cohort 5 Semesters	<ul style="list-style-type: none"> <li>• ELCS 6301: Leadership for Equity in Diverse Schools</li> <li>• ELCS 6302: Data – Informed Decision Making for School Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• ELCS 6320: Instructional Supervision (40 Embedded Internship/Residency Hours)</li> <li>• ELCS 6370: Research for Education Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• ELCS 6330: Finance and School Based Budgeting (40 Embedded Internship/Residency Hours)</li> <li>• SPEC 6360: Individuals with disABILITIES</li> </ul>	<ul style="list-style-type: none"> <li>• ELCS 6350: School Leadership, The Principalship</li> <li>• ELCS 6304: Law &amp; Policy for School Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• ELCS 6310: Strategic Engagement of School/Community Stakeholders</li> <li>• ELCS 6393: Practicum (80 Embedded Internship/Residency Hours)</li> </ul>
Hours	6hrs	6hrs	6hrs	6hrs	6hrs

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Course Alignment with State TEXES Principal Certificate Standards,  
 Educational Leadership Constituent Council (ELCC) Educational Leadership Standards, and  
 Council for the Accreditation of Educator Preparation (CAEP) Standards

COURSE	TEXES PRINCIPAL CERTIFICATE STANDARDS	ELLCC STANDARDS	CAEP STANDARDS
<p><b>ELCS 6301</b>  <b>Leadership for Equity in Diverse Schools</b></p> <p><b>Course Description</b>            This course is designed to examine leadership competencies that focus on and enhance social justice, equity, and academic scholarship in diverse school environments. Current research in turnaround leadership, dynamics of failing schools, and leadership coaching for instructional improvements will be explored, analyzed, and reflected upon. Course work will provide opportunities for self-reflection in areas of personal leadership and ethical beliefs.</p> <p><b>Course Objectives</b>            Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, reflect upon, and articulate ethical beliefs and values;</li> <li>2. Shoulder the roles and functions of school leadership related to decision making that impacts equity;</li> <li>3. Understand and apply various leadership practices, beliefs, and</li> </ol>	<p>The principal:</p> <p>(c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision</p>	<p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.</p> <p>ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p> <p>ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p> <p>ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> </ul>

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<p>theories that are associated with student achievement;</p> <p>4. Articulate personal understanding of the quality of schooling they wish to achieve for the school community;</p> <p>5. Apply human relations skills in interacting effectively with others;</p> <p>6. Analyze and solve problems using appropriate decision making techniques;</p> <p>7. Understand and support a learning environment with faculty through appropriate research discussions; and</p> <p>8. Explain the development of leadership theories and their impact on organizational development and behaviors that impact social justice in an urban context.</p> <p><b>Critical Standards Project:</b>          The student will complete a curriculum audit in a school with a focus on providing equal learning opportunities for all students ensuring social justice, equity, and academic scholarship.</p>	<p>to ensure appropriate scope, sequence, content, and alignment;</p> <p>(c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</p> <p>(c)(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;</p> <p>(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</p> <p>(c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p> <p>(c)(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</p> <p>(c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.</p>	<p>ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.</p> <p>ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</p> <p>ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.</p> <p>ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</p> <p>ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p> <p>ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.</p>	<ul style="list-style-type: none"> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul>
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		<p><b>ELCC 3.5:</b> Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.</p> <p><b>ELCC Standard 5.0:</b> A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p><b>ELCC 5.1:</b> Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p> <p><b>ELCC 5.2:</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</p>	
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<p><b>ELCS 6320</b>  <b>Instructional Supervision</b>  <i>(40 Embedded Internship Hours)</i></p> <p><b>Course Purpose:</b>  Instruction supervision requires a leader to plan, dramatically improve instruction, understand the learning process, and develop a precise plan of implementing quality support. This course is designed to understand the complexities of observation, coaching, learning teams, and the art of teacher- leader trust in high leverage instructional practices. In addition, this course is designed to certify individuals as having completed Instructional Leadership Development (ILD). Emphasis is also placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process</p>	<p>The principal:  (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;  (b)(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;  (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;  (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p>	<p>ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.  ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.  ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.</p> <p>ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.  ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.  Candidate Knowledge, Skills, and Professional Dispositions  A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;</p>
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<p>of educational change. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional best practice.</p> <p><b>Course Objectives:</b>          Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the contexts of instructional supervision/leadership (e.g., curriculum, teacher professional development, appraisal of teaching, and campus improvement planning);</li> <li>2. Develop skills in clinical and coaching supervision (i.e., diagnosis of teacher developmental level, classroom observation, data collection and conferencing). Students will receive the preparation for the ILD state certification;</li> <li>3. Understand teacher/ leadership prerequisites for capacity and dispositions that are critical for instruction;</li> <li>4. Understand the role of leaders as coaches that create targeted instructional improvements with faculty; and</li> <li>5. Assess instructional capacity within the school community prior to sharing, coaching, and introducing critical teaching practices.</li> </ol> <p><b>Critical Standards Project:</b></p>	<p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;</p> <p>(c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</p> <p>(c)(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;</p> <p>(c)(8) monitors and ensures staff uses multiple forms of student data</p>	<p>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<ul style="list-style-type: none"> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul> <p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</p> <p>Partnerships for Clinical Preparation A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations,</p>
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<p>The student will monitor, analyze, and prepare an evaluation of how student data is used in a specific school to inform instruction and intervention. Recommendations for the use of student data should focus on social justice, equity, and academic scholarship for all students.</p>	<p>to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;  (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;  (c)(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;  (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning; and  (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.</p>	<p>for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes. Clinical Experiences A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.</p>
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<p><b>ELCS 6304, Law &amp; Policy for School Leaders</b></p> <p><b>Course Purpose:</b>  The goals of this course are: to introduce future school leaders to legal problems they may confront in their jobs and to enhance their ability to solve, avoid, or manage those legal problems. In addition, the course strives to heighten school leader's awareness of their responsibility to maintain a safe learning environment for students and to give them tools to help them make their learning environments safer.</p> <p><b>Course Objectives:</b>  The major objective of this course is to teach the fundamental concepts of American school law. The course will strengthen knowledge, skills, and critical insights into school law.</p> <p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical aspects of school law and how laws of government(s) and governing agencies affect school administration;</li> <li>2. Understand school law as applied in Texas and how it affects school policy, school leadership and school administration;</li> <li>3. Understand how the study of law prepares an administrator to lead and manage educational systems within</li> </ol>		<p>The principal (d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and (f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p>	<p>ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p>ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p> <p>ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p> <p>ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.</p> <p>ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> </ul>
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<p>the law, but without constricting exemplary practice;</p> <ol style="list-style-type: none"> <li>4. Understand what it means to be sued in a court of law and how to appropriately respond; and</li> <li>5. Know and be able to apply relevant professional legal and ethical standards.</li> </ol>		<p>ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.</p>	<ul style="list-style-type: none"> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul>
<p><b>Critical Standards Project:</b>  The student will prepare a 30-minute professional learning presentation for teachers on a major topic of school law affecting either students or teachers. The presentation must include relevant local, state, and federal law and include any relevant case law specific to legal protections for students or faculty.</p>			
<p><b>ELCS 6302 Data-Driven Research in Urban Context</b>  <i>(40 Embedded Internship Hours)</i></p> <p><b>Course Purpose:</b>  This course introduces administrators to the process of data-driven decision making with a concentrated application that increases student learning and achievement. Utilizing an Urban research environment, data-driven decision making practices will directly affect the school improvement planning process and instructional delivery of curriculum. In this course, various research methods will be</p>	<p>The principal:  (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;  (b)(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;  (b)(3) facilitates the collaborative development of a plan in which</p>	<p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.  Candidate Knowledge, Skills, and Professional Dispositions  A.1.1 Candidates for advanced preparation demonstrate their</p>

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<p>ed ies and ill / Action egration esearch leadership</p>	<p>objectives and strategies to implement the campus vision are clearly articulated; (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (c)(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; (c)(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; (c)(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; (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (c)(6) implements a rigorous curriculum aligned with state standards, including college and</p>	<p>ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.</p>	<p>proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</p>
<p>ecision rable formative the tion to ction and h nd ethics : a relevant ific school rch project itions for</p>	<p>improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (c)(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; (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (c)(6) implements a rigorous curriculum aligned with state standards, including college and</p>	<p>ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.</p>	<p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and</p>

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	<p>(c)(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;</p> <p>(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</p> <p>(c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p> <p>(c)(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;</p> <p>(c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning;</p> <p>(d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(d)(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with</p>	<p>appropriate for their professional specialty field.</p> <p>Partnerships for Clinical Preparation A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.</p> <p>Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.</p> <p>Clinical Experiences A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates</p>
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<p><b>ELCS 6370 Urban Research for Education Leaders</b></p> <p><b>Course Purpose:</b>          Research in Urban Education has been designed as an introduction to the research process with the fundamental characteristics of qualitative and quantitative inquiry. Through exploration of urban education research designs, inclusive of practice, historical perspectives, policies, social impact, and implications for leadership, students will analyze and interpret information. Students will simultaneously acquaint themselves with the plethora of research related to critical urban issues. Reflections, readings, media, and studies will enhance student's understanding of the important responsibility of qualitative research, while instilling a deeper consideration of urban educational issues in our K-12 schools and districts.</p> <p><b>Course Objectives:</b></p>	<p>evidence-based appraisal rubrics, where applicable; and          (d)(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.</p> <p>The Principal          (b) (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;          (c)(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;          (c)(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;          (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;          (g)(4) models and promotes the continuous and appropriate</p>	<p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.</p> <p>ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p> <p>ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p>	<p>demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.</p> <p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> </ul>
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<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate educational research designs;</li> <li>2. Explore research methods of sharing information within the context of urban education environments;</li> <li>3. Examine different ways of framing research questions and designing studies;</li> <li>4. Analyze and interpret research information; and</li> <li>5. Reflect on the relationships between research and practices that escort reform initiatives in urban education.</li> </ol> <p><b>Critical Standards Project:</b>  The student will select a qualitative research article that is conducive for decision making on a critical issue at a specific school. The student will present both analysis of research design and its conclusions aligned to the critical issue.</p>	<p>development of all learners in the campus community;  (g)(5) ensures all students have access to effective educators and continuous learning opportunities;  (g)(6) promotes awareness and appreciation of diversity throughout the campus community;  (g)(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; and  (g)(10) treats all members of the community with respect and develops strong, positive relationships with them.</p>	<p>ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.</p> <p>ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p> <p>ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</p> <p>ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.</p>	<ul style="list-style-type: none"> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul> <p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</p> <p>Partnerships for Clinical Preparation A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.</p>
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	<p>ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</p> <p>ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</p> <p>ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p>ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p>	<p>Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.</p> <p>Clinical Experiences A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.</p>
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	<p>ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</p> <p>ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.</p> <p>ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.</p> <p>ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.</p> <p>ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p>ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.</p> <p>ELCC 6.2: Candidates understand and can act to influence local, district, state,</p>
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<p><b>ELCS 6350</b>  <b>School Leadership</b>  <b>(Principalship)</b></p> <p><b>Course Purpose:</b>  The primary purposes of this course include: preparing principals who understand and demonstrate the ability to a) identify, reflect upon, and articulate ethical beliefs and values. b) Assume the roles and functions of school-based management. c) Apply appropriately various leadership theories. d) Articulate personal understanding of the quality of schooling they wish to achieve for the community of the school they are to lead. e) Apply human relations skills in interacting effectively with others. f) Analyze and solve problems using appropriate decision-making techniques. g) Preparation for the Texas Principals' Exam.</p> <p><b>Course Objectives:</b>  Upon completion of this course, students will be able to:  1. Demonstrate knowledge, skills and attitudes related to the building level administrator;  2. Review and discuss current and</p>	<p>The principal:  (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;  (b)(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;  (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;  (b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources;  (b)(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;  (b)(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and</p>	<p>and national decisions affecting student learning in a district environment.  ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</p> <p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.  ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.  ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.  ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.  ELCC 1.4: Candidates understand and can evaluate school progress and revise school, plans supported by school stakeholders.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.  Candidate Knowledge, Skills, and Professional Dispositions  A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;  • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;  • Employment of data analysis and evidence to develop supportive school environments;</p>
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<p>Influential literature about the role of the principal;</p> <p>3. Demonstrate the ability to communicate decisions and research with the school community; and</p> <p>4. Generate a school environment that focuses on social equity through academic scholarship and relationships.</p>	<p>community members toward the realization of the campus vision;</p> <p>(b)(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</p> <p>(b)(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</p> <p>(b)(9) develops and uses effective conflict-management and consensus-building skills;</p> <p>(b)(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p> <p>(b)(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;</p> <p>(b)(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and</p> <p>(b)(13) ensures that parents and other members of the community are an integral part of the campus culture;</p> <p>(c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual</p>	<p>ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</p> <p>ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support</p>	<ul style="list-style-type: none"> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul>
<p><b>Critical Standards Project:</b></p> <p>Using the school or district format, the student will develop a school improvement plan to include at a minimum the identification of needs, development of goals and specific activities, professional learning activities, and evaluation with a focus on improving student outcomes and to ensure social justice, equity, and academic scholarship.</p>			

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	<p>stimulation for self, students, and staff;  (c)(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;  (c)(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;  (c)(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;  (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;  (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;  (c)(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;</p>	<p>teaching and learning in a school environment.  ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.  ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.  ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.  ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.  ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.  ELCC 3.5: Candidates understand and can ensure teacher and organizational</p>	
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	<p>(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</p> <p>(c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p> <p>(c)(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;</p> <p>(c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning;</p> <p>(d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(d)(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;</p> <p>(d)(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations,</p>	<p>time focuses on supporting high-quality school instruction and student learning.</p> <p>ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p> <p>ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</p> <p>ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p> <p>ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining</p>	
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	<p>student data, and other sources to evaluate the effectiveness of teachers and staff;</p> <p>(d)(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;</p> <p>(d)(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;</p> <p>(d)(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;</p> <p>(d)(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;</p> <p>(d)(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;</p> <p>(d)(9) implements effective, legal, and appropriate strategies for the</p>	<p>positive school relationships with families and caregivers.</p> <p>ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p> <p>ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p> <p>ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p> <p>ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>	
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	<p>recruitment, selection, assignment, and induction of campus staff;          (d)(10) plans for and adopts early hiring practices;          (e)(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;          (e)(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;          (e)(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;          (e)(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;          (e)(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;          (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact</p>	<p>ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.          ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.          ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.          ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.          ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.          ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.          ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	
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	<p>campus operations and student learning;</p> <p>(e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(e)(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;</p> <p>(e)(9) develops, implements, and evaluates change processes for organizational effectiveness;</p> <p>(e)(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals;</p> <p>(e)(11) keeps staff inspired and focused on the campus vision while supporting effective change management;</p> <p>(f)(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;</p> <p>(f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school</p>		
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	<p>priorities and goals, and works to access additional resources as needed to support learning;</p> <p>(f)(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;</p> <p>(f)(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;</p> <p>(f)(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;</p> <p>(f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p> <p>(f)(8) collaboratively plans and effectively manages the campus budget;</p> <p>(f)(9) uses technology to enhance school management;</p> <p>(f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs;</p>	
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	<p>(f)(1) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;</p> <p>(g)(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);</p> <p>(g)(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;</p> <p>(g)(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;</p> <p>(g)(4) models and promotes the continuous and appropriate development of all learners in the campus community;</p> <p>(g)(5) ensures all students have access to effective educators and continuous learning opportunities;</p> <p>(g)(6) promotes awareness and appreciation of diversity throughout the campus community;</p> <p>(g)(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;</p> <p>(g)(8) articulates the importance of education in creating engaged citizens in a free democratic society;</p>	
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	<p>(g)(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 (g)(10) treats all members of the community with respect and develops strong, positive relationships with them.</p>		
<p><b>ELCS 6330, Finance and School-Based Budgeting</b></p> <p><b>Course Purpose:</b> The major objective of this course is to teach the fundamental concepts of American school finance for public schools and school districts. This course includes theory and practices of business management, internal accounting procedures, and Texas public school finance.</p> <p><b>Course Objectives:</b> Upon completion of this course, students will be able to: 1. Identify, analyze, and administer the major sources of school fiscal and other resources; 2. Acquire and administer material and financial assets for school and/or district programs, including the allocation of resources according to identified school and/or district priorities; 3. Develop and implement a budget planning process aligned with school</p>	<p>The principal: (b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources; (d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; (e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (f)(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; (f)(7) applies local, state, and federal laws and policies to support</p>	<p>ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. Candidate Knowledge, Skills, and Professional Dispositions A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative,</p>

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<p>and/or district priorities and which includes school system stakeholders;</p> <p>4. Perform the school and/or district functions for financial planning, monitoring, and accounting for the receipt and expenditure of school and/or district fiscal resources; and</p> <p>5. Manage and utilize capital goods and services; including property and plant management, technology, equipment, transportation and food service.</p>	<p>sound decisions while considering implications related to all school operations and programs;</p> <p>(f)(8) collaboratively plans and effectively manages the campus budget;</p> <p>(f)(9) uses technology to enhance school management;</p> <p>(f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs;</p> <p>(f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;</p> <p>(g)(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); and</p> <p>(g)(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.</p>	<p>safety of students and staff within the school.</p>	<p>quantitative and/or mixed methods research methodologies;</p> <ul style="list-style-type: none"> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul>
<p><b>Critical Standards Project:</b></p> <p>Given specific enrollment numbers and student outcome data for a specific elementary, middle, or high school, the student will develop a school budget to include at a minimum, employee salary and benefits, curriculum and related materials, general operating expenses, and professional learning with a focus on ensuring social justice, equity, and academic scholarship.</p>	<p>The principal:</p> <p>(b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning</p>	<p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward</p>
<p><b>ELCS 6310, Interpersonal Communication</b></p> <p><b>Course Purpose:</b></p> <p>The primary purposes of this course include: (1) preparing future administrators who understand and demonstrate the ability to exam their own communication skills as well as their thoughts, feelings, beliefs, values and attitudes. (2) Prepare future</p>	<p>(b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning</p>	<p>ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward</p>

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<p>administrators who will understand the importance of being good listeners with skills that will allow them to develop sensitivities that they can interpret the real problems and provide leadership to help solve. (3) Prepare future administrators with leadership skills so they can develop a sense of community in their schools, by improving the communication climate and managing interpersonal conflict.</p>	<p>data, and other information to collaboratively develop a shared campus vision; (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (b)(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision; (b)(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; (b)(9) develops and uses effective conflict-management and consensus-building skills; (b)(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (b)(13) ensures that parents and other members of the community are an integral part of the campus culture; (e)(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;</p>	<p>of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p> <p>ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the school environment.</p> <p>ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to</p>	<p>attainment of college- and career-readiness standards.  Candidate Knowledge, Skills, and Professional Dispositions  A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:  • Applications of data literacy;  • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;  • Employment of data analysis and evidence to develop supportive school environments;  • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;  • Supporting appropriate applications of technology for their field of specialization; and  • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</p>
<p><b>Course Objectives:</b>  Upon completion of this course, students will be able to:  1. Use effective written, verbal, and nonverbal communication in a variety of situations;  2. Use appropriate interpersonal skills (e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness, etc.);  3. Apply appropriate communications strategies (e.g., identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses, etc.);  4. Understand and be able to use effective ways of dealing with and managing conflict within schools;  5. Know and be able to understand the importance of listening skills;</p>			

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<p>6. The effective use of technology communication within the school setting;</p> <p>7. Communicate effectively with various cultural, ethnic, racial and special interest groups in the community. Understand and embrace diversity as a source of strength;</p>	<p>(e) (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;</p> <p>(e)(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;</p> <p>(e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(e)(11) keeps staff inspired and focused on the campus vision while supporting effective change management;</p> <p>(f)(9) uses technology to enhance school management;</p> <p>(f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;</p> <p>(g)(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</p> <p>(g)(10) treats all members of the community with respect and develops strong, positive relationships with them.</p>	<p>diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p> <p>ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</p> <p>ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p> <p>ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p> <p>ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	
<p><b>Critical Standards Project:</b></p> <p>The students will develop a comprehensive communication plan for a specific elementary, middle, or high school. The plan must inclusive of collaboration and communication with all stakeholders, addressing the diversity within the school community and with a focus on ensuring social justice, equity, and academic scholarship.</p>			

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		<p>ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p> <p>ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.</p> <p>ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p>	<p>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</p> <p>Candidate Knowledge, Skills, and Professional Dispositions</p> <p>A.1.1 Candidates for advanced preparation demonstrate their</p>
<p><b>ELCS 6393</b>  <b>Educational Leadership Supervision</b>  <i>(80 Embedded Internship Hours)</i></p> <p><b>Course Purpose:</b>  The purpose of this course is to provide a knowledge and application experience in leadership. The Department of Educational Leadership and Policy Studies offers internships in leadership and administration of education institutions and selected non-profit organizations. Intern experiences require 80 work related (contact)</p>	<p><b>The Principal:</b>  (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;  (c)(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;  (c)(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes</p>	<p>ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to</p>	

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<p>hours, may be arranged in any academic period and are graded based on the student's report, an evaluation from the host institution/organization and review by the supervising UH faculty member.</p>	<p>and conferences with teachers, and attending grade or team meetings; (c)(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; (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (c)(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; (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p>	<p>support teaching and learning within a school environment.          ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.          ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.          ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.          ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul> <p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions</p>
<p><b>Course Objectives:</b>          Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply theoretical principles of education administration to practical settings;</li> <li>2. Determine the appropriateness of problem solving strategies in a given context;</li> <li>3. Constructively critique previously undertaken projects as to their utility;</li> <li>4. Recognize and adhere to professional standards; and</li> <li>5. Explore the range of the Principal's tasks including community, school culture, curriculum and instruction, and managerial skills.</li> </ol>	<p>(c)(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; (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (c)(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; (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p>	<p>support teaching and learning within a school environment.          ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.          ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.          ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.          ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul> <p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions</p>
<p><b>Critical Standards Project:</b>          Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents in a specific school environment as identified in the internship handbook.</p>	<p>(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p>	<p>support teaching and learning within a school environment.          ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.          ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.          ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.          ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> <li>• Applications of data literacy;</li> <li>• Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</li> <li>• Employment of data analysis and evidence to develop supportive school environments;</li> <li>• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</li> <li>• Supporting appropriate applications of technology for their field of specialization; and</li> <li>• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</li> </ul> <p>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions</p>

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	<p>(c)(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;</p> <p>(c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning; and</p> <p>(d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.</p>	<p>appropriate for their professional specialty field.</p> <p>Partnerships for Clinical Preparation A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation.</p> <p>Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.</p> <p>Clinical Experiences A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates</p>

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			demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.
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2018-2019 Principal Preparation Grant Program  
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Required Attachments

# **#2**

## **IHE/EPP Instructional Coaching Protocols**

# Instructional Coaching Protocols

In partnership with Cypress-Fairbanks ISD, the University of Houston will follow coaching protocols adapted from Costa and Garmston's model of Cognitive Coaching and utilized in TEA's Field Supervisor Coaching Training. The alignment of protocols between the university and the district serve to model for each candidate practices in establishing a trusting relationship between the coach and the coached. Site Facilitators and Field Supervisors will utilize the Supervisor Coaching Competencies as outlined below:

## **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, understand the types of paraphrasing and when to use them, address emotions, and paraphrase/summarize to clarify before 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.

## **Instructional Coaching Protocols**

### **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](http://www.CoachFederation.org)*

2018-2019 Principal Preparation Grant Program  
Application from Cypress-Fairbanks ISD

Required Attachments

**#3**  
**IHE/EPP Course Syllabus**

**ELCS 6320**  
**Instructional Supervision**  
with embedded Internship/Residency Hours

**Cy-Fair Cohort**

Semester/Year:

**Instructor:**

**Office Room Number:**

**Office Hours:**

**Phone:**

**Email:**

**Class Meeting Day:**

**Class Meeting Location:**

## Course Description

Instructional supervision requires a leader to plan, dramatically improve instruction, understand the learning process, and develop a precise plan of implementing quality support. This course is designed to understand the complexities of observation, coaching, learning teams, and the art of teacher-leader trust in high leverage instructional practices. In addition, this course is designed to certify individuals as having completed Advancing Educational Leadership (AEL). Emphasis is also placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process of educational change. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional best practice.

## Mentoring

This is the first course of a series of three courses that will guide the practice of preparing school principals. This first course involves a repertoire of activities that will allow the student to engage in a mentoring capacity with the work of the school principal. The principal of the school will be a paid site facilitator (mentor) to the student working through the University of Houston's assigned professor who will direct the activities of the student in collaboration with the school Principal. The professor is responsible for assessing and grading the performance of the student and ensuring that the student has a quality experience and that the requirements of the syllabus are met.

*\*See Guide for Internship Experiences for essential information regarding mentoring.*

## Internship/Residency

The Internship is taught in conjunction with the students taking courses and is a yearlong experience so as to understand the yearlong operations and commitment that a principal makes to the school community. The Internship is limited to those students that have enrolled as students for a Master's Degree in Educational Leadership or their certificate program. It is intended to serve as the cumulating experience in the Principalship program and concludes at the end of the year with a capstone electronic portfolio that will include a log of hours. *Please note:* A copy of the logged hours must also be provided to the professor who, in turn, must keep a copy and file with the program area files for at least 5 years.

This course is designed as a field based experience utilizing and enhancing the **knowledge, skills, and other attributes and attitudes (KSAs)** emphasized in the courses of the Principal Certificate program components. One

of the major emphasis of this internship experience will be to learn and observe the KSAs of Instructional Supervision for the school by the Principal.

*\*See Guide for Internship Experiences for essential information regarding the internship and electronic portfolio.*

## Learning Outcomes

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

1. Understand the contexts of instructional supervision/leadership (e.g., creating positive school culture; establishing and sustaining vision, mission, and goals; developing self and others; improving instruction; managing data and processes);
2. Develop skills in clinical and coaching supervision (i.e., diagnosis of teacher developmental level, classroom observation, data collection and conferencing). Students will receive the preparation for the AEL state certification;
3. Understand teacher/ leadership prerequisites for capacity and dispositions that are critical for instruction;
4. Understand the role of leaders as coaches that create targeted instructional improvements with faculty; and
5. Assess instructional capacity within the school community prior to sharing, coaching, and introducing critical teaching practices.

## Texas Administrative Code Principal's Certificate Standards

The principal:

- (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (b)(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;
- (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (c)(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;
- (c)(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;
- (c)(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;
- (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (c)(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;
- (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

- (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (c)(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;
- (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning; and
- (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.

## Technology Competencies/Skills

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc.) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

## Materials/Required Readings

### AEL Participant Guide

*Advancing Educational Leadership (AEL) Participant Guide* (spiral-bound). Texas Education Agency, 2016.

### Text

*Making Teachers Better, Not Bitter: Balancing Evaluation, Supervision, and Reflection for Professional Growth.* Tony Frontier and Paul Mielke. ASCD, 2016.

### Other materials

Additional readings from professional journals, books, case studies, or other educational publications will supplement our studies as appropriate.

### Suggested journals/websites

Journals: *Journal of Curriculum and Supervision*, *Educational Leadership*, *Educational Administration Quarterly*, *Teachers College Record*. Websites: [www.schoolchange.com](http://www.schoolchange.com); [www.tappedin.org](http://www.tappedin.org); [www.teachnet.org](http://www.teachnet.org); [www.ascd.org](http://www.ascd.org); [www.nsd.org](http://www.nsd.org).

## Protocols and Standards of Behavior

As we engage in the learning process, there are several protocols that will assist us in assuring successful learning for all:

- Be open to new learning experiences.
- Take risks by “trying on” new learning.
- Encourage others and validate their needs.
- Refrain from judgments; speak from your own experience.
- Stay engaged with others and the process (i.e. phone on silent or vibrate and face down on the table)
- What is said here stays here. What is learned here is shared.
- Leave no educator behind.
- Take care of yourself.

## Assessment Details and Points

### 1. **Attendance and Participation** (40 points; 10 face-to-face classes x 4 points each)

Folded within this course is an opportunity for students to earn certification for Advancing Educational Leadership (AEL), an engaging and research-based training required for teacher appraisers. Students are expected to attend each class session without fail. An absence of more than three hours of class time will result in failure to receive AEL Certification credit for the class. Each student must sign the attendance roster at the beginning of each class. Prompt attendance is also required. The amount of time you are late to class will be deducted from the three-hour allowance. Additionally, students are expected to participate in discussions and to interact with the instructor and other students. Students who attend each class and engage actively in class activities earn maximum credit for class participation.

### 2. **Personal Vision Statement** (40 points)

Build on the core values work from AEL and write a personal vision statement. Personal vision should reflect your individual values and should be what you strive to achieve in all that you do. If you were to articulate your personal vision, what would you say? What do you stand for, and where do you see yourself? Your vision statement should be succinctly written and easily recalled. Prepare a paper that begins with your personal vision statement and is followed by an explanation as to why the statement is your personal vision. The paper should be one-page in length and written using *APA Style 6<sup>th</sup> edition*. The paper will be due electronically via Blackboard.

### 3. **Management by Walking Around** (70 points)

Your most important role as a principal will be that of an instructional leader. It is imperative that the many facets and responsibilities of the leader be balanced so that the job is not reduced to solely that of administrator, cheerleader and/or manager. All successful school leaders keep their priorities focused and manage their time to do the most important work of the school: Students learning to their potential and teachers teaching to engage the students in the most worthwhile learning experiences. Together with your mentor or other campus instructional leader, do at least three (3) management by walking around (MBWA) tours of the school visiting teachers and classrooms. MBWA refers to a style of management which involves leaders wandering around, in an unstructured manner, through the building, at random, to check on staff, the building, or on the status of ongoing work. The emphasis is on the word *wandering* as an unplanned movement within a workplace, rather than a plan where staff expect a visit. The expected benefit is that a leader, by random sampling of events or staff discussions, is more likely to facilitate improvements to the morale and sense of organizational purpose, as compared to remaining in the office area waiting for staff to drop by, as events warrant on the campus. Prepare a report of your observation and impressions using *APA Style 6<sup>th</sup> edition*. The paper should be 3-4 pages in length, written using *APA Style 6<sup>th</sup> edition*, and organized as indicated on the rubric for this assignment. The paper will be due electronically via Blackboard.



## 4. **Principal's Perception of Instructional Leadership** (120 points)

The role of principal as instructional leader is multi-faceted and involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Instructional leadership is an important aspect of student achievement and the overall success of schools. Quality of instruction is the top priority. The instructional leader is committed to the core business of teaching, learning and knowledge. Interview your campus principal, asking key questions to glean his/her perception of the role. Prepare a paper that carefully folds in and expands upon each response. The paper should be 8-10 pages in length, written using *APA Style 6<sup>th</sup> edition*, and organized as indicated on the rubric for this assignment. The paper will be due electronically via Blackboard.

## **Assessment Details and Points** (continued)

### 5. **Online Forum Discussion** (30 points)

Students will be expected to participate in three (3) online discussion sessions. See weekly schedule for due dates. The discussions will be worth 10 points per session, for a total of 30 points over the course. For additional assignment details, refer to the rubric for this assignment.

### 6. **Critical Standards Project** (200 points)

In small groups, students will research a selected topic related to instructional leadership and subsequently prepare a presentation for class. The selected topic must be directly linked to the Principal Certificate Standards addressed in this course. Research references must include a minimum of two journal articles and one leadership book. Presentation requirements are as follows:

- 30 – 35 minutes in length;
- interactive in nature;
- uses technology, and
- involves classmates in an authentic learning experience.

No later than the second week of class, the instructor will determine groups. Then, no later than the third week of class, groups will determine a topic and seek instructor approval. For additional assignment details, refer to the rubric for this assignment.

### 7. **Internship Experience - ELCS 6320 Instructional Supervision** (300 points)

Working with the field supervisor, site facilitator and members of the campus leadership team, the student will accumulate 40 clock hours of practicum experience while enrolled in ELCS 6320 Instructional Supervision. Within the context of this internship experience, the student will have the opportunity to serve the role of instructional coach by observing a classroom teacher, facilitating a coaching session, and reflecting upon his/her role as an instructional leader. It is anticipated that the 40 clock hours of internship come primarily from the leadership experience delineated below:

#### **Experiences**

- Each student will be expected to establish himself/herself as an instructional coach with one teacher at their school site.
- The student will experience and reflect upon all stages of the campus/district coaching model.

#### **Activities**

- The student will conduct, and provide feedback on, four walk-throughs, as well as one 20-minute observation, scripting the teacher's lesson.

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- The student will analyze all walk-through data and observation information. Utilizing this information and a previously discussed coaching model, the student will conduct and video a six-minute instructional coaching session with the observed teacher.

## Artifacts

- Walk-through feedback.
- Script of 20-minute lesson observed.
- Six-minute video for portfolio.
- Reflection on process inclusive of aspects of observations, method of instructional coaching, and script analysis. (See **Guideline for Reflective Journal Writing** document for additional guidance.)

## Deadlines

- submit the 1<sup>st</sup> of each month a cumulative log documenting your internship clock hours to the university supervisor and field supervisor.
- The artifacts noted above will be due electronically via Blackboard.

Please note: Some assignments are expected to be turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system or Google Classroom is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines:

<http://www.uh.edu/academics/catalog/academic-calendar/>

## Evaluation

Assignment	Point Value
Attendance and Participation	40
Personal Vision Statement	40
Management by Walking Around	70
Principal's Perception of Instructional Leadership	120
Online Forum Discussion	30
Critical Standards Project	200
Internship Experience	300
<b>TOTAL</b>	<b>800</b>

**Note: Half of the total points possible on each assignment will be deducted for late assignments.**

## Grading Scale

Grade	Percentage	Point Range	Description
A	92-100	732-800	Excellent, superior achievement
A-	90-91	716-731	
B+	88-89	700-715	
B	86-87	684-699	Good, exceeding all requirements
B-	84-85	668-683	
C+	82-83	652-667	
C	80-81	636-651	Average, satisfactorily meeting all requirements

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted. <http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

## Weekly Schedule

Week	Class Date	To Do List	Due Date @ 11:59 PM
1	01.23.18	<input type="checkbox"/> Welcome <input type="checkbox"/> Course Overview and Expectations <input type="checkbox"/> Advancing Educational Leadership (AEL) <ul style="list-style-type: none"> <li>• Conceptual Framework</li> <li>• Exploring the AEL Themes</li> </ul> <input type="checkbox"/> Anchor Your Learning	
2	01.30.18	<input type="checkbox"/> Welcome <input type="checkbox"/> Creating a Positive School Culture <ul style="list-style-type: none"> <li>• Building Blocks of Culture</li> <li>• A Culture Story</li> <li>• Making Connections</li> <li>• 5 Dysfunctions of a Team</li> </ul> <input type="checkbox"/> Introduction to <i>Making Teachers Better, Not Bitter</i> <input type="checkbox"/> Anchor Your Learning	
3	02.06.18 No class	<input type="checkbox"/> <i>Making Teachers Better, Not Bitter</i> (Chapter 1 online forum discussion)	
4	02.13.18	<input type="checkbox"/> Welcome <input type="checkbox"/> Rattlesnake Alert <input type="checkbox"/> Internship Overview and Expectations <input type="checkbox"/> Establishing and Sustaining Vision, Mission, and Goals <ul style="list-style-type: none"> <li>• Core Values</li> <li>• Elements Before, During, and After the Vision                             <ul style="list-style-type: none"> <li>○ Know Your Campus</li> <li>○ Establish Beliefs</li> <li>○ Anticipate Obstacles</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ Align Values with Beliefs</li> <li>○ Put It in Writing</li> <li><input type="checkbox"/> Q &amp; A - Personal Vision due 02.20.18</li> <li><input type="checkbox"/> Q &amp; A - Management by Walking Around (MBWA) due 03.06.18</li> <li><input type="checkbox"/> Anchor Your Learning</li> </ul>	
5	02.20.18 No class	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Vision Statement</li> <li><input type="checkbox"/> <i>Making Teachers Better, Not Bitter</i> (Chapter 2 online forum discussion)</li> </ul>	
6	02.27.18	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome</li> <li><input type="checkbox"/> Developing Self and Others               <ul style="list-style-type: none"> <li>• Compass Points</li> <li>• Personal Vision</li> <li>• Leadership Style</li> <li>• Microlabs</li> </ul> </li> <li><input type="checkbox"/> Meet with Field Supervisor and Site Facilitator (Internship)</li> <li><input type="checkbox"/> Anchor Your Learning</li> </ul>	
<b>Week</b>	<b>Class Date</b>	<b>To Do List</b>	<b>Due Date @ 11:59 PM</b>
7	03.06.18	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome</li> <li><input type="checkbox"/> Rattlesnake Alert</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Complex Pieces</li> <li><input type="checkbox"/> Rattlesnake Alert</li> <li><input type="checkbox"/> Q &amp; A - Principal Perception of Instructional Leadership due 03.27.18</li> <li><input type="checkbox"/> Anchor Your Learning</li> </ul>	
8	03.20.18	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improving Instruction               <ul style="list-style-type: none"> <li>• Where Do You Stand?</li> <li>• Instructional Leadership</li> <li>• Chalk Talk</li> </ul> </li> <li><input type="checkbox"/> Teacher Coaching               <ul style="list-style-type: none"> <li>• Hopes and Fears</li> <li>• WAIT</li> <li>• Paraphrasing</li> <li>• Partner Coaching</li> </ul> </li> <li><input type="checkbox"/> Q &amp; A – Critical Standards Project due 04.17.18</li> <li><input type="checkbox"/> Anchor Your Learning</li> </ul>	
9	03.27.18 No class	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal's Perception of Instructional Leadership (PPIL)</li> <li><input type="checkbox"/> <i>Making Teachers Better, Not Bitter</i> (Chapter 3 online forum discussion)</li> </ul>	
10	04.03.18	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome</li> <li><input type="checkbox"/> Improving Instruction               <ul style="list-style-type: none"> <li>• Coaching, Mentoring, Supervising</li> <li>• Coaching Conferences</li> <li>• Habits and Skills of an Effective Coach</li> <li>• Coaching Consultants</li> <li>• Coaching the Coach</li> <li>• Effective Conferencing</li> </ul> </li> </ul>	

		<input type="checkbox"/> Anchor Your Learning	
11	04.10.18	<input type="checkbox"/> Welcome <input type="checkbox"/> Summer Internship Opportunities <input type="checkbox"/> Q & A – Critical Standards Project due 04.17.18 <input type="checkbox"/> Q & A – Internship Experience due 05.01.18 <input type="checkbox"/> Managing Data and Processes <input type="checkbox"/> Anchor Your Learning	
12	04.17.18	<input type="checkbox"/> Welcome <input type="checkbox"/> Critical Standards Project Presentations <input type="checkbox"/> Q & A – Internship Experience due 05.01.18 <input type="checkbox"/> Anchor Your Learning	
13	04.24.18	<input type="checkbox"/> Welcome <input type="checkbox"/> World Café: Conversations around AEL and <i>Making Teachers Better, Not Bitter</i> (Note: In preparation for this activity, students must read Chapters 4 & 5, as well as Appendices A – E of the text.) <input type="checkbox"/> Anchor Your Learning	

## Academic Honesty

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately.  
<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

## Accommodating Students

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

## Counseling and Psychological Services:

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.

[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

## Technology Requirements

This face-to-face course uses a learning management system called Blackboard and/or Google Classroom to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials from displaying or working properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>

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- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

## Support Services

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing [support@uh.edu](mailto:support@uh.edu). For assistance with Google Classroom, contact your instructor. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

All technical error reports must include screenshot proof attached to an email message. Students are encouraged to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

## Student Responsibility

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston. <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <http://www.uh.edu/academics/catalog/academic-calendar/>

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

**Course Name: ELCS 6330**  
**Finance and School-Based Budgeting**  
with embedded Internship/Residency Hours

**Instructor:**

**Office Room Number:**

**Office Hours:**

**Phone:**

**Email:**

**Class Meeting Day:**

**Class Meeting Location:**

**Course Description:**

The major objective of this course is to teach the fundamental concepts of American school finance for public schools and school districts. This course includes theory and practices of business management, internal accounting procedures, and Texas public school finance.

**Mentoring**

This is the second course of a series of three courses that will guide the practice of preparing school principals. This course involves a repertoire of activities that will allow the student to engage in a Mentoring capacity with the work of the school principal. The principal of the school will be a paid mentor to the student working through the University of Houston's assigned professor who will direct the activities of the student in collaboration with the school Principal. The professor is responsible for assessing and grading the performance of the student and ensuring that the student has a quality experience and that the requirements of the syllabus are met.

*\*See Guide for Internship Experiences for essential information regarding mentoring.*

## Internship/Residency

The Internship is taught in conjunction with the students taking courses and is a yearlong experience so as to understand the yearlong operations and commitment that a principal makes to the school community. The Internship is limited to those students that have enrolled as students for a Master's Degree in Educational Leadership or their certificate program. It is intended to serve as the cumulating experience in the Principalship program and concludes at the end of the year with a capstone electronic portfolio that will include a log of hours. *Please note:* A copy of the logged hours must also be provided to the professor who, in turn, must keep a copy and file with the program area files for at least 5 years.

This course is designed as a field based experience utilizing and enhancing the **knowledge, skills, and other attributes and attitudes (KSAs)** emphasized in the courses of the Principal Certificate program components. One of the major emphasis of this internship experience will be to learn and observe the KSAs of Instructional Supervision for the school by the Principal.

*\*See Guide for Internship Experiences for essential information regarding the internship and electronic portfolio.*

## Learning Objectives/Outcomes:

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

1. Identify, analyze, and administer the major sources of school fiscal and other resources;
2. Acquire and administer material and financial assets for school and/or district programs, including the allocation of resources according to identified school and/or district priorities;
3. Develop and implement a budget planning process aligned with school and/or district priorities and which includes school system stakeholders;
4. Perform the school and/or district functions for financial planning, monitoring, and accounting, for the receipt and expenditure of school and/or district fiscal resources; and
5. Manage and utilize capital goods and services; including property and plant management, technology, equipment, transportation and food service.

## Critical Standards Project:

The student will complete a school budget project culminating in a class presentation using a variety of data sources to demonstrate an understanding of the budget planning process aligned to school and/or district priorities, major sources of school fiscal and other resources, and ability to financially plan.

Select a school's current Campus Improvement Plan to plan and revise funds allocation using the following resources:

- 2016 - 17 Texas Academic Performance Report (for selected campus)
- Texas Education Agency 2016 - 17 School Report Card (for selected campus)
- Academic Plan and Goals
- Campus Allocated Budget for 2016-17

*Note: Each student will work with the instructor to determine which campus they will conduct the project on.*

Prepare a presentation to include the following information:



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- school vision, academic plan, and annual goals
- methods utilized to gather stakeholder feedback for improvement plan development
- strategies for continued involvement of key campus stakeholders in the implementation and monitoring of the plan
- annual campus needs assessment
- description of methods used to gain input from staff, parents, and community concerning budgeting priorities

The presentation must demonstrate the use of relevant school-related data to determine priorities including (at minimum): student assessment data, stakeholder surveys, and results of needs assessments.

The presentation of the plan should also include a discussion of budgeting strategies; substance and in-depth understanding of budgeting issues.

Each presentation must answer the following questions:

1. How is the equitable distribution of resources (e.g. time, money, technology, space, materials, and expertise) related to improved teaching and learning in this school? What evidence do you have?
2. How do school leaders make decisions about staff allocation and interventions to ensure that the varying needs of students are met? Who participates in the decision-making?
3. How do school leaders address gaps in resources?
4. What budgetary evidence exists that the school leader prioritizes time for improvement of teaching practices and student learning?
5. How does the leadership team monitor and adjust budgetary implementation plans?

During the presentation, the presenter will be required to answer questions about the plan and budget from classmates and/or the instructor. Part of the assessment for this project includes the presenter's skill in answering specific questions about the plan and budget.

Each presenter will be allotted 20 minutes.

The presentation must be completed using at least one form of electronic/digital software such as PowerPoint, Prezi, etc. Presentations can include electronic resources or other multimedia if appropriate.

## Texas Administrative Code Principal's Certificate Standards

The principal:

- (b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
- (e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (f)(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;
- (f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (f)(8) collaboratively plans and effectively manages the campus budget;
- (f)(9) uses technology to enhance school management;
- (f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs;
- (f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff;

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

## Communication Guidelines and Feedback:

All technical error reports must include screenshot proof attached to an email message. Students are encourage to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

## Materials / Required Readings:

*Sorenson, R., & Goldsmith, L. (2013). The principal's guide to school budgeting (Second Ed.). Corwin Press. ISBN978-1-4522-16461.*

Assigned electronic articles.

## Technology Requirements:

This face-to-face course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
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- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

## Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing [support@uh.edu](mailto:support@uh.edu). If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

## Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc) for troubleshooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

## Participation/Attendance:

Attendance and participation are key components for a student to be successful. Students are responsible for posting via discussion board on time for the appropriate reading(s)/assignment(s) during the designated week. All students should be engaged on the discussion board. Your grade will depend on you use of class readings and/or other research in your participation.

Each student is expected to attend all classes; study and analyze assigned readings; participate in class discussions; and, complete all assignments. Students are also expected to minimize side conversations and use of electronic devices (i.e. texting, searching the internet, etc.) Some of the work done in class may be done in small groups organized around a topic for student. Groups may also be asked to work during class and report on issues, questions, and insights regarding the assigned material.

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <http://www.uh.edu/academics/catalog/academic-calendar/>

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

## Assignment details and points:

Assignments are expected to be turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn

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system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines: <http://www.uh.edu/academics/catalog/academic-calendar/>

Chapter/Class discussion questions will be posted by instructor after each face-to-face meeting and responses are due by the date indicated in the weekly schedule.

Case Study application questions will be posted by instructor each week for online discussion. Answers to questions are to be posted by Thursday of the week at 8:00 pm to allow others to post "noticings" and "wonderings". Each student is expected to respond to other student's postings with a minimum of 2 "noticings" and/or "wonderings" gathered from reading others' responses.

"Noticings" are observable and recordable factual data points, events or occurrences that can be documented and referenced.

"Wonderings" generate questions and/or thoughts of the answer posted. One should always assume positive intent on the part of the point in question or "wondering."

Grades points will be distributed as follows:

Assignment	Points
6 chapter reflective questions/activities (5 points each)	30 points
6 case-study assignments (5 points each)	30 points
Chapter presentation	10 points
Critical Standards Project	30 points
Final/Attendance	
<b>TOTAL POINTS:</b>	<b>100 points</b>

## Weekly Schedule:

Week	Class Date	Class Location	To Do List	Due Date @ 11:59 PM	Points
1			<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Review Course Syllabus and expectations</li> <li>● <i>A Guide to Texas School Finance</i>, TASB Publication</li> </ul>		
2			<ul style="list-style-type: none"> <li>● Pre-Work:                             <ul style="list-style-type: none"> <li>○ Obtain a copy of your campus budget</li> <li>○ Obtain a copy of your Campus Improvement Plan</li> </ul> </li> <li>● Chapter 1 – <i>Understanding the Budgeting Process</i>, Presented by Group 1</li> <li>● Class activities:                             <ul style="list-style-type: none"> <li>○ Understanding various sources of income</li> <li>○ Fund Codes/Function Codes/Object Codes</li> </ul> </li> <li>● Sharing of internship experiences</li> </ul>		5
3			Case Study – Chapter 1		5

4		<ul style="list-style-type: none"> <li>● Chapter 2- <i>The Budget – Vision Relationship and the National Standards</i>, Presented by <b>Group 2</b></li> <li>● Class activities:                             <ul style="list-style-type: none"> <li>○ Shifting Resources</li> <li>○ Aligning goals and strategies with funding</li> </ul> </li> <li>● Sharing of internship experiences</li> </ul>		15 (10 for presenters and 5 for chapter discussion)
5		Case Study – Chapter 2		5
6		<ul style="list-style-type: none"> <li>● Chapter 3 – <i>Culture, Data, and Celebrating Success</i>, Presented by <b>Group 3</b></li> <li>● Class activity:                             <ul style="list-style-type: none"> <li>○ Data-Driven Decision Making</li> </ul> </li> <li>● Sharing of internship experiences</li> </ul>		15 (10 for presenters and 5 for chapter discussion)
7		Case Study – Chapter 3		5
8		<ul style="list-style-type: none"> <li>● Guest Speaker – Importance of data on school budget and finance</li> <li>● Chapter 4, <i>A Model for Integrating Vision, Planning, and Budgeting</i>, Presented by <b>Group 4</b></li> <li>● Sharing of internship experiences</li> <li>● Case Study Chapter 4*</li> </ul>		15 (10 for presenters and 5 for chapter discussion)
9		<ul style="list-style-type: none"> <li>● Chapter 5 – <i>Effective and Efficient Budgeting Practices</i>, Presented by <b>Group 5</b></li> <li>● Class activities:                             <ul style="list-style-type: none"> <li>○ Planning and budgeting</li> <li>○ Finding other financial resources</li> </ul> </li> <li>● Sharing of internship experiences</li> </ul>		15 (10 for presenters and 5 for chapter discussion)
10		Case Study – Chapter 5		5
11		<ul style="list-style-type: none"> <li>● Guest Speaker – Lessons learned about being a budget manager</li> <li>● Chapter 6 – <i>Building the School Budget</i> – Presented by <b>Group 6</b></li> <li>● Sharing of internship experiences</li> </ul>		5
12		Case Study – Chapter 6		5
13		Project Presentations <ul style="list-style-type: none"> <li>● Projects 1-8</li> </ul>		30
14		Project Presentations <ul style="list-style-type: none"> <li>● Projects 9-17</li> </ul>	4	30

16			Submit Internship/Residency Documentation		
				TOTAL POINTS	= 100

**Evaluation:**

Point Range	Grade	Description
95 – 100	A	Excellent, superior achievement
90 – 94	A-	
87 – 89	B+	
84 – 86	B	Good, exceeding all requirements
80 – 83	B-	
77 – 79	C+	
74 – 76	C	Average, satisfactorily meeting all requirements
70 – 73	C-	
67 – 69	D+	
64 – 66	D	Poor , unsatisfactory
60 – 63	D-	
0 – 59	F	Failing or withdrawal while doing failing work
	I	Incomplete

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted.

<http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

**Academic Honesty:**

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<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

**Accommodating Students:**

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Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.

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and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston. <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

## Online Student Etiquette:

This course may host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

## Course Name: ELCS 6393 Practicum

with embedded Internship/Residency Hours

**Instructor:**  
**Office Room Number:**  
**Office Hours:**  
**Phone:**

**Email:**  
**Class Meeting Day:**  
**Class Meeting Location:**

## Course Description:

The purpose of this course is to provide a knowledge and application experience in leadership. The Department of Educational Leadership and Policy Studies offers internships in leadership and administration of education institutions and selected non-profit organizations. Intern experiences for this course require 80 (contact) hours, may be arranged in any academic period and are graded based on the student's report, an evaluation from the host institution/organization and review by the supervising UH faculty member.

## Mentoring

This is the final course of a series of three courses that will guide the practice of preparing school principals. This final course involves a repertoire of activities that will allow the student to engage in a Mentoring capacity with the work of the school principal. The principal of the school will be a paid mentor to the student working through the University of Houston's assigned professor who will direct the activities of the student in collaboration with the school Principal. The professor is responsible for assessing and grading the performance of the student and ensuring that the student has a quality experience and that the requirements of the syllabus are met.

*\*See Guide for Internship Experiences for essential information regarding mentoring.*

## **Internship/Residency**

The Internship is taught in conjunction with the students taking courses and is a yearlong experience so as to understand the yearlong operations and commitment that a principal makes to the school community. The Internship is limited to those students that have enrolled as students for a Master's Degree in Educational Leadership or their certificate program. It is intended to serve as the cumulating experience in the Principalship program and concludes at the end of the year with a capstone electronic portfolio that will include a log of hours. *Please note:* A copy of the logged hours must also be provided to the professor who, in turn, must keep a copy and file with the program area files for at least 5 years. This course is designed as a field based experience utilizing and enhancing the **knowledge, skills, and other attributes and attitudes (KSAs)** emphasized in the courses of the Principal Certificate program components. One of the major emphasis of this internship experience will be to learn and observe the KSAs of Instructional Supervision for the school by the Principal.

*\*See Guide for Internship Experiences for essential information regarding the internship and electronic portfolio.*

## **Learning Objectives/Outcomes:**

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

1. Apply theoretical principles of education administration to practical settings;
2. Determine the appropriateness of problem solving strategies in a given context;
3. Constructively critique previously undertaken projects as to their utility;
4. Recognize and adhere to professional standards; and
5. Explore the range of the Principal's tasks including community, school culture, curriculum and instruction, and managerial skills.

### **Critical Standards Project:**

Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents in a specific school environment as identified in the internship handbook.

### **Texas Administrative Code**

#### **Principal's Certificate Standards**

The Principal:



- (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (c)(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;
- (c)(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;
- (c)(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;
- (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (c)(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;
- (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (c)(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;
- (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning; and
- (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.

## Communication Guidelines and Feedback:

All technical error reports must include screenshot proof attached to an email message. Students are encourage to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

## Materials / Required Readings:

Readings from professional journals, books, case studies, or other educational publications will supplement our studies as appropriate.

### Suggested journals/websites

Journals: *Journal of Curriculum and Supervision*, *Educational Leadership*, *Educational Administration Quarterly*, *Teachers*

*College Record*. Websites: [www.schoolchange.com](http://www.schoolchange.com); [www.tappedin.org](http://www.tappedin.org); [www.teachnet.org](http://www.teachnet.org);

[www.ascd.org](http://www.ascd.org);

[www.nsd.org](http://www.nsd.org).

## Technology Requirements:

This face-to-face course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g UH, Blackboard)
- Cookies enabled for trusted sites (e.g UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

## Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing [support@uh.edu](mailto:support@uh.edu). If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

## Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

- Send and receive email;
- Attach files to an email message;
- Locate system information (e.g. browser version, operating system, etc) for trouble shooting;
- Recognize, use, and create hyperlinks;
- Use of basic Microsoft Office programs;
- Download and install software (including utilities, plug-ins, and/or apps);
- Copy and paste text using a computer;
- Scan and remove computer viruses;
- Plug in external devices to a computer;
- Save files to an external device (e.g. flash drive, CD, or DVD);
- Use an internet search engine to locate online credible resources;

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- Post and reply to discussion forums or chat via instant messaging tool;
- Send computer screenshot for technical assistance.

## Participation/Attendance

Students are expected to attend each class session without fail. Each student must sign the attendance roster at the beginning of each class. Prompt attendance is also required. Additionally, students are expected to participate in discussions and to interact with the instructor and other students. Students who attend each class and engage actively in class activities earn maximum credit for class participation.

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <http://www.uh.edu/academics/catalog/academic-calendar/>

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

## Assignment details and points:

### 1. Attendance and Participation (30 points)

Students are expected to attend each class session without fail. Each student must sign the attendance roster at the beginning of each class. Prompt attendance is also required. Additionally, students are expected to participate in discussions and to interact with the instructor and other students. Students who attend each class and engage actively in class activities earn maximum credit for class participation.

### 2. Principal as Instructional Leader (60 points; 20 points each)

Your most important role as a principal will be that of an instructional leader. This Internship will be an opportunity for you to experience the many facets of that role. It is imperative that the many responsibilities of the leader be balanced so that the job is not reduced to solely that of administrator, cheerleader and/or manager. All successful school leaders keep their priorities focused and manage their time to do the most important work of the school: Students learning to their potential and teachers teaching to engage the students in the most worthwhile learning experiences.

- Together with your mentor, do at least three (3) management by walking around (MBWA) tours of the school visiting teachers and classrooms. Time your MBWA appropriately. Prepare a 2 - 3 page report of your observations and impressions.
- Obtain the instruments and procedures or policies that the district uses to evaluate principals and assistant principals. Prepare a 2 - 3 page critique/reflection.
- Prepare a 2 - 3 page summary of your experiences in the role of instructional leader and state your belief system about this role.

### 3. Field-based Experiences (100 points; 10 points each)

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Using the following list as a guide, complete 10 field-based experiences. Prepare a 1 – 2 page reflection for each field-based experience.

- Attend two school board meetings; one is to be in a district other than the one in which you are currently employed.
- Visit two schools within your school's feeder pattern, each including grade levels different than the one in which you presently work, to experience the differences and similarities of school culture and understand what students experience as they move from one school level to another.
- Design, develop and/or participate in a discipline activity.
- Interview your school's librarian/media specialist to discover how your library/media center functions.
- Interview your principal or other instructional leader on your campus and discuss how the administrative team formally and informally evaluate teachers.
- Design, implement and report on the results of a student service project.
- Interview various support staff in your school to discover the role they play in supporting safety and instruction on your campus.
- Interview your principal or other instructional leader to discuss parental involvement in your school.
- Interview a central office administrator to discuss the role they serve in supporting students, teachers, and/or administrators.
- In consultation with your PAC, identify other field-based experiences that may be more appropriate to your interests.

#### 4. Topics to Explore (50 points; 5 points each)

Using the following list as a guide, explain how and with whom you have addressed 10 of the following topics. Required topics are noted below, as well. You may identify, in consultation with our PAC, other topics that may be more appropriate to your interests. Upon completing each, prepare a 50 – 100 word reflection and include in reflective journal as a part of the Critical Standards Project.

- School scheduling and timetabling (required)
- Faculty in-service (required)
- Planning a faculty meeting (required)
- Bus duty and bus drivers (required)
- Budget/financial management (required)
- Site-based council meeting (required)
- Textbook selection/management
- Paraeducator hiring and supervision
- Time management
- Teacher hiring, transfer, and dismissal processes
- Working with custodial and cafeteria staff
- Curriculum and instruction, including field trips
- Working in consultation with central administration
- Substitute teachers

#### 5. Interview Process

As an aspiring school administrator, preparing for an interview for a position you desire requires much forethought and even practice. As a part of this course you will have opportunity to:

- Draft a cover letter and professional resume (30 points)
- Submit responses to commonly asked questions in an interview (15 points)

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- Research and study a school in preparation for an interview; prepare a summary of findings (15 points)
- Participate in a mock interview (100 points)

## 6. Critical Standards Project (300 points)

Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents in a specific school environment as identified in the internship handbook.

Prepare a professional portfolio demonstrating your growth since entering the principal certification program.

The portfolio should be digitized and represent the uniqueness of the individual. It should contain:

- an introduction/homepage (see details below)
- a cover letter
- a resume
- a personal vision statement
- a leadership activity log
- a reflective journal
- special projects of the intern

The introduction or homepage should include a professional photograph of the candidate and a brief introduction to the candidate as a professional. A brief description of what is found within the portfolio should also be included. The homepage should introduce the candidate; it should not supersede other e-Portfolio sections.

The candidate will submit a reflective journal as a part of the electronic professional portfolio. The journal is intended to provide the student with an opportunity to reflect on the various clinical residency experiences.

Within the journal, the student should use the following questions to guide the reflection:

- What did I do?
- What went well?
- What would I change?
- How did I demonstrate leadership?
- What do I need to improve upon?
- Did I enjoy this experience?

Assignments are expected to be turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines:

<http://www.uh.edu/academics/catalog/academic-calendar/>

## Weekly Schedule:

Week	Date Range	To Do List	Due Date @ 11:59 PM	Points
1		<ul style="list-style-type: none"> <li>Welcome</li> <li>Course Overview and Expectations</li> <li>Anchor Your Learning</li> </ul>	[Date]	
2		<ul style="list-style-type: none"> <li>Welcome</li> <li>Resume and Cover Letter Writing; Elevator Pitch; Types of Interviews and Interview</li> <li>Preparation</li> <li>Anchor Your Learning</li> </ul>	[Date]	
3		<ul style="list-style-type: none"> <li>Individual Meetings with Field Supervisor</li> </ul>	[Date]	
4		<ul style="list-style-type: none"> <li>Welcome</li> <li>Interviewing Tips, Skillsets, and Dispositions</li> <li>Anchor Your Learning</li> </ul>	[Date]	
5		<ul style="list-style-type: none"> <li>Individual Meetings with PAC</li> </ul>	[Date]	
6		<ul style="list-style-type: none"> <li>Welcome</li> <li>Mock Interviews</li> <li>Anchor Your Learning</li> </ul>	[Date]	
			<b>TOTAL POINTS</b>	<b>= ###</b>

**Evaluation:**

"[Type text here]"

Point Range	Grade	Description
	A	Excellent, superior achievement
	A-	
	B+	
	B	Good, exceeding all requirements
	B-	
	C+	
	C	Average, satisfactorily meeting all requirements
	C-	
	D+	
	D	Poor, unsatisfactory
	D-	
	F	Failing or withdrawal while doing failing work
	I	Incomplete

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted.

<http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

**Academic Honesty:**

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

## Accommodating Students:

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

## Counseling and Psychological Services:

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus.

[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

## Student Responsibility:

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston. <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

## Online Student Etiquette:

This course may host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

# **Guide for Internship/Residency Experiences Masters in Administration and Supervision 2017 - 2018**

***Excellence in Leadership:  
Mentoring, Coaching, Observation, Practice, and  
Guided Reflection***

*Revised January 2018*

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## **Redesigning the Internship/Residency Experience**

The Department of Educational Leadership & Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and higher student performance. As a Department, the work of a redesign for internship experiences was a priority. The redesign included collaboration with our district and university partners, including clinical and other faculty, and student alumni. Our goal is to

transition our student interns from leadership in a single classroom, to collaborating with teams, and eventually to lead the organization of an entire school community.

Our vision is to provide key elements that stage readiness for principal candidates to commence day one as leaders of a school community. Our target of work is centered on the quality and monitoring of student internships throughout their Masters coursework. More specifically, we are focused on increasing the integration of the internship experience throughout the academic program. Critical to this redesign was incorporating the essential components of a vital internship. These components are integrated into specific coursework highlighting the most critical areas of school improvement.

This three-tiered approach enhances the interns' meaningful experiences, which are supported by a seamless communication encompassing the site facilitator, coaches, district expectations, and clinical faculty. The extension of real time observation, listening and leading is designed to unveil strengths and weaknesses in essential school leadership competencies.

**The redesign of internship experiences increased:**

- Internships throughout Master's coursework (3)
- Resources for site facilitator and field supervisors
- Clinical faculty for monitoring and providing content in areas of deficient competencies
- Relationships with district leaders to respond to their unique organizational systems
- District communication corresponding to the relationship that great site facilitators are essential to successful experience of the student intern

## Internship Overview

### Introduction

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences with each of the State Board for Educator Certification (SBEC) standards. The established (3) practicums are not a checklist of activities, but an opportunity to plan, produce, participate in, and reflect upon campus leadership. By establishing an environment of opportunities, students learn how to self-analyze their strengths and weaknesses throughout these critical developmental stages. The design of the field based experiences utilizes and enhances the **knowledge, skills, and other attributes and attitudes** (KSAs) emphasized in the courses of the Principal Certificate program components. This collaborative design encompasses the students, site facilitator, school community, and university supervisor to assimilate the organization and leadership essential to a schools' success.

The Internship is limited to those students that have enrolled as students for a Master's Degree in Educational Leadership or their certificate program and is taught in conjunction with the students taking courses. The year- long practicum experiences aims to provide the student with a deepened understanding of the year-long operations and commitment that a principal makes to the school community. It is intended to serve as the cumulating experience in the Principalship program and concludes at the end of the year with a capstone electronic portfolio that will include an essential log of hours. A copy of the logged hours must also be provided to the professor who, in turn, must keep a copy on file with the program area files for at least 5 years.

*For the purpose of this document, the Internships may be synonymously referred to as a practicum or clinical residency.*

### Requirements

Working with the site facilitator and members of the campus leadership team, the candidate will:

- accumulate at least 160 clock hours of clinical residency experience during the year-long internship as follows:
  - 40 clock hours while enrolled in ELCS 6320 Instructional Supervision,
  - 40 clock hours while enrolled in ELCS 6330 Finance and School Budgeting, and
  - 80 clock hours while enrolled in ELCS 6393 Practicum.
- each semester submit a cumulative log documenting your internship clock hours to the course instructor, field supervisor, and site facilitator/mentor. The log should include the following completed activity:
  - date and time,
  - number of completed clock hours,
  - description of activity, and
  - competency code (an explanation of each follows).
- submit online periodic assignments concerning school leadership, curriculum, school-community events, conferences, and self-evaluations

## Reflective Journal

The candidate will submit a reflective journal as a part of the professional portfolio. The journal is intended for the student to analyze their abilities in relationship to their success in the role of the principalship. This exercise is intended to move from concrete observations to personal reflections by way of discussing the actions, conveying perspectives related to the experience. This opportunity to probe, in a meaningful personal way, is paramount to the internship experiences. Essential to the reflective journal are the following guiding questions:

- What did I do?
- What went well?
- What would I change?
- How did I demonstrate leadership?
- What do I need to improve upon?
- Did I enjoy this experience?

## Framework

Under the direction of a university supervisor, field supervisor, and the site facilitator, the student will demonstrate proficiency in the following SBEC Principal Domains, Competencies, and supporting standards that represent the knowledge, skills, and dispositions principal candidates should master as practitioners.

The information provides the framework to prepare for the TExES Principal exam.

## Domain I – School Community Leadership

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

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

- support innovative thinking and risk-taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
- **Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
  - apply skills for building consensus and managing conflict.
  - implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
  - develop and implement strategies for effective internal and external communications.
  - develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
  - provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
  - establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
  - communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
  - respond to pertinent political, social, and economic issues in the internal and external environment.
- **Competency 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

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

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
  - facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
  - facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
  - facilitate the use of appropriate assessments to measure student learning and ensure educational accountability facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
  - facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
  - promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.
- **Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.

- analyze instructional needs and allocate resources effectively and equitably.
  - analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
  - ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.
- **Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
  - facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
  - allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
  - implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
  - use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
  - diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
  - engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.
- **Competency 007:** The principal knows how to apply organizational, decision making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

**Domain III – Administrative  
Leadership**

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

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

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

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation)



### Internship Project Proficiency Activities

The candidate's log and special projects must document activities demonstrating proficiency with each competency. Noted below are suggested activities organized by competency. These activities, along with the critical areas designed in the internship course, will guide the intern and site facilitator to create meaningful experiences designated throughout the three embedded internship courses. It is important that each experience, task, activity, or observation is clearly documented to secure the completion of all competencies necessary for certification.

TExES Competencies		Suggested Activities
001	<p><b>Knowledge of vision of learning</b></p> <p>The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ul style="list-style-type: none"> <li>• Participate in the development of a campus vision</li> <li>• Participate in the selection and survey of a campus culture</li> <li>• Create a process for recognizing faculty and students</li> <li>• Provide a written 5-year vision if you were principal</li> </ul>
002	<p><b>Knowledge of communication and collaborative skills</b></p> <p>The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.</p>	<ul style="list-style-type: none"> <li>• Participate with principal in meetings with parents and staff</li> <li>• Assist with school-community programs and projects</li> <li>• Attend PTO and booster meetings where appropriate</li> <li>• Assist in conducting a needs assessment</li> <li>• Plan activities to increase parent involvement</li> <li>• Prepare a monthly newsletter to staff and parents</li> <li>• Prepare news releases or articles for various media</li> <li>• Prepare written communication for faculty, students, parents, and community</li> <li>• Prepare a plan to market your campus to the community</li> </ul>
003	<p><b>Knowledge of ethics and integrity</b></p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> <li>• Review district and school's policies and procedures</li> <li>• Assist in conducting review and submission of all necessary reports of accidents</li> <li>• Review school responsibilities involved with federal programs</li> <li>• Make report to faculty on a recent legal decision</li> </ul>
004	<p><b>Knowledge of curriculum, instruction, and assessment</b></p> <p>The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.</p>	<ul style="list-style-type: none"> <li>• Relate benchmark data to needed intervention</li> <li>• Assist in administration of standardized test</li> <li>• Participate in long range planning</li> <li>• Shadow school administrator at co-curricular and extra-curricular programs/events</li> <li>• Participate in the development of action research</li> <li>• Attend meetings of curriculum committee</li> </ul>

TExES Competencies		Suggested Activities
005	<p><b>Knowledge of effective instructional program and campus culture</b></p> <p>The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p>	<ul style="list-style-type: none"> <li>• Create a cultural analysis of the campus</li> <li>• Assist in preparing a master schedule</li> <li>• Assist in scheduling activities</li> <li>• Participate in implementation of a curricular change</li> <li>• Discuss curriculum development with administrators</li> <li>• Review tardy and absentee policies</li> <li>• Develop a positive rewards program for improving tardy and absentee rates</li> </ul>
006	<p><b>Knowledge of staff evaluation and development</b></p> <p>The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.</p>	<ul style="list-style-type: none"> <li>• Conduct a mock teacher appraisal or walk-through visit</li> <li>• Present staff development sessions</li> <li>• Sit in on interviews with prospective faculty and staff</li> <li>• Review resumes to select interview candidates</li> <li>• Conduct a study of personnel turnover for the past five years</li> <li>• Develop a conference or staff development program</li> </ul>
007	<p><b>Knowledge of decision making and problem solving</b></p> <p>The principal knows how to apply organizational, decision making, and problem-solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Participate in site-based decision-making committee meeting (CPOC)</li> <li>• Assist in writing the Campus Improvement Plan (CIP)</li> <li>• Assist in the implementation of a campus initiative</li> </ul>
008	<p><b>Knowledge of finance, personnel, and technological use</b></p> <p>The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> <li>• Assist in budget preparation</li> <li>• Participate in interviews for teaching positions</li> <li>• Demonstrate use of technology to teachers or staff</li> <li>• Analyze student or faculty handbook</li> <li>• Participate in the location and utilization of computers</li> </ul>
009	<p><b>Knowledge of physical plant and safety knowledge</b></p> <p>The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Assist in organizing and supervising a school event</li> <li>• Assist in coordinating and supervising testing</li> <li>• Participate in administrative team meetings</li> <li>• Review safety/health procedures and reports; disaster plans</li> <li>• Interview a member of the custodial staff</li> </ul>

## Mentoring, Coaching and Support

The Master's Program in Administration and Supervision provides a strong foundation of knowledge, skills, real world experience, and innovative research intended to prepare students to serve as effective educational leaders and local change agents. Graduates fill an important need in the community, serving in diverse positions in both public and private educational institutions. The degree fulfills requirements for the Texas Standard Principal Certificate.

Successful progress through the program requires expertise and support from experienced administrators in the field. Candidates should be paired with a site facilitator for one full year to ensure intensive professional guidance. It is of primary importance that the candidate and the site facilitator administrator develop a relationship based on trust and non-judgmental support. The site facilitator serves as a learning mentor, a model, a guide, and a counselor.

### Responsibilities of the Site Facilitator

Site facilitators are responsible for working with the University Supervisor (course instructor), the Field Supervisor and the student to design and oversee a series of activities that will be mutually beneficial to the student and to the site facilitator. In other words, the student will engage in activities purposefully developed to provide the student with contextually appropriate educational experiences, while at the same time providing assistance to the student in performing tasks and accomplishing objectives. The site facilitator also will be responsible for evaluating the student's accomplishments at various points throughout each practicum experience.

### Site Facilitator Selection

The site facilitator is most often the principal of the school; however, an assistant principal (or a Director of Instruction) may also serve in the role. If the principal does not serve as the site facilitator, the student should have regular access to the principal as needed. ***In all cases, site facilitators must hold Texas Certification as a principal and be trained in the principles and practices of supervision.***

Support provided by the site facilitator can include, but is not limited to:

- offering guidance to the student in the practical aspects of highly effective school leadership and administration;
- providing students with an opportunity to refine their understanding of the demands of the highly effective principal; and,
- assisting Field Supervisors and University Supervisor to ascertain if the student's growth is consistent with their professional goals, their personal goals, and the goals of the district (Standard Indicator: 12.2)

### Site Facilitator Qualifications:

- Documented record of successful administration
- Possess an administrative license
- Possess a Master's degree or equivalent
- Recognized as exemplary role model and leader
- Demonstrate continuing educational and professional growth as well as a commitment to professional responsibility

### Site Facilitator Compensation:

- \$1,000 (paid at end of candidate's final semester)
- Personal and professional growth opportunity for the site facilitator
- Satisfaction of helping the candidate become an effective new administrator

## **Responsibilities of the Field Supervisor**

The field supervisor serves as a field-based observer and coach, and thus provides support throughout each practicum. Each semester, the field supervisor is responsible for completing an observation for each student that includes, a pre-observation conference, 45-minute observation, and a post-observation conference. Support provided by the field supervisor can include, but is not limited to:

- assistance in the negotiation of appropriate intern activities;
- provision of academic resources and other supports;
- coaching (cognitive and differentiated) during the completion of practicum activities;
- supervision of intern activity log completion;
- participation in site visits to ensure students' progress toward their professional goals, personal goals, and the goals of the district; and,
- direction as students attempt to follow the guidelines necessary for the development of the professional portfolio

## **Field Supervisor Qualifications:**

- Documented record of successful administration
- Possess an administrative license
- Possess a Master's degree or equivalent
- Recognized as exemplary role model and leader
- Demonstrate continuing educational and professional growth as well as a commitment to professional responsibility

## **Field Supervisor Compensation:**

- \$2,000 (per semester)
- Personal and professional growth opportunity for the site facilitator
- Satisfaction of helping the candidate become an effective new administrator

## **Responsibilities of the University Supervisor**

The University Supervisor (course instructor) provides well-designed, well-balanced, and research-informed coursework that blends theory and practice. Support provided by the University Supervisor can include, but is not limited to:

- assessing and grading the performance of the student;
- maintaining regular communication with the Site Facilitator and the Field Supervisor
- coordinating Field Supervisors to ensure students receive quality coaching throughout the semester;
- coordinating Field Supervisors to ensure students receive an observation during the semester;
- evaluating effectiveness of Field Supervisors;
- participating in one site visit per student, if possible, to ensure student progress; and,
- ensuring students have a quality experience while engaging in the requirements of the syllabus.



**STATEMENT OF FIELD SUPERVISOR SUPPORT**

*To the Administrator: This candidate is currently enrolled the Master's Program in Administration and Supervision at The University of Houston and must have the agreement of a field supervisor to participate in the program.*

**Field Supervisor Information**

Full Name: \_\_\_\_\_

*Last*

*First*

*M.I.*

Position: \_\_\_\_\_

School: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Home Address: \_\_\_\_\_

**Agreement**

I agree to serve as the Field Supervisor. The Field Supervisor serves as a field-based observer and coach, and thus provides cognitive coaching support throughout each practicum. Support provided by the Field Supervisor can include, but is not limited to:

- assistance in the negotiation of appropriate intern activities;
- provision of academic resources and other supports;
- coaching (cognitive and differentiated) during the completion of practicum activities;
- supervision of intern activity log completion;
- participation in site visits to ensure students' progress toward their professional goals, personal goals, and the goals of the district;
- completion of an observation (pre-observation conference, 45-minute observation, post-observation conference for each enrolled student and,
- direction as students attempt to follow the guidelines necessary for the development of the professional portfolio.

Signature of Field Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

*Submit this form to the University Supervisor (Course Instructor)*

**INTERN EVALUATION**

**Directions:** This document serves as an intern evaluation form for ELCS 6320 Instructional Supervision, ELCS 6330 Finance and School Budgeting, and ELCS 6393 Practicum embedded Internships. The following evaluation is to be completed by the intern's site facilitator and sent to the intern's instructor by the last day of the semester.

*This form is intended as a guide. If you find that further information is necessary to include, please attach to this document.*

**Name of Intern** \_\_\_\_\_

*Rate your mentee/intern by circling the appropriate number with 5 representing the highest rating.*  
The extent to which the intern has demonstrated responsibility and initiative in assuming administrative duties this semester.

Explanation:

Rating: 5 4 3 2
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2) The extent to which the intern has demonstrated knowledge of school administration

Explanation:

Rating: 5 4 3 2
-----------------

3) The extent to which the intern has demonstrated the skills needed to be a competent school administrator.

Explanation:

Rating: 5 4 3 2
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4) The extent to which the intern has demonstrated the interpersonal skills needed to deal effectively with students, parents, teachers, and other administrators.

Explanation:

Rating: 5 4 3 2
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5) The extent to which the intern has performed valuable service to the campus and or the district

Explanation:

Rating: 5 4 3 2
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6) The extent to which the intern has demonstrated professional growth thus far during the internship.

Explanation:

Rating:	5	4	3	2
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7) The extent to which the intern has been organized and used time.

Explanation:

Rating:	5	4	3	2
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8) The extent to which the intern has acted and performed duties in an ethical and responsible manner.

Explanation:

Rating:	5	4	3	2
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9) The extent to which the intern demonstrated sensitivity to issues of race, gender and culture.

Explanation:

Rating:	5	4	3	2
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10) The extent to which the intern has demonstrated critical thinking and systematic problem solving on the job.



Explanation:

Rating:	5	4	3	2
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TOTAL	_____
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Signature of Site Facilitator \_\_\_\_\_ Date: \_\_\_\_\_

The University of Houston  
 Department of Educational Leadership & Policy Studies (DELPS)  
 Field Supervisor Observation Protocol  
 ELCS 6320

This document must be submitted to the course instructor of record and the UH Certification Officer.

<p><b>Pre-Conference</b></p> <ul style="list-style-type: none"> <li>• Standards-based</li> <li>• Promotes self-assessment and self-reflection</li> <li>• Supports a logical progression of proficiency</li> <li>• Informs goal-setting and professional development</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Observe expectations in standards and best practices</li> <li>• Gather evidence</li> <li>• Assess implementation and impact</li> <li>• Prioritize practices</li> <li>• Generate questions to reinforce and refine practices</li> <li>• <b>Observation must be for a total of 45 minutes</b></li> </ul>	<p>Date: _____</p> <p>Total number of meeting minutes: _____</p> <p>Notes: _____</p>
<p><b>Post-Conference</b></p> <ul style="list-style-type: none"> <li>• Toward expectations outlined in the standards</li> <li>• To foster support, growth, and development that is intentional</li> <li>• To develop knowledge, skills, behaviors, and actions that are high impact</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_



The University of Houston  
 Department of Educational Leadership & Policy Studies (DELPS)  
 Field Supervisor Observation Protocol  
 ELCS 6330

This document must be submitted to the course instructor of record and the UH Certification Officer.

<b>Pre-Conference</b> <ul style="list-style-type: none"> <li>Standards-based</li> <li>Promotes self-assessment and self-reflection</li> <li>Supports a logical progression of proficiency</li> <li>Informs goal-setting and professional development</li> </ul>	Date:
	Notes:
<b>Observation</b> <ul style="list-style-type: none"> <li>Observe expectations in standards and best practices</li> <li>Gather evidence</li> <li>Assess implementation and impact</li> <li>Prioritize practices</li> <li>Generate questions to reinforce and refine practices</li> <li><b>Observation must be for a total of 45 minutes</b></li> </ul>	Date:
	Total number of meeting minutes:
	Notes:
<b>Post-Conference</b> <ul style="list-style-type: none"> <li>Toward expectations outlined in the standards</li> <li>To foster support, growth, and development that is intentional</li> <li>To develop knowledge, skills, behaviors, and actions that are high impact</li> </ul>	Date:
	Notes:

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_



The University of Houston  
 Department of Educational Leadership & Policy Studies (DELPS)  
 Field Supervisor Observation Protocol  
 ELCS 6393

This document must be submitted to the course instructor of record and the UH Certification Officer.

<p><b>Pre-Conference</b></p> <ul style="list-style-type: none"> <li>• Standards-based</li> <li>• Promotes self-assessment and self-reflection</li> <li>• Supports a logical progression of proficiency</li> <li>• Informs goal-setting and professional development</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Observe expectations in standards and best practices</li> <li>• Gather evidence</li> <li>• Assess implementation and impact</li> <li>• Prioritize practices</li> <li>• Generate questions to reinforce and refine practices</li> <li>• <b>Observation must be for a total of 45 minutes</b></li> </ul>	<p>Date: _____</p> <p>Total number of meeting minutes: _____</p> <p>Notes: _____</p>
<p><b>Post-Conference</b></p> <ul style="list-style-type: none"> <li>• Toward expectations outlined in the standards</li> <li>• To foster support, growth, and development that is intentional</li> <li>• To develop knowledge, skills, behaviors, and actions that are high impact</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_



The University of Houston  
Department of Educational Leadership & Policy Studies (DELPS)  
M.Ed. Internship Activity Log

Principal interns must maintain a log of the field-based activities related to school-based leadership activities. Each entry must contain the date, activity name/description, hours, and reference to the Principal Certificate Standards. Your log should include the activities related to the principals' role. Principal Certificate Standards and activities have been provided to guide the internship experience and prepare for the Principal TExES. However, activities should be finalized between the course instructor, the site facilitator, and intern.

**A minimum of 100 documented internship clock hours is required by the end of the semester. The log with required signatures will be submitted electronically to the instructor at the end of the semester. A total of 160 hours is required for certification. The intern is responsible for maintaining and submitting the log to the professor of record upon completion of the 100 hour requirement.**

*This is considered a "working document." It may be modified at any time in the best interest of the intern. University Supervisors may ask for periodic log reports for monitoring and assisting you with future growth opportunities.*

**Intern Name:** \_\_\_\_\_

*I certify that the information submitted is accurate and complete.*

**Intern Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Site Facilitator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*I certify that, to the best of my knowledge, the intern has completed all the listed activities.*

**University Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



The University of Houston  
 Department of Educational Leadership & Policy Studies (DELPS)  
 Sample M.Ed. Internship Activity Log

Domain I: School Community Leadership		
Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.		
Date	Total Time	Description of Activity
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.		
Date	Total Time	Description of Activity
Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.		
Date	Total Time	Description of Activity

**DOMAIN II—INSTRUCTIONAL LEADERSHIP**

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

Date	Total Time	Description of Activity

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

Date	Total Time	Description of Activity

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

Date	Total Time	Description of Activity

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

Date	Total Time	Description of Activity

**DOMAIN III—ADMINISTRATIVE LEADERSHIP**

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

Date	Total Time	Description of Activity

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

Date	Total Time	Description of Activity

**\*Hours should total at least 160 by the end of the internship.  
This log is to be used with ELCS 6320 (40 hours), ELCS 6330 (40 hours), and ELCS 6393 (80 hours).**

**Internship/Residency- ELCS 6320 Instructional Supervision (40 hours)**

Texas Principal Standards	Experiences	Activities	Artifacts	Role
<p>(c) Leading Learning. The Principal:</p> <ul style="list-style-type: none"> <li>(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</li> <li>(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;</li> <li>(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;</li> <li>(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;</li> <li>(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;</li> <li>(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</li> <li>(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;</li> <li>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</li> <li>(9) ensures that effective instruction maximizes growth of individual students and student groups,</li> </ul>	<p>The student will establish themselves as an instructional coach with one teacher at their school site.</p> <p>The student will experience all stages of the district coaching model.</p>	<p>The student will conduct four walk-throughs and observe/script one 20-minute lesson.</p> <p>The student will analyze all walk-through data and observation information. Utilizing this information and a previously discussed coaching model, the student will conduct a six-minute instructional coaching session with the observed teacher.</p>	<p>Six-minute video for portfolio.</p> <p>Reflection on process inclusive of aspects of observations, method of instructional coaching, and script analysis.</p>	<p>Leading</p> <p>Participating</p> <p>Observing.</p>

<p>supports equity, and eliminates the achievement gap; (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) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.</p>				
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**Internship/Residency – ELCS 6330 Finance and School-Based Budgeting (40 hours)**

Texas Principal Standards	Experiences	Activities	Artifacts	Role
<p>(f)(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;</p> <p>(f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(f)(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;</p> <p>(f)(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;</p> <p>(f)(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;</p> <p>(f)(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;</p> <p>(f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p>	<p>The student will examine the procedures, data mining, and critical information needed to create a school resource fund and aligning that information with the achievement data from their school site in order to implement a strong school improvement plan.</p>	<p><i>You will be assigned, or you will use your current campus improvement plan to begin the planning and revising of funds allocation based on:</i></p> <p><b>Campus Academic Plan and Goals</b> This part of the internship must include the school vision, academic plan, and goals and a discussion of the ways you gained input from stakeholders in developing the plan and will involve stakeholders in the on-going implementation of the plan.</p> <p>The assignment must include a needs assessment protocol and/ or SWOT analysis and a description of methods used to gain input from staff, parents, and community concerning budgeting priorities.</p> <p>It is important that you demonstrate that the student uses relevant school-related data to determine priorities: student assessment data, stakeholder surveys, student demographics, programming reviews, master schedule needs and results of needs assessments.</p> <p><b>The Budget Plan</b> The plan must include the following elements:</p> <ul style="list-style-type: none"> <li>• Plan Overview</li> <li>• Site-Based Budgeting Strategy</li> <li>• Goals</li> <li>• Objectives</li> </ul>	<p>Data sources</p> <p>Interviews</p> <p>PowerPoint Presentation</p> <p>Reflections</p>	<p>Leading</p> <p>Participating</p> <p>Observing</p>

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

<p>(f)(8) collaboratively plans and effectively manages the campus budget;                  (f)(9) uses technology to enhance school management;                  (f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and                  (f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.</p>		<ul style="list-style-type: none"> <li>• Campus Academic Plan, and Budgeting Plan Alignment</li> <li>• Contributions of the Budget to Equity; and</li> <li>• Allocations consistent with the Plan.</li> </ul> <p>The student will take on the role of principal. You will be given budget data for the school, and will research the students' achievement scores and demographic information (please see the Texas Education Agency's (TEA) website).</p>		
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**Internship/Residency- ELCS 6393 Practicum (80 hours)**

Texas Principal Standards	Experiences	Activities	Artifacts	Role
<p>(b) School Culture. The principal:</p> <ul style="list-style-type: none"> <li>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</li> <li>(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;</li> <li>(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;</li> <li>(4) supports the implementation of the campus vision by aligning financial, human, and material resources;</li> <li>(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;</li> <li>(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;</li> <li>(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</li> <li>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</li> <li>(9) develops and uses effective conflict-management and consensus-building skills;</li> </ul>	<p>Candidate will understand the process by which you delegate roles and responsibilities to members of the school community.</p> <p>Candidate will be provided with an opportunity to openly listen to the needs of the community and provide solutions to concerns or implement suggestions for ongoing improvement.</p> <p>Candidate will experience the opportunity to work collaboratively with a teacher to provide feedback, identify an area of improvement, provide a model of the strategy if necessary, and observe once more to rate implementation.</p> <p>Candidate will explore a positive approach to student and adult culture through proactively assessing and improving upon campus cultural systems (procedures, routines, student discipline system, etc.)</p> <p>The candidate will interview (2) Principals and (2) Assistant Principals in a different school. The</p>	<p>Candidate will work collaboratively with the principal to identify a book which may be a part of back-to-school or ongoing study.</p> <p>Candidate will read and prepare a series of facilitation and collaborative book talks with teachers.</p> <p>Candidate will reflect on their experiences with specific attention to the manners in which they had to delegate specific responsibilities to members of the school community during the process.</p> <p>Candidate will create and administer a survey to the community on the level of perceived effectiveness in various areas of campus-communication, partnerships (communication, activities, availability, etc).</p> <p>Candidate will synthesize responses into an action plan to share with the principal and/or SDMC.</p> <p>Candidate will observe and provide feedback to a peer. The candidate will observe once more and look for indicators of improvement. Experience will be recorded in interview form. Candidate will be</p>	<p>Reflections</p> <p>Meetings, book selection, proposed study group</p> <p>Survey/analysis</p> <p>Action plan</p> <p>Reflection on Coaching Model</p> <p>Utilize district evaluation tool to demonstrate coaching cycle</p>	<p>Leading</p> <p>Participating</p> <p>Observing</p> <p>Facilitating</p>

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.



<p>(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;</p> <p>(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and</p> <p>(13) ensures that parents and other members of the community are an integral part of the campus culture.</p> <p>(c) Leading Learning. The principal:</p> <p>(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.</p> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum</p>	<p>candidate will also shadow their site facilitator for one day.</p> <p>The candidate will collaborate with their site facilitator to establish (4) experiences conducive to their school site that deal with the physical plant. This includes building Maintenance staff, safety issues interior and exterior, and security protocols.</p>	<p>asked to reflect on their feedback and the implementation thereof.</p> <p>Identify one area of school culture which could be improved.</p> <p>Devise a 4- point rubric outlining a vision for excellence for this portion of the schools' culture.</p> <p>Reflect on ways that the tool may be used and implications for the teacher training and handbook.</p> <p>Compare/contrast school and principals' organization strategies for delegating, lead teachers' development and creating parent /community relationships.</p> <p>Candidate and Site Facilitator will established tasks /analysis of (4) operational school functions that are critical areas at their School site.</p>	<p>Data resources Vision Rubric Design Reflection</p> <p>Reflections on each area of discussion with (4) administrators (one narrative) concluding the thoughts on their personal approach to these areas of organization</p> <p>Description of the (4) tasks/findings and perhaps decision making</p> <p>Reflection on one of the areas.</p> <p>Description of protocols, process, reflection</p>
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<p>revision to ensure appropriate scope, sequence, content, and alignment;</p> <p>(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</p> <p>(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;</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</p> <p>(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p> <p>(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</p> <p>(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.</p> <p>(d) Human Capital. The principal:</p> <p>(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(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;</p> <p>(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</p>				
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<p>sources to evaluate the effectiveness of teachers and staff;</p> <p>(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;</p> <p>(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;</p> <p>(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;</p> <p>(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;</p> <p>(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;</p> <p>(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and</p> <p>(10) plans for and adopts early hiring practices.</p> <p>(e) Executive Leadership. The principal:</p> <p>(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;</p> <p>(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;</p>			
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<p>(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;</p> <p>(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;</p> <p>(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;</p> <p>(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;</p> <p>(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness;</p> <p>(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and</p> <p>(11) keeps staff inspired and focused on the campus vision while supporting effective change management.</p> <p>(f) Strategic Operations. The principal:</p> <p>(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals,</p>				
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<p>targets, and strategies that form the campus's strategic plan;</p> <p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(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;</p> <p>(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;</p> <p>(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;</p> <p>(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;</p> <p>(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p> <p>(8) collaboratively plans and effectively manages the campus budget;</p> <p>(9) uses technology to enhance school management;</p> <p>(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and</p>			
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<p>(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.          (9) Ethics, Equity, and Diversity. The principal:          (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) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;          (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;          (4) models and promotes the continuous and appropriate development of all learners in the campus community;          (5) ensures all students have access to effective educators and continuous learning opportunities;          (6) promotes awareness and appreciation of diversity throughout the campus community;          (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;          (8) articulates the importance of education in creating engaged citizens in a free democratic society;          (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</p>			
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(10) treats all members of the community with respect and develops strong, positive relationships with them.

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2018-2019 Principal Preparation Grant Program  
Application from Cypress-Fairbanks ISD

Required Attachments

# **#4**

## **IHE/EPP Evaluation Process and Metrics**



## **Evaluation Process and Metrics**

### **Smart Goal**

As measured by principal preparation program course performance, principal standards survey results, field supervisor observations, and site facilitator evaluations, 100 % of the principal preparation residents, through participation in a comprehensive rigorous residency program, will demonstrate mastery of the Texas Principal Standards (Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards.)

### **Evaluation**

The evaluation process and metrics for the principal preparation residency program includes measures of 1) resident course performance, 2) resident perception of principal standards mastery, 3) field supervisor observation of each resident, and 4) the site facilitator evaluation of each resident.

Ten residents will be selected to participate in an in-depth and rigorous resident program as part of completing a master's degree (M.Ed.) in Administration and Supervision through the University of Houston. Master's program students must complete 30 university hours of coursework, successfully complete 160 hours of internship/residency requirements and pass the TExES Principal's Exam (268).

Course grades, principal standards survey results, field supervisor's protocol results, and site facilitator's evaluation results will be used to 1) measure individual resident progress toward mastery of the Texas Principal Standards, 2) measure the degree of residency program success, and 3) identify needed areas of program improvement including coursework and residency requirements.

### **Course Grades**

Throughout the program of study, residents must maintain a 3.0 grade point average (on a 4.0 scale) for all completed coursework, including courses with embedded residency requirements (ELCS 6320, ELCS 6330, and ELCS 6393). Resident's course grades will be monitored throughout the degree program by the professor of record and the university program director. Immediate interventions and supports will be provided to residents needing assistance in meeting this evaluation metric.

### **Principal Standards Survey**

At the beginning of every semester of coursework, each resident will complete a survey responding to the Texas Principal Standards with the degree to which they are currently able to effectively perform that standard. The Principal Standards Survey requires residents to respond with strongly disagree (1), disagree (2), somewhat agree (3), agree (4), or strongly agree (5) regarding their perception of their ability to implement identified Texas Principal standards. During the first quarter of the principal preparation program, residents will indicate agree (4) or strongly agree (5) on at least 40% of all survey items. During the second quarter of the principal preparation program, residents will indicate agree (4) or strongly agree (5) on at least 60% of all survey items. During the third quarter of the principal preparation program, residents will indicate agree (4) or strongly agree (5) on at least 80% of all survey items. Professors, field supervisors, and site facilitators are provided with Principal Standards Survey results so that adjustments can be made at the resident, course, and residency level to adjust learning experiences and internship/residency opportunities leading to mastery of the

principal standards. Provided below is a 2018 sample of Principal Standards Survey results for a cohort of students in the second semester of the University of Houston M.Ed. in Administration and Supervision Program.

## Principal Standards/Competencies Survey

Spring 2018 Cohort Results for January 2018

For each principal standard or competency listed, please identify your present skill level to effectively perform the task related to each statement.

### DOMAIN I—SCHOOL COMMUNITY LEADERSHIP\*

#### Competency 001

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

The principal knows how to create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	12.5	43.8	37.5	6.3

The principal knows how to respond appropriately to diverse needs in shaping the campus culture.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	33.3	33.3	0

The principal knows how to use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
11.1	0	22.2	22.2	0

The principal knows how to facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	44.4	22.2	0

The principal knows how to align financial, human, and material resources to support implementation of a campus vision.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	22.2	22.2	44.4	11.1

**Competency 002**

**The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.**

The principal knows how to communicate effectively with families and other community members in varied educational contexts.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	33.3	11.1	0

The principal knows how to apply skills for building consensus and managing conflict.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	55.6	11.1	0

The principal knows how to develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	22.2	33.3	44.4	0

The principal knows how to establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	25.0	50.0	25.0	0

The principal knows how to communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	66.7	22.2	11.1	0

**Competency 003**

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

The principal knows how to model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
12.5	75.0	12.5	0	0

The principal knows how to apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	22.2	22.2	0

The principal knows how to apply laws, policies, and procedures in a fair and reasonable manner.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	66.7	22.2	11.1	0

The principal knows how to promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	66.7	22.2	11.1	0

**DOMAIN II—INSTRUCTIONAL LEADERSHIP**

**Competency 004**

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

The principal knows how to facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	22.2	55.6	22.2	0

The principal knows how to facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	44.4	44.4	11.1	0

The principal knows how to facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	44.4	44.4	11.1	0

The principal knows how to promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	22.2	66.7	11.1	0

**Competency 005**

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

The principal knows how to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	33.3	22.2	11.1

The principal knows how to ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	50.0	37.5	12.5	0

The principal knows how to use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	22.2	22.2	0

The principal knows how to facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	44.4	44.4	11.1	0

The principal knows how to facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	55.6	11.1	0

**Competency 006**

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

The principal knows how to work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	22.2	22.2	0

The principal knows how to implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	33.3	33.3	0

The principal knows how to use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	55.6	11.1	0

**Competency 007**

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

The principal knows how to implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	55.6	11.1	0



The principal knows how to use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	22.2	22.2	0

### DOMAIN III—ADMINISTRATIVE LEADERSHIP

#### Competency 008

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

The principal knows how to apply procedures for effective budget planning and management.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	11.1	44.4	44.4	0

The principal knows how to apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	33.3	11.1	22.2	33.3

The principal knows how to use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	55.6	44.4	0	0

#### Competency 009

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

The principal knows how to implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	11.1	44.4	11.1	33.3

The principal knows how to apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	11.1	55.6	33.3	0

The principal knows how to develop and implement procedures for crisis planning and for responding to crises.

Highly Skilled/Highly Knowledgeable	Skilled/Adequate Knowledge	Somewhat Skilled/Some Knowledge	Marginal Skills/Minimal Knowledge	No Opportunity to develop Knowledge/Skills
0	11.1	55.6	22.2	11.1

## **Field Supervisor Observation**

Internship/residency experiences with instruction, mentoring, and coaching provided by a course instructor, field supervisor and site facilitator are provided during three specific courses: ELCS 6320, *Instructional Supervision*; ELCS 6330 *Finance and School Based Budgeting*; and ELCS 6393 *Practicum*. During these three courses, a field supervisor will complete an observation and feedback protocol. The protocol requires a preconference, the minimum of a 45-minute observation, and a post conference. All field supervisors are required to complete the TEA training for mentoring and coaching. The pre-conference discussion centers on specific Texas principal standards by engaging in self-assessment and self-reflection with the resident and then development of goals for the observation growth activity. During the observation, the field supervisor gathers evidence of standards mastery or needed growth with which to generate discussion items intended to reinforce and refine practice. During the post-conference, the field supervisor and the resident discuss progress toward meeting the goals identified in the pre-conference and to further develop the resident's knowledge, skills, behaviors, and actions toward mastery of the Texas Principal Standards. Results of the field supervisor's observations will be used to track the resident's progress throughout the residency toward mastery of the Texas Principal Standards. Residents not making progress over the course of the three observations will receive additional support and residency learning opportunities to ensure mastery of standards. A sample of the Field Supervisor's protocol is provided below.

**The University of Houston**  
**Department of Educational Leadership & Policy Studies (DELPS)**  
**Field Supervisor Observation Protocol**  
**ELCS 6320**

This document must be submitted to the course instructor of record and the UH Certification Officer.

<p><b>Pre-Conference</b></p> <ul style="list-style-type: none"> <li>• Standards-based</li> <li>• Promotes self-assessment and self-reflection</li> <li>• Supports a logical progression of proficiency</li> <li>• Informs goal-setting and professional development</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Observe expectations in standards and best practices</li> <li>• Gather evidence</li> <li>• Assess implementation and impact</li> <li>• Prioritize practices</li> <li>• Generate questions to reinforce and refine practices</li> <li>• <b>Observation must be for a total of 45 minutes</b></li> </ul>	<p>Date: _____</p> <p>Total number of meeting minutes: _____</p> <p>Notes: _____</p>
<p><b>Post-Conference</b></p> <ul style="list-style-type: none"> <li>• Toward expectations outlined in the standards</li> <li>• To foster support, growth, and development that is intentional</li> <li>• To develop knowledge, skills, behaviors, and actions that are high impact</li> </ul>	<p>Date: _____</p> <p>Notes: _____</p>

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Site Facilitator Evaluation**

At the conclusion of each semester, the resident's site facilitator (principal mentor) will complete an evaluation of the resident's ability to successfully complete principal program components related to the residency program. During the first quarter of the principal preparation program, residents will score a minimum of 3.0 (on a 5.0 rating scale) average on all residency components included on the evaluation. During the second quarter of the principal preparation program, residents will score a minimum of 3.5 (on a 5.0 rating scale) average on all residency components included on the evaluation. During the first quarter of the principal preparation program, residents will score a minimum of 4.0 (on a 5.0 rating scale) average on all residency components included on the evaluation. If at any time the resident is not meeting benchmarks regarding the resident's residency activities, then the professor, the field supervisor, and the site facilitator will meet to develop and implement supports and interventions to ensure resident mastery.

## INTERN/RESIDENT EVALUATION

**Directions:** This document serves as an intern evaluation form for **ELCS 6320 Instructional Supervision, ELCS 6330 Finance and School Budgeting, and ELCS 6393 Practicum embedded Internships**. The following evaluation is to be completed by the intern's site facilitator and sent to the intern's instructor by **the last day of the semester**.

*This form is intended as a guide. If you find that further information is necessary to include, please attach to this document.*

**Name of Intern** \_\_\_\_\_

*Rate your mentee/intern by circling the appropriate number with 5 representing the highest rating.*

The extent to which the intern has demonstrated responsibility and initiative in assuming administrative duties this semester.

Rating:	5	4	3	2	1
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Explanation:

2) The extent to which the intern has demonstrated knowledge of school administration.

Rating:	5	4	3	2	1
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Explanation:

3) The extent to which the intern has demonstrated the skills needed to be a competent school administrator.

Rating:	5	4	3	2	1
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Explanation:

4) The extent to which the intern has demonstrated the interpersonal skills needed to deal effectively with students, parents, teachers, and other administrators.

Rating:	5	4	3	2	1
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Explanation:

5) The extent to which the intern has performed valuable service to the campus and or the district

Rating:	5	4	3	2	1
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Explanation:

6) The extent to which the intern has demonstrated professional growth thus far during the internship/residency.

Rating:	5	4	3	2	1
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Explanation:

7) The extent to which the intern has been organized and used time.

Rating:	5	4	3	2	1
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Explanation:

8) The extent to which the intern has acted and performed duties in an ethical and responsible manner.

Rating:	5	4	3	2	1
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Explanation:

9) The extent to which the intern demonstrated sensitivity to issues of race, gender and culture.

Rating:	5	4	3	2	1
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Explanation:



10) The extent to which the intern has demonstrated critical thinking and systematic problem solving on the job.

Rating:	5	4	3	2	1
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Explanation:

TOTAL	_____
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Signature of Site Facilitator \_\_\_\_\_

Date: \_\_\_\_\_