TEA
Texas Education Agency

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

NOGA ID [ ]

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

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

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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.

[X] Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines:

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

Applicant Information

Name | The Excel Center for Adults | CDN or Vendor ID | 227827 | ESC # | 13 | Campus # | 1 | DUNS # | 088475835

Address | 1015 Norwood Park Blvd | City | Austin | ZIP | 78753 | Phone | 5125315515

Primary Contact | Theresa Terlik | Email | theresa.terlik@goodwillcentraltexas.

Secondary Contact | Lisa Dennis | Email | lisa.dennis@goodwillcentraltexas.or

Certification and Incorporation

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

[X] Grant application, guidelines, and instructions

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

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title | Traci Berry/Superintendent | Signature | | Date | 3·8·18

Grant Writer Name | Theresa Terlik | Signature | | Date | 3·8·18

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

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

701-18-105-039

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

Shared Services Arrangements

X Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
☐ The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

☐ SSAs are not permitted for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Adult student ADA is 92.67 with an enrollment of 223 (42%) and a dropout rate of 42%	Develop a research committee, led by Principal residents, that will explore the unique needs of adult students who are returning to school. This committee will present proposals for implementation of programmatic changes and additional initiatives to address the need.

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.

The Principal residents will implement proposed and approved policy and programmatic changes during the Spring semester of the 18/19 school year. These changes will result in an increased attendance percentage to 60% and decreased dropout rate to 30% by the end of the 18/19 school year.

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:

Research committee created, meeting regularly, and preliminary research is complete.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Research committee proposals are complete, have been approved by District/Campus leadership, and are being implemented.

Third-Quarter Benchmark:

Research committee is continuously evaluating the progress of the initiative. Attendance has increased to 50% and dropouts are no more than 15% to allow for an increase at the end of the school year.

Project Evaluation and Modification

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

The research committee will monitor attendance and dropout rates on a weekly basis as part of the ongoing project evaluation. Fluctuations and trends will be analyzed and these results will be used to facilitate changes to the project plan and identify ways to improve the project's activities. Bi-Weekly updates will be provided to the site mentor and field supervisor(s). The Principal residents will meet with their site mentor on a weekly basis.

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 District/Campus has identified a significant challenge regarding student attendance and dropout rates. Our Principal residents will lead the District/Campus to address these two significant issues. These issues impact the District/Campus in regard to instructional practices, student achievement, school culture, and others. The Principal residents will lead the District/Campus by forming and leading a research committee of stakeholders who will research and develop initiatives to address these issues. The initiative will include changes to program and policy and will include professional development activities for District/Campus staff.

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.

The recruitment and selection process for identifying Principal residents is based on a rubric that includes the following:
- Eligibility criteria for education level and current teaching certification.
- Historical teacher appraisals within the District/Campus.
- Interpersonal Skills - Candidate possesses the required technical skills to successfully perform .
- Knowledge & Skills in Research - Candidate demonstrates clear understanding & ability in research approaches & methods.
- Knowledge & Skills in Teaching - Candidate demonstrates mastery & experience with a variety of teaching styles & approaches to reach an array of learning styles.
- Communication - Speaks clearly in small or large groups. Is organized, articulate, and engaging. Communicates ideas effectively & answers questions clearly & concisely.
- Leadership & Collegiality - Has experience in effectively working with others on various types of projects. Shows strong interest in participating in departmental activities.
- Race/Ethnicity mirrors District/Campus student population.

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.

We are partnering with Texas State University (IHE). All required attachments have been reviewed and meet the grant requirements.

All following required attachments are submitted with this application:
- IHE/EPP scope & sequence
- IHE/EPP course syllabus
- IHE/EPP instructional coaching protocols
- IHE/EPP evaluation process & metrics

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.

We are partnering with Texas State University (IHE). All required attachments have been reviewed and meet the grant requirements.

All following required attachments are submitted with this application:
- IHE/EPP scope & sequence
- IHE/EPP course syllabus
- IHE/EPP instructional coaching protocols
- IHE/EPP evaluation process & metrics

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

☒ The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) `2`   CDN or Vendor ID `227827`

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.	Mentor Stipend	2,000
2.	Mentor Stipend Fringe	400
3.	Tuition & Fees	21,735
4.	Textbooks	1,447
5.	Certification Fees	418
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
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17.		
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21.		
22.		
23.		
24.		
25.		
	Total grant award requested	26,000

TEA Principal Preparation Grant Deliverables
Partnership with The Excel Center for Adults Charter School

Items Needed From IHE/EPP:

The following documents have been provided from the Education and Community Leadership (EDCL) Program at Texas State University:

1. The evaluation process and metrics.
   - The metric charts reflect courses in which our students are required to obtain field-based hours and experiences. Another chart reflects number of times a student attempted to pass the new 268 Principal Certification Exam.
2. The instructional coaching protocols.
   - Coaching Questions - All of our field supervisors/instructors attended and participated in the required TEA Field Supervisor training offered at ESC 13 in 2017. Field supervisors are using questions from the training manual during campus site visits to ensure that our students/interns become reflective practitioners.
3. The tools used during observations to identify the highest leverage action steps for the participants.
   - Monthly Activity Logs aligned with SBEC Principal Standards – Our students are required to obtain a minimum of 160 clock hours of principal leadership experiences. We require them to submit a monthly activity log reflecting that they are obtaining experiencing across the five principal standards that are listed on the activity log. Additionally, they are required to write a one-page reflection on a critical incident of their choice from the activity log. These logs and the reflection paper are submitted electronically to the field supervisors and form the basis of the conversation between the student, his/her campus mentor, and the instructor/field supervisor during the campus visits.
   - Site Visit Documentation Form – During each campus visit, the field supervisors document the content of the discussion they have with the mentor and student. Based on content of the discussion, observations from the activity logs, and principal standards, the field supervisor documents the discussion from the visit and makes recommendations that will be observed and discussed at the next meeting.
4. The protocol that will be used to conduct feedback sessions.
   - Site Visit Documentation Form
   - Fall and Spring calendar of activities and assignments with due dates
5. The scope and sequence of the program.
   - The Principal Practicum/Internship Handbook – Each student, campus mentor, and supervisor receives an electronic and/or hard copy of the handbook at the required Internship Orientation held at the beginning of the school year prior to the start of the semester. Attendance is mandatory
   - The course syllabus for EDCL 6387/6388: Principal Practicum

- o The Schedule of Courses/Matrix reflecting the sequence of courses students take over the course of the two-year program.
- o Scope/Description of Courses that students are required to take during the two years they are enrolled in our leadership preparation program
6. Topics that will be discussed such as: student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development.
   - o Scope/Description of Courses containing the focus of the course, knowledge and skills addressed, and required assignments
   - o Advancing Educational Leadership (AEL) Conceptual Framework – This document contains the 7 strands and 5 themes of AEL that address school culture, data management, team effectiveness, etc. AEL is required for all T-TESS appraisers in the state of Texas. During the year of students' internship experience, they are required to attend 4 Saturday seminars focused on AEL training. At the end of the 4th seminar, students apply for their AEL certification.
7. The required reading and textbooks for the program.
   - o Description of Courses with Required Texts and Additional Readings
8. The course syllabus.
   - o Please find included, the course syllabus for EDCL 6387/6388: Principal Practicum

Educational Leadership (EDCL) Schedule of Classes

For Master's Degree students who are admitted for Summer 2017 or Later

To use this schedule for planning: Find the column at the top that matches your program (master's degree or post-master's certification) and the semester in which you will start classes (that is your "Admit" semester). Follow that column down. It will give you the exact courses you need to take in the chronological order that you need to take them. This schedule is for **Master's Degree students only.** Post-Master's Principal Certification students should see the program page for their schedule here.

- Students are expected to follow this course schedule, which is based on taking two classes per semester. Taking courses in any different order will likely delay your time to degree completion.
- All courses begin with the prefix EDCL. To find them in the online Class Schedule, select "Educational Leadership" for the subject field.
- **Course Descriptions**
- Due Dates: Apply for Internship no later than May 1 in the semester indicated; apply for graduation by the end of the second week of classes in the semester you intend to graduate.

	MEd Summer Admit San Marcos	MEd Summer Admit Round Rock	MEd Fall Admit San Marcos	MEd Fall Admit Round Rock
Summer: Session I (starts in June)	5339 5347	5339 5347	X	X
Summer: Session II (starts in July)	None	None	X	X
Fall	5345 6352	5345 6352	5339 5345	5339 5345
Spring	5348 6358 Comp Exam Apply for Internship	5348 6358 Comp Exam Apply for Internship	5348 6352 Apply for Internship	5348 6352 Apply for Internship
Summer: Session I (starts in June)	None	None	5347 6344	5347 6344
Summer: Session II (starts in July)	5340 6342	5340 6342	None NB: To graduate in May, students can take 5340 & 6342	None NB: To graduate in May, students can take 5340 & 6342
Fall	6344 6387	6344 6387	6358 6387 Comp Exam	6358 6387 Comp Exam
Spring	Apply for May Graduation 6348 6388	Apply for May Graduation 6348 6388	Apply for May Graduation 6348 6388	Apply for May Graduation 6348 6388
May	TExES Exam Graduation	TExES Exam Graduation	X	X
Summer: Session I (starts in June)	X	X	None	Apply for August Graduation
Summer: Session II (starts in July)	X	X	5340 6342	5340 6342
August	X	X	TExES Exam Graduation	TExES Exam Graduation

Contact Hours for Principal Practicum

First Semester	Activity	Hours	Total	Description
	Orientations	4 orientations x 1.5	6 Hours	
	Site Visits With Interns	8 stds. x 2hrs x 2 mtgs.	32 Hours	
	Intern Group Mtgs.	1 mtg. x 2 hours.	2 Hours	
	Seminars	2 seminars x 6 hours	12 Hours	(AEL/ILD) Advancing Educational Leadership
Total			52 Hours	
Second Semester	Activity	Hours	Total	Description
	Site Visits With Interns	8 stds x 2 hrs. x 2 mtgs.	32 Hours	
	Intern Group Mtgs.	1 mtg. x 2 hours	2 Hours	
	Poster Fair	1 mtg. x 3 hours	3 Hours	
	Seminars	2 seminars x 6 hours	12 Hours	(AEL/ILD) Advancing Educational Leadership
Total			49 Hours	

TEXAS ★ STATE
UNIVERSITY

EDCL 6387/6388 PRINCIPAL PRACTICUM

(   ) University Supervisor

SITE Visit FEEDBACK FOR:

SBEC STANDARDS	CR	NC	Comments:
1. **Instructional Leadership** – The principal is responsible for ensuring every student receives high quality instruction			
2. **Human Capital** – The principal is responsible for ensuring there are high quality teachers and staff in every classroom throughout the school			
3. **Executive Leadership** – The principal is responsible for modeling a consistent focus and commitment to improving student learning.			
4. **School Culture** – The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.			
5. **Strategic Operations** – The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.			

TEXAS ★ STATE UNIVERSITY

Administrative Intern:	
Administrative Mentor:	
University Supervisor:	
Semester:	

Standard 1: Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
Standard 2: Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
Standard 3: Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
Standard 4: School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
Standard 5: Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Date	# of Hours	Activity Log Submission #1 Summary of Activities		Related Principal Standard (TAC §149.2001)				
		Activity	Summary	1	2	3	4	5
Total hours	0							

Dear Intern Site Mentor:

I am writing today to get information on _____ performance as an intern. Your input is very important because I will use it along with _____ performance on course assignments to determine her/his grade for the course (i.e., pass or fail).

I would really appreciate it if you would please take a few minutes to answer the questions listed below and respond by no later than _____. Your answers do not have to be lengthy and if you prefer, you can use bullets.

If you prefer sharing this information in person or by phone, please contact me so we can schedule a time to talk.

Thank you for your time and work with _____ this year. With the opportunities and guidance you provided, _____ has grown and will continue to do so. I know she/he feels very fortunate to work with you and your staff.

If you should have any questions or concerns in regard to this request, please do not hesitate to contact me.

Intern Supervisor

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1) In thinking about _____ performance this year what are her/his strengths in the technical skills of leadership?

2) What are areas for improvement? What are your suggestions for how _____ can continue to work on improving these technical skills?

3) Focusing on interpersonal skills, what are _____ strengths?

4) Which interpersonal skills still require improvement? What are your suggestions for how she/he can continue to work on improving these interpersonal skills?

5) Was _____ proposed internship plan of work completed and to your satisfaction? If not, why?

6) Additional comments (optional):

SITE VISIT DOCUMENTATION FORM

To be completed after each of the 2 required site visits each semester. A separate form should be completed for each intern. Forms should be signed by Texas State Supervisors, Site Mentors, and Interns at the end of the semester. Forms should be returned the EDCL office in hard copy or via email by the semester's grade submission deadline.

Field Supervisor Name: XXXXXXXXXXX

Intern Name: XXXXXXXXXX

Internship Semester: Fall 2017/Spring 2018

Intern's TEA ID#:   XXXXXXXX

Date of Site Visit for Observation or Non-Observation Visit/Consultation (MM/DD/YYYY)	Start & End Time	Texas State Supervisor Summary, Comments & Recommendations

To my knowledge, the above information is correctly documented.

Texas State Supervisor Signature: _____

Intern Signature: _____

Site Mentor Signature: _____

Texas State University Course Descriptions and Sample Activities
for
Master's in Educational Leadership
(with Principal Certification)

EDCL 5339: Understanding the Self: Developing a Personal Vision for Leadership in Education and Community Settings

Successful instructional leadership in school and community settings requires an understanding of human behavior. This understanding begins with knowledge of self and leads to the understanding of others at the micro and macro level. The focus of this course is on the student and his/her surroundings. The goal is to enhance students' self-awareness of values, beliefs, attitudes and the ecological context informing and impacting their school and community leadership experience. An interdisciplinary literature base will be consulted as students work to answer the following questions: 1) what do I value?; (2) what is the foundation of my assets, challenges, and self-being?; (3) how do my values influence my practices as an educator and future leader?; (4) what should be the purpose of education; and (5) what is the role of leadership in making this a reality?

- Developing an Auto-ethnography
- Developing an Educational Platform
- Reflections on the Historical, Biological, Cultural, and Political Self
- Lifestyles Inventory (LSI)

EDCL 5340: Shaping Organizations and Using Inquiry: Leadership and Management

The students and instructor in this course will explore the complex array of systems, policies, practices, and challenges related to managing schools as organizations, and the varied tangible and intangible resources of a school campus. They will develop a deeper understanding of those interconnected/interdependent constructs and develop skills to successfully manage the leadership tasks involved in managing the school organization for student achievement. An analysis and description of various conceptual frameworks of organizational design and behavior in educational organizations will be examined.

- Examination of The Four Leadership Frameworks: Structural, Human Resources, Political, and Symbolic
- Meyers-Briggs Leadership Preference Inventory
- Developing a Leadership Platform
- Interfacing with an experienced leader via a structured interview and/or discussion with a panel of leaders

EDCL 5345: Understanding People: Professional Development

This course is designed to permit the student to examine current research and trends in professional development of campus instructional staff. Students will have the opportunity to learn about development, implementation and evaluation of individual, campus and district-level professional development.

- Effective Program Development: Readiness, Planning, and Implementation
- Developing a Principal's Professional Learning Plan: Self-Directed Plan
- Developing a School-wide Professional Learning Plan
- Learning Styles Inventory

EDCL 5347: Understanding Learning Environments : Social, Political, Economic, Legal, and Technical

This class is a survey course on the study of educational environments. It will introduce students to the multiple forces that impact teaching, learning, and leadership in schools, homes, institutions, and communities. Students will read from an interdisciplinary literature list that comes from education, sociology, anthropology, and economics. The topics and readings include a number of complex and interrelated issues that contribute to the development of children, families and school personnel including demographics, culture, race, gender, power, politics and economics to name a few. Students will engage in conversations with citizens in their local community and classmates to learn about community issues as they expand their understanding of school and community leadership.

- Community Study and Analysis Project: Engaging in Action Research related to an identified school and community
- Conducting a School Equity Audit
- Community Profile with Community Asset Mapping
- Presenting a Digital Story about the identified community

EDCL 5348: Supervision and Instructional Leadership

Concepts of supervision and instructional leadership for diverse schools will be developed. The relationship between school improvement and instructional leadership will be examined. Students will learn how to implement the clinical supervision cycle and its function in school improvement. Different supervision approaches will be examined, including directive, directive informational, collaborative and non-directive and how to match them to teachers' cognitive levels. How to provide culturally responsive instructional supervision will also be discussed and experienced.

- Conduct two (2) Clinical Supervision Cycles: Pre-Observation Conference, Observation, Post Observation Conference, Observation Analysis
- Written reflection of Clinical Supervision Cycle
- Practice in giving effective instructional feedback
- Develop a Supervision Platform

EDCL 6342: Curriculum Design

As curriculum development is an integral part of continuous school improvement and vital in the pursuit of educational equity, this course is intended to provide students with a means of examining historical, theoretical, and practical aspects of curriculum development, implementation and assessment. School leaders today must consider not only "what is taught," but also "to whom, where, and how." In doing so, they must consider the needs of the increasingly culturally and linguistically diverse student population nationwide to ensure that all students can access and master the curriculum. The political, social and cultural context in which curriculum development occurs must also be considered. Finally, students will develop tools to navigate their role as an instructional leader and increase their understanding of curriculum design models, linking state and district curricula, data analysis results, and alignment of curriculum with identified standards.

- Developing a personal curriculum philosophy
- Discovering curriculum theories and theorists
- Interviewing a curriculum leader and interview analysis
- Curriculum design and critical review and comparison to another district
- Analysis of district curriculum philosophy, theory, and design documents

EDCL 6344: Campus Leadership

This course develops the skills needed for elementary and secondary practitioners, focusing on the roles and functions of various campus leaders. Activities and assignments lead participants to practice skill development in supervision and evaluation processes, staffing patterns, site-based decision making, community relations, special needs populations and others. Students in this course investigate and evaluate specific decisions, processes and systems on a campus and learn skills in making recommendations for improvement.

- Campus Improvement Plan Analysis and Presentation
- Campus Systems Project Analysis and Presentation
- School Board Observation and Reflection
- Developing and writing case studies based on course knowledge, experiences, and areas of interest

EDCL 6348: Public School Law

This course will survey and examine the implications of the legal issues most likely to be encountered by a teacher or administrator. Its premise is that the teacher or administrator, who is interacting daily with students, teachers, parents, and community, can be the key to turning a concern, a decision, or a misunderstanding into either a court battle or a positive experience for all involved. Although litigation cannot be avoided at all times in every school, the well informed teacher or administrator can avert or minimize liability by becoming familiar with applicable laws, anticipating issues, implementing preventive measures, and knowing when to seek legal advice.

- Case Studies, readings, briefings and reflections on local, state, and federal laws and policies

- Developing a comprehensive TINA plan for a campus educator
- Written paper and/or presentation on an area of school law
- Practice in developing corrective memos

EDCL 6352: School as the Center of Inquiry

In an era of increasing accountability, educational leaders are often called upon at the federal, state and local level to assess and address issues within their schools using research-based data and decision-making processes. Through this course, you will be introduced to various educational research methods, focusing primarily on action research, as a means of helping you develop as a thoughtful, critical scholar and consumer of research, as well as an educational leader who can meet such demands. Therefore, in this course students will specifically identify an instructional issue on their/a campus for study, in preparation for EDCL 6358, where they will plan and implement an action research project. Students will learn how to collect original data, as well as research scholarly literature on their topic. Learners will also be provided the opportunity to discuss, interrogate, reflect upon, and apply theories and research methods explored in this course.

- Developing a campus Action Research Plan/Project
  - Preliminary data gathering and analysis
  - Identifying a focus area
  - Annotated bibliography
  - Review of the literature
- Introduction to data collection instruments
- Action Research Project Presentation

EDCL 6358: Integrative Seminar

This course integrates key theories, concepts, and principles learned in previous courses, especially research-related knowledge. In this course, learners will review the components and processes of action research. Students will complete a collaborative and comprehensive action research project in which they will design a plan to address an actual educational (instruction-related) problem present within a specific K-12 campus setting (i.e. broader than a single classroom) to demonstrate the skills and tools necessary for effective instructional leadership. Students will defend the plan during a comprehensive oral presentation at the close of the term in front of a panel of three faculty members, including the course instructor. Acquiring an editor is highly recommended in this course.

- Refining and Implementing the Action Research Project
  - Target data gathering and analysis
  - Problem statement
  - Alternative solutions and selected solutions
  - Creating the Action Plan (Objectives, Activities, Evaluation Plan, Timeline)
  - Conclusion

EDCL 6387/6388: Principal Practicum I & II

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor (principal) and faculty advisor (university supervisor) to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating Poster Fair (Action Research Symposium). Students in the Principal Practicum attend and participate in Four (4) Saturday seminars focused on the principles of the state developed Advancing Educational Leadership (AEL). The seminars reinforce leadership and instructional skills students acquired on their two-year journey to becoming effective campus leaders.

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the following State Board for Educator Certification (SBEC) Principal Standards (Title 19, Part 2, Chapter 149, Subchapter BB, Rule §149.2001), updated June 2014:

- **Standard 1--Instructional Leadership**. The principal is responsible for ensuring every student receives high-quality instruction.
- **Standard 2--Human Capital**. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- **Standard 3--Executive Leadership**. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- **Standard 4--School Culture**. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- **Standard 5--Strategic Operations**. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

For the complete standards see: http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html

Texas State University Course Descriptions
(with Required and Supplemental Reading List)
Master's in Educational Leadership Program
(with Principal Certification)

EDCL 5339: Understanding the Self: Developing a Personal Vision for Leadership in Education and Community Settings

Required Course Texts
- Coelho, P. (1995). *The Alchemist*. San Francisco: Harper. ISBN-13: 978-0-06-112241-5
- Wheatley, M. J. (2009). *Turning to One Another: Simple Conversations to Restore Hope to the Future*. San Francisco: Berrett-Koehler Publishers. (2nd Edition)

Additional Course Readings
- Waite, Nelson & Guajardo; *Teaching and Leadership for Social Justice and Social Responsibility*. Journal of Educational Administration and Foundation
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: American Psychological Association (APA).

Successful instructional leadership in school and community settings requires an understanding of human behavior. This understanding begins with knowledge of self and leads to the understanding of others at the micro and macro level. The focus of this course is on the student and his/her surroundings. The goal is to enhance students' self-awareness of values, beliefs, attitudes and the ecological context informing and impacting their school and community leadership experience. An interdisciplinary literature base will be consulted as students work to answer the following questions: 1) what do I value?; (2) what is the foundation of my assets, challenges, and self-being?; (3) how do my values influence my practices as an educator and future leader?; (4) what should be the purpose of education; and (5) what is the role of leadership in making this a reality?

EDCL 5340 Understanding Organizations

Required Course Texts
- Bolman, L. G. & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. (Fifth Edition). San Francisco: Jossey- Bass.
- Donaldson, G. (2001). *Cultivating leadership in schools; Connecting people, purpose and practice; New* York, Teachers College Press.
- Wheatley, M. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World* (2nd Ed.), San Francisco, CA: Berrett-Koehler Publishers.

Additional Course Readings
- Texas Administrative Code Title 19, Part 7, Chapter 241 Standards.
- Leadership Orientations-Self Assessment
- Further Readings:
    - Bolman, L. G. & Deal, T. E. (2010). *Reframing the Path to School Leadership: A Guide teachers and principals*. Thousand Oaks, CA: Corwin Press.
    - Collins, J. C. & Hansen, M. T. (2011). *Great by choice: Uncertainty, chaos and luck---why some thrive despite them all*. New York: HarperBusiness.
    - Hershey, P., Blanchard, K. H., & Johnson, D. E. (2007). *The management of organizational behavior* (9th ed.). Upper Saddle River, NJ: Prentice-Hall.
    - Kouzes, J. K., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.
    - Mintzberg, H. (2007). *Mintzberg on management: Inside our strange world of organizations*. New York: The Free Press.
    - Yukl, G. (2012), *Leadership in organizations* (8th ed.). Upper Saddle River, NJ: Prentice-Hall.

This course includes an understanding of the basic structural components of educational organizations and the theoretical frameworks that describe organizational behavior. Students will focus on the process of action research, planning, decision-making, change in organizations, and leadership. The students and instructor in this course will explore the complex array of systems, policies, practices, and challenges related to managing schools as organizations, and the varied tangible and intangible resources of a school campus. They will develop a deeper understanding of those interconnected/interdependent constructs and develop skills to successfully manage the leadership tasks associated are the primary objectives of this course.

EDCL5345 Understanding People: Professional Development

Required Course Text:
- Zepeda, S. J. (2013). *Professional development: What works* (2nd ed.). New York, NY: Routledge

Additional Course Readings
- Articles on Individual Teacher Development:
    - Steinke, K. (2012). Implementing SDL as professional development in K-12. *International Forum of Teaching and Studies, 8*(1), 54-63.
    - Xu, J. (2003). Promoting school-centered professional development through teaching portfolios. *Journal of Teacher Education, 54*, 347-361.
- Articles on Classroom-Based Peer Assistance:
    - Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership, 40*(1), 4-10.

- Showers B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership, 53*(6), 12-16.
- Costa, L. C., & Garmston, R. (1985). Supervision for intelligent teaching. *Educational Leadership*, 42(5), 70, 72-80. *Note: the ideas in this article were the basis for what eventually came to be known as Costa and Garmston's cognitive coaching.*
- Jewett, P., & MacPhee, D. (2012). Adding collaborative peer coaching to our teaching identity. *The Reading Teacher, 66*(2), 105-110.
- Hamilton, E. R. (2013). His ideas are in my head: Peer to peer teacher observations as professional development. *Professional Development in Education, 39*(1), 42-64.
- Murawski, W. W., & Bernhardt, P. (2016). An administrator's guide to co-teaching. *Educational Leadership, 73*(4), 30-34.
- Fisher, D., & Frey, N. (2014). Using teacher learning walks to improve instruction. *Principal Leadership, 14*(5), 52-55.
- Bloom, G. (2007). A suggested protocol for conducting learning walks. *Leadership, 36*(4), 43.

- Articles on Collegial Groups:
  - Styslinger, M. E., Clary, D. M., & Oglan, V. A. (2015). Motivating study groups across the disciplines in secondary schools. *Professional Development in Education, 41*(3), 467-486.
  - Johnson, J. (2016). How to develop a staff book study. *Principal, 96*(2), 32-33.
  - Murphy, C. U. (1999). Use time for faculty study. *Journal of Staff Development, 20*(2), 20-25.
  - DuFour, R., & Reeves, D. (2016). The futility of PLC lite. *Phi Delta Kappan, 96*(6), 69-71.
  - Hanraets, I., Hulsebosch, J., & de Latt, M. (2011). Experiences of pioneers facilitating teacher networks for professional development. *Educational Media International, 48*(2), 85-99.

- Articles on Practitioner Research:
  - Gordon, S. P. (2016). Expanding our horizons: Alternative approaches to practitioner research. *Journal of Practitioner Research, 1*(1), Article 2.
  - Calhoun, E. F. (1993). Action research: Three approaches. *Educational Leadership, 51*(2), 22-25.
  - Doig, B., & Groves, S. (2011). Japanese lesson study: Teacher professional development through communities of inquiry. *Mathematics Teacher Education and Development, 13*(1), 77-93.
  - Breslow, K., Crowell, L., Francis, L., & Gordon, S. (2015). Initial efforts to coordinate appreciative inquiry: Facilitators' experiences and perceptions. *I.E.: Inquiry in Education, 6*(1).

- o Diehl, J. N., & Gordon, S. P. (2016). School administrators' use of collaborative autobiography as a vehicle for reflection on accountability pressures. *Reflective Practice, 17*(4), 495-506.
  - o Groenke, S. L. (2010). Seeing, inquiring, witnessing: Using the equity audit in practitioner inquiry to rethink inequity in public schools. *English Education, 43*(1), 83-96.
- Articles on Teacher Leadership:
  - o Jacobs, J, Gordon, S. P., & Solis, R. (2016). Critical issues in teacher leadership: A national look at teachers' perceptions. *Journal of School Leadership, 26*, 374-406.
  - o Gordon, S. P., Jacobs, J., & Solis, R. (2014). Top 10 learning needs of teacher leaders. *Journal of Staff Development, 35*(6), 48-52.

This course is designed to permit the student to examine current research and trends in professional development of campus instructional staff. Students will have the opportunity to learn about development, implementation and evaluation of individual, campus and district-level professional development.

EDCL 5347: Understanding Environments: Social, Political, Economic, Legal, and Technical

Required Text
Block, P. (2008). *Community: The structure of belonging*. San Francisco, CA: Berrett–Koehler Publishers.

Additional Course Readings
- Lustick (2016), *Additive approaches to peers and LGBT students: how do we build leadership, agency and resilience?*
- Rubin & Rubin(1995), Riessman (2008), *Interview Development and Practice* American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

This class is a survey course on the study of educational environments. It will introduce students to the multiple forces that impact teaching, learning, and leadership in schools, homes, institutions, and communities. Students will read from an interdisciplinary literature list that comes from education, sociology, anthropology, and economics. The topics and readings include a number of complex and interrelated issues that contribute to the development of children, families and school personnel including demographics, culture, race, gender, power, politics and economics to name a few. Students will engage in conversations with citizens in their local community and classmates to learn about community issues as they expand their understanding of school and community leadership.

EDCL 5348: Supervision and Instructional Leadership

Required Text

Glickman, C.D., Gordon, S. P., & Ross-Gordon, J.M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th. ed.) New York, NY: Pearson.

Additional Course Readings
- Griffin, L. B., Watson, D., Liggett, T. (2016). "I didn't see it as a culture thing." Supervisors of student teachers define and describe culturally responsive supervision. *Democracy and Education 24*(1), pp. 1-3.
- Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: What does it mean for preparation programs. *Educational Administration Quarterly, 50*(1), 67-95.
- Harry, B., & Klinger, J. (2007). Discarding the deficit model. *Educational Leadership, 64*(5), 16-21.
- Gorski, P. (2008). The myth of poverty. *Educational Leadership, 65*(7), 32-36.
- Zhao, Y., & Qiu, W. (2009). How good are the Asians? Refuting four myths about Asian-American academic achievement. *Phi Delta Kappan, 90*(5), 338-344.
- King, K. A., Kozleski, E. B., & Lansdowne, K. (May/June, 2009). Where are all the students of color in gifted education? *Principal 88*(5), 16-20.
- Education Week (November 6, 2015). *Study: RTI practice falls short of promise.* Retrieved from http://www.edweek.org/ew/articles/2015/11/11/study-rti-practice-falls-short-of-promise.html?print=1
- Koleski, E. B. (2010). Culturally responsive teaching matters! (ERIC No. ED520957) Retrieved from http://files.eric.ed.gov/fulltext/ED520957.pdf
- Sugarman, S. (2010). Seeing past the fences: Finding funds of knowledge for ethical teaching. *The New Educator, 6*(2), pp. 96-117.
- Jacobs, J. (2014). Fostering equitable school contexts: Bringing a social justice lens to field supervision. *Florida   Association of Teachers Journal, 1*(14), 1-16.
- Dray, B. J., & Wisneski, D. B. (2011). Mindful reflection as a process for developing culturally responsive practices. *TEACHING Exceptional Children, 44*(1), 28-36.
- Pacheco, M.B., Smith, B., Carr, S. (March 2017). Connecting classrooms and communities with language and technology: A multimodal code-meshing project. *Voices of the Middle, 24*(3), pp. 63-66.
- Ukpokodu, O. N. (Spring 2011). How Do I Teach Mathematics in a Culturally Responsive Way? Identifying Empowering Teaching Practices. *Multicultural Education, 19*(3), pp. 47-56.
- McGarry, R. (2011). Breaking silences. *Educational Leadership, 69*(1), pp. 56-59.
- Kamenetz, A. (June 13, 2016). As the number of homeless students soars, how schools can serve them better.

Concepts of supervision and instructional leadership for diverse schools will be developed. The relationship between school improvement and instructional leadership will be examined. Students will learn how to implement the clinical supervision cycle and its function in school improvement. Different supervision approaches will be examined, including directive, directive informational, collaborative and non-directive and how to match them to teachers' cognitive levels. How to provide culturally responsive instructional supervision will also be discussed and experienced.

EDCL 6342: Curriculum Design

Required Text
Ornstein, A.C., Pajak, E.F., & Ornstein, S. B. (2015). *Contemporary issues in curriculum* (6th. Ed.). Boston: Pearson. ISBN-13: 978-0133259971

Additional Course Readings
- Baldwin, J. (1963). A talk to teachers. *The Saturday Review*. (on TRACS)
- Bottoms, G. (2003). What school principals need to know about curriculum and instruction. *ERS Spectrum, 21*(1), 29-31. (on TRACS)
- Chang, A. (2017). *The Struggles of Identity, Education, and Agency in the Lives of Undocumented*
- *Students: The Burden of Hyperdocumentation*. Palgrave Macmillan. (on TRACS)
- Cortez, L. J., Martinez, M. A., & Sáenz, V. B. (2014). *Por los ojos de madres*: Latina mothers' understandings of college readiness. *International Journal of Qualitative Studie in Education, 27*(7), 877-900. (download via library)
- Dewey, J. (1929). My pedagogic creed. *Journal of the National Education Association, 18*(9), 291- 295. (on TRACS)
- Giroux, H. A. (1994). Teachers, public life, and curriculum reform. *Peabody Journal of Education,* 69(3), 35-47. (download via library)
- Hunkins, F. P., & Hammill, P. A. (1997). Beyond Tyler and Taba: Reconceptualizing the curriculum process. *Peabody Journal of Education, 69*(3), 4-18. (download via library)
- Martinez, M. A. & Everman, D.* (2017, March). Fostering a college going culture for historically underserved students: One principal's approach. *Journal of School Leadership, 27*(2), 242-268. (download via library)
- McGee Banks, C. A., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory Into Practice, 34*(3), 152-158. (download via library)
- Mendels, P. (2012). The effective principal. *JSD The Learning Forward Journal, 33*(1), 54-58.
- TEA Principal Standards. (on TRACS)
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, US: Association for Supervision & Curriculum Development (ASCD). (on TRACS)

- Wiggins, G., & McTighe, J. (2005). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. (on TRACS)

As curriculum development is an integral part of continuous school improvement and vital in the pursuit of educational equity, this course is intended to provide you with a means of examining historical, theoretical, and practical aspects of curriculum development, implementation and assessment. School leaders today must consider not only "what is taught," but also "to whom, where, and how." In doing so, you must consider the needs of our increasingly culturally and linguistically diverse student population nationwide to ensure that all students can access and master the curriculum. The political, social and cultural context in which curriculum development occurs must also be considered. Finally, you will develop tools to navigate your role as an instructional leader and increase your understanding of curriculum design models, linking state and district curricula, data analysis results, and align curriculum with identified standards.

EDCL 6344: Campus Leadership

Required Texts
- *What's Worth Fighting for in the Principalship, 2ⁿᵈ Edition* (2008). Fullan, M., Teachers College Press: New York.
- *The Jossey-Bass Reader on Educational Leadership, 3ʳᵈ Edition* (2013). Wiley, J. & Sons, Inc. San Francisco: California.

Additional Course Readings
- Losen, D. J. (2011). Discipline policies, successful schools, and racial justice. The Civil Rights Project at UCLA. National Education Policy Center.
- Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. *Phi Delta Kappan,* 86 (10), p. 727-735.
- Wiggins, G. (2012). Seven keys to effective feedback. *Feedback for Learning.* 70, (1), p. 10-16.

This course is designed to develop student skills as a practitioner in elementary and secondary schools, focusing on the role and functions of the principal as a leader. Activities and assignments lead participants to acquire knowledge and practice skill development in supervision and evaluation processes, staffing patterns, site-based decision making, community relations, accounting procedures, and others.

EDCL 6348 PUBLIC SCHOOL LAW

Required Text
Walsh, J., Kremerer, F. R., & Maniotis, L. (2014). *The Educator's Guide to Texas School Law* (8th ed.). Austin: UT Press.

Additional Course Readings
- Essex, N.L. (2011). *A teacher's guide to school law*. Boston: Pearson
- Garner, B. A. (Editor) (2001). *Black's law dictionary* (3rd Edition). Thomas West Publishers
- Kotz, N. (2005). *Judgement days: Lyndon Baines Johnson, Martin Luther King, Jr. and the laws that changed America*. Boston: Houghton Mifflin Company.
- Kemerer, F.R. (1991). *William Wayne Justice: A judicial biography*. Austin: University of Texas Press.
- Kemerer, F.R., & Crain. J. (2011). *Texas Documentation Handbook-Appraisal, Nonrenewal, Termination* (5th ed.). Park Place Publications, LP.
- Peters, S. F. (2003). *The Yoder case: Religious freedom, education, and parental rights*.
- Lawrence: University of Kansas Press.
- Sracic, P.A. (2006). *San Antonio v. Rodriguez and the pursuit of equal education: The debate on discrimination and school funding*. Lawrence: University of Kansas Press.
- Valencia, R.R. (2008). *Chicano students and the law: The Mexican American legal struggle for educational equality*. New York: New York University Press.

This course will survey and examine the implications of the legal issues most likely to be encountered by a teacher or administrator. Its premise is that the teacher or administrator, who is interacting daily with students, teachers, parents, and community, can be the key to turning a concern, a decision, or a misunderstanding into either a court battle or a positive experience for all involved. Although litigation cannot be avoided at all times in every school, the well-informed teacher or administrator can avert or minimize liability by becoming familiar with applicable laws, anticipating issues, implementing preventive measures, and knowing when to seek legal advice.

EDCL 6352: School as the Center of Inquiry

Required Texts
- Stringer, E. (2013). *Action Research (4th Edition)*. Thousand Oaks, CA: Sage Publications. [ISBN: 9781452205083]
- American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.) Washington D.C.: American Psychological Association.

Additional Course Readings
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Dana, N. F., Tricarico, K., & Quinn, D. M. (2009). The administrator as action researcher: A case study of five principals and their engagement in systematic, intentional study of their own practice. *Journal of School Leadership, 19*, 232-265.
- Ferrance, E. (2000). *Action Research*. Providence, RI: Northeast and Islands Regional Educational   Laboratory at Brown University.

- Kuntz, A. M., Presnall, M. M., Priola, M. , Tilford, A., & Ward, R. (2013). Creative pedagogies and collaboration: An action research project. *Educational Action Research, 21*(1), 42-58.
- LeCompte, M. D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). San Diego, CA; Academic Press, Inc.
- Lichtman, M. (2013). *Qualitative Research in Education* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Machi, L. A., & McEvoy, B. T. (2009). *The Literature Review: Six Steps to Success.* Thousand Oaks, CA; Corwin Press.
- Mongan-Rallis, H. (2006). Guidelines for writing a literature review. Retrieved January 14, 2010, from http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html
- Rea, L. M., & Parker, R. A. (1992). *Designing and conducting survey research.* San Francisco, CA: Jossey-Bass, Inc.
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity Audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly, 40*(1), 133-161.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus groups: Theory and practice* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

This is an action research course, geared specifically to school leadership students currently working full-time in schools. We will collect preliminary data about our schools and districts; identify evidence of inequality or underachievement; and read scholarly literature to learn more about what larger issues may be causing the problems in our schools. Your final paper will synthesize data and literature to propose a long-term action research project for your school. This project will be carried out in subsequent EDCL coursework, culminating in the presentation made at comprehensive exam.

EDCL 6358: INTEGRATIVE SEMINAR

Required Texts
- Stringer, E. (2013). *Action Research* (4th ed.). Thousand Oaks, CA: Sage Publications. [ISBN: 9781452205083]
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington D.C.: American Psychological Association.

Additional Course Readings
- Lichtman, M. (2009, 2013). *Qualitative Research in Education: A User's Guide* (2nd, 3rd ed.), Thousand Oaks, CA: Sage.

- Machi, L. A., & McEvoy, B. T. (2009). *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press.
- Mertler, C. A. (2013, 2016). *Action Research: Improving Schools and Empowering Educators* (4th, 5th ed.). Thousand Oaks, CA: Sage.
- Mongan-Rallis, H. (2006). Guidelines for writing a literature review. Retrieved January 14, 2010, from http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html

This course integrates key theories, concepts, and principles learned in previous courses, especially research-related knowledge. In this course, you will review the components and processes of action research. You will complete a collaborative and comprehensive action research project in which you will design a plan to address an actual educational (instruction-related) problem present within a specific K-12 campus setting (i.e. broader than a single classroom) to demonstrate the skills and tools necessary for effective instructional leadership. Students will defend the plan during a comprehensive oral presentation at the close of the term in front of a panel of three faculty members, including the course instructor. *Acquiring an editor is highly recommended in this course.* This course integrates key theories, concepts, and principles learned in previous courses, especially research-related knowledge. In this course, you will review the components and processes of action research. You will complete a collaborative and comprehensive action research project in which you will design a plan to address an actual educational (instruction-related) problem present within a specific K-12 campus setting (i.e. broader than a single classroom) to demonstrate the skills and tools necessary for effective instructional leadership. Students will defend the plan during a comprehensive oral presentation at the close of the term in front of a panel of three faculty members, including the course instructor.

EDCL 6387/6388: Internship in Educational Leadership: Field-Based Practicum

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating poster fair.

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the following State Board for Educator Certification (SBEC) Principal Standards (Title 19, Part 2, Chapter 149, Subchapter BB, Rule §149.2001), updated June 2014:

- Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Texas State University Supervisors:
- Dr. Bergeron Harris   bh26@txstate.edu
- Dr. Diane Fisher   diane_fisher2002@yahoo.com
- Dr. Jeanne Spencer   jms342@txstate.edu
- Dr. Denise Collier   dls105@txstate.edu
- Dr. Donna Calzada   drcalzada@aol.com

Rationale and Goals

Texas State's Principal Practicum experience prepares leaders for the principalship and ensures they are entering the school system prepared with the competencies they need to effectively lead a school that gets results for students (Darling-Hammond, 2013). The Texas State Principal Preparation Program produces future principals with the necessary skills to become change agents and effectively lead schools.

> **EDCL 6387/6388: Field-Based Practicum:** *The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.*

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- Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

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

For the complete standards see: http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html

The practicum is not a checklist of activities, but rather an opportunity to plan, produce, participate in, and reflect upon campus leadership. In engaging in issues essential to campus leadership, we encourage our interns to bring a lens to problem-solving that:

- Seeks to examine familiar structures through new eyes
- Situates school-based problems within larger contexts
- Looks to unfamiliar sources for possible solutions
- Keeps issues of equity at the forefront of thinking

Timeline, Admission and Requirements

The principal practicum at Texas State University is two consecutive semesters, beginning in the fall semester only. Students must register for EDCL 6387 in the fall semester and EDCL 6388 in the spring semester. A completed application form must have been received in the Educational Leadership office.

Admission:
- The student is enrolled in the Texas State Education and Community Leadership program.
- The student has completed/credit for at least 24 hours of educational leadership (EDCL) coursework (including EDCL 6352).
- The student has completed/or be enrolled in EDCL 6358 at the latest during the Fall semester of the internship. Failure to complete EDCL 6358 will disallow enrollment in the second semester of the internship.
- The student must arrange for a local certified administrator to serve as the site mentor.
- Program faculty will approve/reject the practicum arrangement submitted by the student.
- Program faculty will approve/reject admission to the practicum based on the student's academic record, experience, coursework, and faculty input.

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor. *Late assignments without prior consultation with the instructor [at least 48 hours before the due date] will not be accepted.* All assignments must be uploaded onto TRACS before or by the due date and time.

Illness/Emergencies/ Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class please email or text the instructor as soon as possible. Whatever the circumstance for your absence, keep in mind that you cannot participate if you are not in class and this will influence your participation grade.

Honor Code: To support the goal of maintaining a climate of academic integrity, Texas State

University has adopted the Texas State University **Honor Code.** The Honor Code applies to all academic activities and academic work, whether these take place on-campus, off-campus, or online. Texas State expects students to engage in all academic pursuits in a manner that is beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action. Information on the Honor Code and related processes is located at http://www.txstate.edu/honorcodecouncil/

Accommodations for Disabilities: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact the instructor in a timely manner may delay your accommodations. For information on how to register a disability and on a range of support services, visit the **Office of Disability Services** website at http://www.ods.txstate.edu/

Student Resources: For additional information on diversity connections, counseling and mental health services, sexual assault resources, sexual misconduct/Title IX procedures, and new graduate student information visit the **Syllabus Policies & Student Resources** page at http://www.txstate.edu/clas/about/Department-Policies/Syllabus-Policies-and-Student-Resources.html

Roles and Responsibilities: The Field-Based Practicum

The Site Mentor (School Principal)

The site mentor collaborates with the intern to develop the Practicum Proposal. The site mentor ensures that the practicum experience includes successful application of a broad range of educational leadership theories, concepts, models and experiences. In instances where the intern already occupies a position with leadership responsibilities, the site mentor will assist the intern in selecting activities that will broaden experiences beyond the job currently held in preparation for future advancement. The site mentor will be asked to offer input on the performance of the intern on an ongoing basis, and to offer a summative judgment of the intern's preparedness for certification. Therefore, it is important that the site mentor and intern have regular communications that entail moments of critique, reflection, and problem solving.

The University Supervisor

The Intern Supervisor provides support and guidance in the development, modification, and implementation of the Practicum Proposal, and in the implementation of the Action Research project. Support can include assistance in the negotiation of intern activities, the provision of academic resources and other supports, feedback on the intern activity log, guidelines for the development of the professional portfolio, and guidance on the implementation of the Action Research project. The Supervisor may assign a grade of CR (credit), PR (progress), or F (no credit). Note that a grade of PR requires the intent to re-enroll in the practicum for the next term as no credit is awarded for that semester.

Course grades may be based upon the following components: self and peer evaluations; instructor evaluation of seminars and on-site participation including observations; input from the site mentor; performance assessments; student reflections; student-instructor conferences; student projects, presentations, and written reports; multimedia presentations; the professional portfolio; campus artifacts; and academic papers **totaling a minimum of 160 hours**.

The Intern

The intern, in collaboration with the site mentor and university supervisor, is expected to spearhead the development of the Practicum Proposal, and to implement the approved Action Research Proposal (while completing the duties of his/her contracted school assignment).

In the event that the intern moves to another campus or position, or the site mentor moves to another campus, the intern is expected to contact the Supervisor immediately to make alternative plans. Program faculty reserves the right to approve/reject any change in practicum placement.

Course Expectations

Practicum Orientation
The student and site mentor will attend the Practicum Orientation held before the start of the practicum.

Site Visits
The purpose of the initial site visit is to review the Practicum Proposal with the site mentor and university supervisor and conduct a campus tour. For the remaining required site visits, the student will be available for individual on-site meetings/observations with the Texas State supervisor – see calendar for Fall and Spring requirements.

Practicum Proposal
The written Practicum Proposal is due to the Supervisor on a date/time established by the Supervisor and in advance of the first on-site fall meeting. The intern should begin the development of the Practicum Proposal by assembling the various declarations of personal attributes developed in the coursework (5339, 5340, 5347, 5348, and in other courses) and comparing these attributes to the SBEC Standards listed in the front of this document. This comparison should yield possibilities for campus-based leadership roles that align with personal attributes, as well as areas that may require deliberate attention because they do not align as neatly with personal attributes, or because they remain outside the realm of prior experiences. A one-page discussion of this process will serve as the introduction to the Practicum Proposal.

With the site-based mentor, the intern should develop a proposed list of leadership activities that as a whole simultaneously address the SBEC Standards and fit campus leadership needs. The intern should compose a document that defines the leadership roles, the frequency of activities, collaborators within these activities, material or other resources required, and methods of evaluating self-effectiveness as well as effectiveness of the activities. Overlap with the Action Research project and other assignments is expected. Students are encouraged to design the Practicum Proposal in tables or other visual representations that facilitate the review of activities for planning and evaluative purposes, and as a means of organizing the Professional Portfolio.

As an outcome of the fall meeting, the Practicum Proposal must be signed and dated by the intern, the site mentor, and the Supervisor. A signed copy shall be provided to the Supervisor. In the spring meeting, the intern, mentor, and supervisor will review the Practicum Proposal with the student's written evaluations of his/her experiences. The intern is expected to lead the conversation, which will focus on the execution of the Practicum Proposal and on evaluation of the effectiveness of the Practicum experience in developing essential leadership skills and attributes. Signatures of all three participants on this document will signify a successful completion of the Practicum (though not of the coursework).

Seminars

Students enrolled in the Principal Practicum will be trained in Advancing Educational Leadership (AEL). This is the redesigned Instructional Leadership Development (ILD) training, which will be offered throughout the State. AEL is a prerequisite for participation in the Texas Teacher Evaluation and Support System (TTESS) training and is required prior to TTESS appraiser certification. Students will attend four, six-hour Saturday seminars for a total of 24-hours culminating in certification in AEL. *Students must attend all four seminars in order to receive certification.*

Activity Logs

Activity Logs should be emailed to the Texas State supervisor, or posted on TRACS, on/by the dates requested. The log should recount significant experiences, activities, assignments, and encounters, and should go beyond description to include reflections, questions, perceptions, interpretations, and realizations. Entries related to the implementation of Action Research-based activities are encouraged. Artifacts (agendas, meeting minutes, lists, conference notes, etc.) will not be submitted as part of the activity log, though they may be reviewed by the Texas State supervisor during on-site visits and be included in the Professional Portfolio. It is suggested that time be set aside at least biweekly to write about important moments in the practicum and/or action research experience(s). Your Texas State supervisor may set additional parameters and details about the activity log. Due dates and expectations for activity logs may vary by Texas State supervisor.

Action Research

The implementation of the student-developed Action Research Proposal is a vital component of the Practicum Experience. Action Research-based activities should be enveloped within the Practicum Proposal, and analysis and evaluation of the implementation is a required component of the final portfolio. Modifications to the Action Research Proposal are expected, given the shifting exigencies of school communities; in the event of major changes, the intern should consult the intern supervisor. Most students will conduct and evaluate their action research plans in the spring semester.

Professional Portfolio

The purpose of the professional portfolio is to demonstrate the student's growth since entering the principal certification program and is a collection of documents, artifacts and examples that can be presented to a potential employer. The portfolio should demonstrate the student's administrative leadership knowledge, skills, experiences and potential. The student will present the professional portfolio to the Texas State supervisor prior to the end of the spring semester (see calendar).

Interns are advised to keep everything during their practicum year. This includes any data gathered as part of individual assignments, documentation of conversations or feedback, reflections, artifacts from events or activities, etc. The format is flexible and should represent the uniqueness of the individual. Some supervisors may request hard copy portfolios in three-ring binders, while others may try electronic portfolios to present your body of work. It is highly recommended that you create an electronic portfolio using any Web 2.0 tools such as

Livebinder.com, or a web-based portfolio utilizing a free website builder such as Weebly or Wix, as many potential employers utilize electronic systems that are paperless.

Mandatory entries:
    a Written report on the progress of the Personal Professional Development Plan (developed in EDCL 5345)
    b Paper discussing changes in the student's Level I educational and leadership platforms based upon the leadership experiences within the Practicum
    c Report on implementation and results of the Action Research project
    d The final Practicum document and results

Additional suggested entries may include:
    a Reports on student's progress in the self-directed professional development program designed in EDCL 5345
    b Documentation of institutes, academies, professional development programs, apprenticeships, visiting scholar programs, fellowships
    c Documentation of successful field-based leadership activities other than course requirements
    d Documentation of honors received for academic or professional accomplishments
    e Letters from public officials, community leaders, administrators, parents, students, or school staff attesting professional growth and readiness to assume educational leadership
    f Professional educational publications (written or edited)
    g Documentation of specific training programs (discipline management, brain research, curriculum alignment, learning styles, assessment, etc.)
    h Documentation of professional presentations
    i Pictures of the intern in action – facilitating meetings, conducting professional development, meeting with parents, etc. (helpful for web-based and electronic portfolios)
    j Develop a professional resume
    k Consider building a LinkedIn site for business-networking

Aspiring School Leaders Action Research Symposium (Poster Fair)
At the end of the second semester of internship, interns will present their action research projects, from development and methods to analysis and conclusions, via a conference-style poster session. This event aims to highlight students' reform efforts and to address issues of inequity through collaborative action research strategies to effect systemic change. As the culminating event of the program, the research symposium aims to be mirror professional academic conference poster fairs in their level of information and discourse. Simultaneously, we seek to celebrate the cohort's efforts and congratulate them as colleagues.

Month	Topic	To Do
August	Orientation Syllabus TRACS	Visit TRACS site Read syllabus and all assignment directions carefully Contact your supervisor with questions
September	Site Visit #1 Practicum Proposal Schedule Group Meeting for Fall Semester with University Supervisor and Intern Group (2 hours) AEL Seminar #1: Saturday, September 30th, 9:00 – 3:00	Draft practicum proposal. See TRACS for examples Set up meeting with supervisor and mentor Send final proposal to supervisor by Sept. 18th. Determine Group Meeting format (skype, Go To meeting, in person) North Location – Campus TBD
October	Site Visit #2 Site visits as related to activities, or as warranted. Certification Exam Test Prep (Optional)	Send Activity Log #1 covering Aug-Sept. to supervisor by Oct. 2nd. See TRACS for examples. Send Student Reflection #1 to supervisor by Oct. 2nd. Saturday TBD
November	Site Visit #2 (if not done in October) Site visits as related to activities, or as warranted. AEL Seminar #2: Saturday, November 4th, 9:00 – 3:00	Send Activity Log #2 covering Oct. to supervisor by Nov. 6th. Send Student Reflection #2 to supervisor by Nov. 6th. South Location - Campus TBD
December	Activity Log **Comprehensive Oral Exams if enrolled in EDCL 6358 Certification Exam Test Prep (Optional)	Send Activity Log #3 covering Nov. to supervisor by Dec. 8th. End of Semester (Dates TBD) Send Student Reflection #3 to supervisor by Dec. 8th. Saturday, Dec. 4th

EDCL 6388 – SPRING 2018

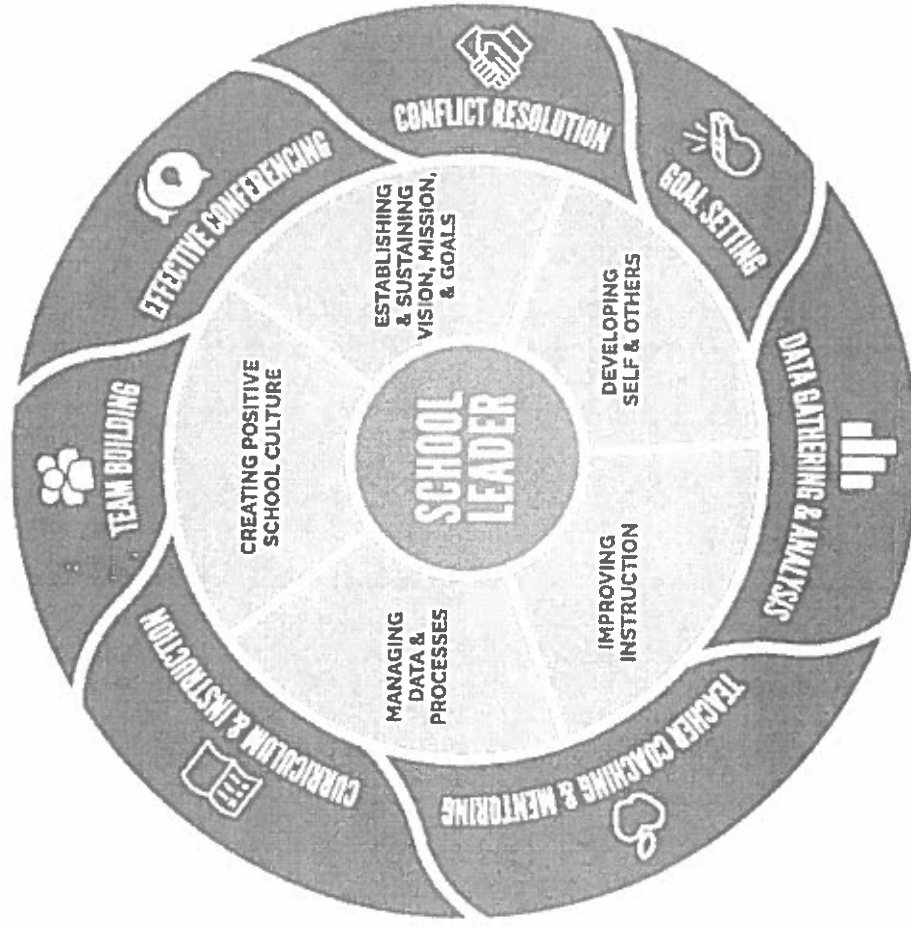| January	Revise practicum proposal as necessary Schedule Group Meeting for Spring Semester with University Supervisor and Intern Group (2 hours) AEL Seminar #3: Saturday January 27th 9:00 – 3:00	Texas State classes resume after MLK holiday Determine Group Meeting format (skype, Go To meeting, in person) North Location – Campus TBD
February	Site Visit #1 Site visits as related to activities, or as warranted. Seminar 4: Saturday February 17th 9:00-3:00	Send Activity Log #4 covering Dec.-Jan. to supervisor by Feb. 5th. Send Student Reflections #4 to supervisor by Feb. 5th. Begin working on professional portfolio. South Location – Campus TBD
March	Site Visit #2 Site visits as related to activities, or as warranted. Action Research Symposium (Poster Fair)	Send Activity Log #5 covering Feb. to supervisor by March 5th. Send Student Reflection #5 to supervisor by March 5th. Notification to Register for Action Research Symposium (Poster Fair) Continue working on professional portfolio
April	Site Visit #2 (if not done in March) Preparation of poster and completion of Professional Portfolio	Send Activity Log #6 covering March-April to supervisor by April 16th. Set up final meeting with supervisor and site mentor. Share Professional Portfolio with supervisor during visit
May	Aspiring School Leaders Action Research Symposium (Poster Fair)	San Marcos Campus May 3, 2018, 5:00 – 7:30

EDCL 6387 – FALL 2017

Month	Topic	To Do
August	Orientation Syllabus TRACS	Visit TRACS site Read syllabus and all assignment directions carefully Contact your supervisor with questions
September	Site Visit #1 Practicum Proposal Schedule Group Meeting for Fall Semester with University Supervisor and Intern Group (2 hours) AEL Seminar #1: Saturday, September 30th, 9:00 – 3:00	Draft practicum proposal. See TRACS for examples Set up meeting with supervisor and mentor Send final proposal to supervisor by Sept. 18th. Determine Group Meeting format (skype, Go To meeting, in person) North Location – Campus TBD
October	Site Visit #2 Site visits as related to activities, or as warranted. Certification Exam Test Prep (Optional)	Send Activity Log #1 covering Aug-Sept. to supervisor by Oct. 2nd. See TRACS for examples. Send Student Reflection #1 to supervisor by Oct. 2nd. Saturday TBD
November	Site Visit #2 (if not done in October) Site visits as related to activities, or as warranted. AEL Seminar #2: Saturday, November 4th, 9:00 – 3:00	Send Activity Log #2 covering Oct. to supervisor by Nov. 6th. Send Student Reflection #2 to supervisor by Nov. 6th. South Location - Campus TBD
December	Activity Log **Comprehensive Oral Exams if enrolled in EDCL 6358 Certification Exam Test Prep (Optional)	Send Activity Log #3 covering Nov. to supervisor by Dec. 8th. End of Semester (Dates TBD) Send Student Reflection #3 to supervisor by Dec. 8th. Saturday, Dec. 4th

EDCL 6388 – SPRING 2018

January	Revise practicum proposal as necessary	Texas State classes resume after MLK holiday
	Schedule Group Meeting for Spring Semester with University Supervisor and Intern Group (2 hours)	Determine Group Meeting format (skype, Go To meeting, in person)
	AEL Seminar #3: Saturday January 27th 9:00 – 3:00	North Location – Campus TBD
February	Site Visit #1	Send Activity Log #4 covering Dec.-Jan. to supervisor by Feb. 5th.
	Site visits as related to activities, or as warranted.	Send Student Reflections #4 to supervisor by Feb. 5th.
	Seminar 4: Saturday February 17th 9:00-3:00	Begin working on professional portfolio.
		South Location – Campus TBD
March	Site Visit #2	Send Activity Log #5 covering Feb. to supervisor by March 5th.
	Site visits as related to activities, or as warranted.	Send Student Reflection #5 to supervisor by March 5th.
	Action Research Symposium (Poster Fair)	Notification to Register for Action Research Symposium (Poster Fair)
		Continue working on professional portfolio
April	Site Visit #2 (if not done in March)	Send Activity Log #6 covering March-April to supervisor by April 16th.
	Preparation of poster and completion of Professional Portfolio	Set up final meeting with supervisor and site mentor. Share Professional Portfolio with supervisor during visit
May	Aspiring School Leaders Action Research Symposium (Poster Fair)	San Marcos Campus May 3, 2018, 5:00 – 7:30

A CONCEPTUAL FRAMEWORK FOR THE SKILLS AND FUNCTIONS OF THE SCHOOL LEADER

Diagram of a circular framework centered on **SCHOOL LEADER**.

Inner segments:
- ESTABLISHING & SUSTAINING VISION, MISSION, & GOALS
- DEVELOPING SELF & OTHERS
- IMPROVING INSTRUCTION
- MANAGING DATA & PROCESSES
- CREATING POSITIVE SCHOOL CULTURE

Outer segments:
- CONFLICT RESOLUTION
- GOAL SETTING
- DATA GATHERING & ANALYSIS
- TEACHER COACHING & MENTORING
- CURRICULUM & INSTRUCTION
- TEAM BUILDING
- EFFECTIVE CONFERENCING

Process:

The evaluation team will consist of member (s) of the Institution of Higher Education (IHE), who will independently perform on-site assessments of the individuals participating in the grant program. The evaluation process will include an extensive review of the grant proposal to determine if the goals of the grant are being achieved. There will be a minimum of three on-site visits per year to ensure there is an accurate evaluation performed on the soon to be principals. Additionally, the IHE will also evaluate all course assessments, the program mid-point benchmark assessment, the comprehensive examination, and the culminating action research presentation, and coursework submitted to determine if the individuals participating in the program are demonstrating success on articulated Student Learning Outcomes.

Principal Program Grade Point Averages

Category	Score
Number of Individuals that Enrolled in the Program	
Number of Individuals that Completed the Program	
Required Minimum of Undergraduate GPA for Admission	
Average (Mean) Undergraduate GPA for all admissions	
Average (Mean) Undergraduate GPA for all Enrollees	
Average (Mean) Undergraduate GPA for all Enrollees that Completed the Course	

Field/Clinical Experiences

Category	Number
Total Number of Weeks Required of Candidates in Internship	
Number of Candidates Admitted to Internship (current year)	
Number of Candidates Completing to Internship (current year)	
Number of Candidates Admitted to Internship (next year)	

Field/Course Experiences

Category	Hours Completed
Number of Field Experience Hours Completed in EDCL 5345	
Number of Field Experience Hours Completed in EDCL 5347	
Number of Field Experience Hours Completed in EDCL 6344	
Number of Field Experience Hours Completed in EDCL 6352	
Number of Field Experience Hours Completed in EDCL 6387/6388	

Principal Certification Exam

Category	Number
Number of Individuals that Enrolled in the Program	
Number of Individuals Passing on attempt #1	
Number of Individuals Passing on attempt #2	
Number of Individuals Passing on attempt #3	
Number of Individuals Passing on attempt #4	
Number of Individuals Passing on attempt #5	