TEA
Texas Education Agency

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

NOGA ID [ ]

Application stamp-in date and time

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

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

Grant Information

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

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

[ ] Pre-award costs are permitted.

[X] Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines:

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

Applicant Information

Name Clint ISD   **CDN or Vendor ID** 071901   **ESC #** 19   **Campus #** [ ]   **DUNS #** 193069655

Address 14521 Horizon Blvd   **City** El Paso   **ZIP** 79928   **Phone** 915-926-4000

Primary Contact James Littlejohn - Assistant Superintendent   **Email** james.littlejohn@clint.net

Secondary Contact Roberto Flores - Director Federal Programs   **Email** roberto.flores@clint.net

Certification and Incorporation

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

[X] Grant application, guidelines, and instructions

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

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title Dr. Juan I. Martinez   **Signature** _[signature]_   **Date** 3/9/18

Grant Writer Name James Littlejohn   **Signature** _[signature]_   **Date** 3/9/18

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

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

701-18-105-040

Shared Services Arrangements

X Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

☐ SSAs are not permitted for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Increase the number of internal applicants for principal and assistant principal positions with relevant experience	Provide internship programs which will give Assistant Principal and Principal candidates experience in leadership roles amongst Clint ISD staff. Align Sul Ross State University course work with practicum classes to build foundational knowledge for leadership roles to prepare candidates to be effective leaders.
Build capacity in our existing teaching staff to become administrators in Clint ISD	Design a three component protocol of relevant experiences which align with the Sul Ross State University coursework and Clint ISD mission and vision. Students will complete three practicum courses with internship requirements which will be monitored at each benchmark.
Provide staff with hands-on experiences in leadership roles to assist them in their future principal and assistant principal positions	Assign a mentor with leadership projects that will build capacity. Internships will be with their mentor at their campus. Sul Ross State University approved Clint ISD adjunct staff will also work with candidates and mentors to facilitate internships which coordinate with candidate course work.

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.

Have ten district employees gain their principal's certificate by the end of 2019 to become effective leaders at Clint ISD campuses.

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:

Benchmark 1: Candidates must select a professional goal and a program goal. Candidate, mentor and adjunct staff will conduct a meeting to mirror the T-PESS process and insure that the first practicum course is also aligned to state standards. Activities for the ED7100 Practicum 1 course will align to an educational need of the district to incorporate TEKS Resource System (TRS), curriculum mapping, data analysis, campus report card, a variety of surveys, testing data, campus culture, campus improvement plan, and curriculum audit. Candidates will take the knowledge learned and will conduct a PLC meeting at their campus which will be attended by their mentor. Candidates will also work with their mentor to complete the T-PESS midyear progress review based on their goals and program experiences at this benchmark.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Benchmark 2: Candidates will demonstrate mastery of topics aligned with the ED 701 Practicum II course through the completion of either a Learning Log or Reflective Journal. These activities will answer focus questions developed by the mentors and Sul Ross State University/ Clint ISD Adjunct staff. The journaling will include relevant artifacts of the candidates experiences. The products will be maintained with the use of technology and Google Classroom. The topics will also include comprehensive needs assessment, campus planning, budgeting, master schedule, and campus improvement plan and a comprehensive campus professional development plan.

Third-Quarter Benchmark:

Benchmark 3: Candidates will create a portfolio to demonstrate their understanding of the instructional process and how it relates to student achievement which will include all special populations. During this period, candidates will be able to communicate to their mentors their understanding from walk-throughs, instructional rounds, and T-TESS observations from a leadership lens. Furthermore, candidates will reflect on the ARD process, 504 procedures, LPAC as it relates to narrowing the instructional achievement gap. The portfolio will also include how to create an individualized student intervention plan. The portfolio will have a rubric as an evaluation tool. All of these activities align with the ED701 Practicum III course from the Sul Ross State University degree plan.

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.

Pulse Check Meetings:
   All candidates and mentors will conduct a Pulse Check Meeting at mid-semester and the end of each semester on the courses the candidate is enrolled. These pulse check meetings will also align to the three grant benchmark activities and Sul Ross State University practicum courses. The candidate and mentor will review course work, assessments and progress on the benchmark activities. The Clint ISD/Sul Ross State University Memorandum of Understanding (MOU) will include an agreement which will allow for the easy access of information to assist in progress monitoring. If the practicum classes have too many activities and the candidates are having difficulty completing assigned field experiences, the mentor and adjunct Sul Ross State University staff will adjust the practicum coursework to ensure each candidate's success.
Additionally, after each benchmark, the Clint Leadership Academy Director will review all student progress and meet with each mentor to reflect on the candidates progress.
   Furthermore, Clint ISD and Sul Ross State University will schedule webinars or conference calls to dialogue between mentors, adjunct staff, course professors and candidates. Adjustment will include additional meetings, extension of Practicum time-lines and designated technical support in specific areas to assist the candidate.
For candidates who need academic or program support the mentor will contact the appropriate district expert to provide additional intervention. District experts in curriculum and instruction, operations, human resources, and finance will all assist candidates to meet program goals. If a student has a difficult time understanding how district finances are allocated, then the Chief Financial Officer will offer support to the candidate. Also, if the candidates need assistance understanding curriculum, the Clint ISD Curriculum and Instruction team will provide support as needed.

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 primary goal of the Partnership between Sul Ross State University, Educational Leadership Program and Clint I.S.D., is to create a 21st Century Principal Preparation Program that models best practices. Sul Ross State University benefits from the partnership by having a close relationship with the school district facilitating the ability of its students to complete three required Performance Measures (the PASL) necessary for TExES Principal Certification. Clint I.S.D. benefits from the partnership by having a seamless program that prepares its employees for leadership roles in the district while obtaining a Master's Degree in Education with specialization in Educational Leadership. Additionally, it provides professional growth opportunities for Clint employees who wish to serve as Adjunct Professors and opportunities for those Adjuncts to participate in the curriculum development process.

The Clint Leadership Academy will develop the administration, curricula, lectures, and all other details of the program. The Academy provides the Framework for administering the Grant and assists SRSU in providing students with the permissions they need to complete the assignments they must complete on their campuses as part of the Practicum requirements in the SRSU Master's Program. The Academy will assist students in appointments to their Campus CIP committees, or other Leadership Teams, to assist in the completion of the Practicum assignments. Students may choose to submit these as their three Performance Measures (PASL) required by TEA for certification beginning in 2019.

As part of the SRSU Master's In Education with specialization in Educational Leadership Program, students will complete three projects and will implement those projects on their campus as part of their Practicum coursework.

Project 1: In E7304, Educational Leadership, students will complete the first project. Students will plan to create a Professional Learning Committee (PLC) or Leadership Team to work on an identified Campus problem supported by data. As part of the ED7100 Practicum I course, students will create the PLC or Leadership Team. The intern will lead the PLC/Team in a Needs Assessment by conducting research and disaggregating data to determine the root cause(s) of an identified problem. Problem statements will be reanalyzed during the process and potentially re-written. Root cause(s) and potential solutions will be identified by consensus of the team. Recommendations for solutions will be made to the Campus Improvement Plan Committee that are data-driven.

Project 2: In ED6320, students will create a Professional Development plan tailored to their previously developed Targeted Improvement Plan. This Plan will address a prioritized problem, root cause(s) and a solution selected. Students will also prepare a budget to ensure that resources are in place for effective implementation and monitoring of the Targeted Improvement Plan. As part of the ED7101 Practicum II course, students will implement and assess the Professional Development Plan that targets an identified need on their campus.

Project 3: In ED6312 and ED6315, students will revise and review their Targeted Improvement Plan that addresses an identified problem on their campus that directly impacts student achievement; and work with a Leadership Team on their campus to reassess and determine if any changes have occurred prior to implementation of the Targeted Improvement Plan. Students will work with the Campus Improvement Plan Committee to finalize their target goals. In ED7102 Practicum III, students will implement their Targeted Improvement Plan on their campus and monitor its implementation throughout the semester.

The Clint Leadership Academy will host several Workshops which align with the projects and benchmarks throughout the time students are working towards their Master's. These Workshops might focus on issues that the Academy Leadership sees as important to new School Administrators. Some topics might include:
• Time Management
• Creating a Master Schedule
• How to Conduct a Walk-through/Instructional Rounds
• T-TESS shadowing
• Understanding the SLO Process
• Data Analysis
• Positive Behavior Intervention
• Special Education Law/504 Law

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.

Recruitment will consist of the following:

The Clint ISD Leadership Academy will have a Two Tiered Application Process. The candidates must complete an application posted via the district's employment online application system. The application will require candidates to attach the last three years of PDAS and T-TESS observations where applicants were rated "Proficient" or higher. Also, applicants must attach two years of demonstrated student achievement through student data such as Unit Assessments, Curriculum Based Assessments, Performance Based Assessments and/or STAAR scores. The applicant will also provide three examples of Campus leadership with students and staff (Department Chair, Grade Level Chair, Activity/Athletic Sponsor, PLC Lead, CIT/DIT committee member). Another requirement for all applicants, is to provide an example of Community based leadership (Scout Leader, Board Member of any organization, Community Service Leader, Community Volunteer).

Finally, to ensure that the candidates can complete written compositions and activities required by the Sul Ross, all applicants will create a writing sample provided by the Sul Ross admissions office. The writing sample must be 2-3 pages and will be evaluated based not only on the content, but on the conventions of the English Language. Any student not showing competency on the writing sample will not be considered. Candidates will record an online interview with focus questions and be asked to provide three reference letters and must include their current administrator. In which they detail evidence of their continuous learning from the past five years through a series of questions.

After all completed applications are reviewed, the Second Tiered Step will consist of a face-to-face interview of the candidates by the Clint Leadership. Screening process will mirror the district student population and applications will be considered by first in and first completed. Mentors must also apply through a similar process to ensure their knowledge and experience will benefit candidates.

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.

Clint ISD will partner with Sul-Ross State University through their SRSU Educational Leadership Program. In order for candidates to be accepted into the program, students will complete a formal process with Clint ISD. These candidates must be students who wish to obtain a Master's in Education with Specialization in Educational Leadership with Principal Certification. Once candidates have been identified through the Clint ISD process, they will directed to apply to Sul Ross State University. Students will follow the regular procedures for application to Sul Ross State University. This consists primarily in submitting an ApplyTexas application and forwarding transcripts to the Registrar's Office. All candidates will complete the courses as listed in the Scope and Sequence from Sul Ross State University Master's Degree in Education with Leadership Specialization and Principal Certification as attached. The Scope and Sequence lists the TExES Domain or Competency, a general description of how that domain will be covered and the implementation plan for each course. Practicum courses will be held throughout the program. The courses are planned by semester and include the following:
Fall 2018
ED5300 and ED5332
Spring 2019
ED5333 and Ed7304
Summer 2019 Session 1 and 2
ED6312 and ED7309, ED5319 and ED6320
Fall 2019
ED6315
A full scope and sequence of the courses is attached.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The SRSU Educational Leadership Principal Program Handbook outlines the evaluation process for students. See p. 8 of the Program Handbook (attached), which reads as follows: Students will be monitored as they progress through the Educational Leadership Program. There are six major program benchmarks.
1. After completion of ED5330, Intro to School Admin, ED5332 Educational Research I, and ED5333 Educational Research II, ED7304, Educational Leadership, and ED6312 Curriculum, Instruction and Assessment, students will complete a comprehensive assessment on the change process. This assessment includes multiple choice and essay that ask students to demonstrate mastery of the elements of a targeted improvement plan for both Domain I and Domain II problem statements. Students must score 80% on the Change Process test to pass and 90% to demonstrate mastery.
2. As part of the ED7304 Educational Leadership course, students will create a plan outlining the steps to create a Professional Learning Committee or Leadership Team that includes planning, implementation, and monitoring steps. A copy of the Scoring Rubric is attached as Appendix F. Students must score 80% to pass and 90% to demonstrate mastery.
3. As part of the ED6315 course, students will create a targeted improvement plan that addresses an identified need that will impact student achievement. This will include a plan for the implementation and monitoring steps. A copy of the Scoring Rubric is attached as Appendix H. Students must score 80% to pass and 90% to demonstrate mastery. 4. As part of the ED6320 School Support Services course, students will create a Professional Development Plan tailored to a targeted improvement plan that addresses a prioritized problem, root cause(s) and a solution. Students will also prepare a budget and ensure in the plan that resources are in place for successful implementation. This plan will include a plan for the implementation and monitoring of the Professional Development. A copy of the Scoring Rubric is attached as Appendix G. Students must score 80% to pass and 90% to demonstrate mastery. 5. At the of the Practicum, students will create and present a comprehensive Portfolio with work from all courses that demonstrates a mastery of each Domain and Competency. Students will be evaluated by a committee of Educational Leadership professors. A copy of the Portfolio Scoring Rubric is attached as Appendix E. 6. As part of the Practicum, students will take a CertifyTeacher practice exam and a Representative Practice Exam. Students must score an 80% on the Representative Test and a 260 on the CertifyTeacher practice exam to show mastery. Instructional coaching protocols are provided in the SRSU Educational Leadership Program Practicum Handbook. Samples of protocols and forms used to monitor, coach, and provide feedback to the Intern are provided in Appendix 1-11 in the Practicum Handbook (attached.)

Statutory/Program Assurances

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

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

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

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

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

Total number of principal residents to be served (maximum 10 per LEA) [10]   CDN or Vendor ID [071901]

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.	Indirect Grant Costs	3,416
2.	Travel to summer institutes for mentors - 5 Principal Mentors	7,500
3.	Participant Tuition - 10 Candidates	88,500
4.	Substitutes 6 days for each candidate	6,500
5.	Travel to summer institute at TEA - 10 Principal Candidates	15,000
6.	Textbooks for Candidates and equipment for candidates	7,734
7.	TExES certification exam - $135 for 10 candidates	1,350
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	Total grant award requested	130,000

SUL ROSS STATE UNIVERSITY
MASTER'S DEGREE IN EDUCATION
WITH EDUCATIONAL LEADERSHIP SPECIALIZATION
AND PRINCIPAL CERTIFICATION
SCOPE AND SEQUENCE

Course #	Course Name/ Textbook(s)	TExES Domain/Compt	General Description of Domain/Competencies Covered	Implementation on Campus
1st Semester/Fall				
ED5330	Intro to Sch Admin/Ubben, G.C.& Norris, C. (2016). The principal: Creative leadership for excellence, updated 8th edition (8th ed.). Pearson. ISBN-13-978-0134606989; American Psychological Assoc. (2010). Publication manual of the American psychological association Washington, D.C.	Domain 1-6	General Overview of all Domains emphasizing school vision, culture; curriculum, instruction and assessment; the change process and targeted improvement plans, professional learning communities, professional development and the importance of human capital; leadership theory; school support services; school law and ethics; and equity and diversity.	
ED5332	Educ.Research I/Crotty, M. (2003). The foundations of social research. CA: Thousand Oaks. ISBN: 0761961064.; Scheurich, J. (2001). Research method in the postmodern. Philadelphia: Taylor and Francis. ISBN: 0750706457	Dom2, Comp3; Dom2Comp4; Dom.3, Comp.5; Dom5, Comp.8; Dom5, Compt.9	Basic educational research practices to ensure that the principal understands research-based practice in the development, implementation and evaluation of curriculum programs. Students receive an overview of the change process as it relates to instructional programs. Also, students explore the change process as it relates to creating a vision, changing culture, and other factors that indirectly impact student achievement. Emphasis is on the Data-Analysis step in the change process.	Emphasis on Data Analysis step in the change process. Students disaggregate data from their campus and will prioritize problems and write problem statements. These problem statements may be used later to create a targeted campus improvement plan.
2nd Semester/Spring				

Course	Textbook	Competencies	Description	Practicum / Notes
ED5333	Educ. Research II/Mertier, C.A. (2018). Introduction to educational research. Sage. ISBN-10: 1506366120.	Dom2, Comp3; Dom2Comp4; Dom.3, Comp.5; Dom5, Compt8;Dom5, Compt.9	Advanced educational research practices. Students select a problem statement written in ED5332, and research it deeper to determine the root cause(s) for the problem. Students prepare a research paper that presents their findings and selected root cause(s) and research on potential solutions that address the root cause(s). Emphasis is on the Needs Assessment step in the change process.	Emphasis on the Needs Assessment step in the change process. Students disaggregate data looking further and deeper into one problem identified in ED5332. Students will re-write their problem statements after this deeper data analysis and then research potential solutions once root causes are identified for that problem. This research may be used later to create a targeted campus improvement plan.
ED7304	Educational Leadership/Fullan, M. (2007). Leading in a culture of change. Jossey-Bass. ISBN-13: 978-078-798-7664; Dufour, R., Dufour, R., Eaker, R., Many, R.W., Mattos (2016). Learning by doing. Solution Tree. ISBN-13: 978-194-387-4378.	Dom.1, Compt1 (B); Dom.1, Compt2; Dom.1, Compt3; Dom3,Compt5(E &F); Dom3,Compt6(B &C); Dom4,Compt8; Dom5,Compt9 (A,B,C,D)	Study of Professional Learning Communities; change process theory, school improvement process, strategic planning, and leadership theory and team effectiveness best practices. Students will select a problem statement and will form a PLC within the class to work together to identify root causes and outline a targeted improvement plan to address the problem.	ED7100 Practicum I/SRSU Practicum Manual; PASL task information from website– Students create PLC on their campus and will lead the team in conducting research and disaggregating data to determine the root cause(s) of an identified problem. Problem statements will be reanalyzed during the process and potentially re-written. Root cause(s) and potential solutions will be identified by consensus of the team. Recommendations are made for the CIP committee.

3rd Semester/Summer Session 1

Course	Text	Domain/Comp.	Description	Notes
ED6312	Curr., Instruc. & Assess/ English, F.W. (2010). Deciding what to teach & test; Developing, aligning, and leading the curriculum (3rd ed.) Thousand Oaks, CA: Corwin. ISBN-10: 112960134.	Dom2,Comp.3& 4; Dom5,Comp8	Advanced study of curriculum, instruction and assessment and the change process. Students create a targeted improvement plan to address a prioritized problem statement on their campus.	Students may later implement the targeted improvement plan created in this course.
ED7309	Special Pops & Programs/Beyer, B. & Johnson E.S. (2005). Special Programs & Services in Schools: Creating options, meeting needs. Destech Pub. ISBN-10-188543233X; Koppelman, K.& Goodhart, R.L. (2014). Understanding human differences: Multicultural education for a diverse America. Boston: Pearson. ISBN: 013-282-4892.	Dom6, Comp. 11	Students study state and federal programs that address equity and diversity. Students study the historical bias, laws, and societal norms that have impacted minorities and economically disadvantaged students.	

Summer Session 2

Course	Text	Domain/Comp.	Description	Notes
ED5319	School Law/ Walsh, J, Kemerer, F.R. & Maniotis, L. (2014). The educator's guide to Texas school law (9th ed.) Austin, TX: University of Texas	Dom6, Compt11(A,G,H	Students study the dual court system, the 3 branches of government, the Tex. Education Code, and all important school law topics by reviewing state and federal statutes, case law, and district policies.	

	Press. ISBN-13: 978-1477315316.			
ED6320	**Sch Support Services/** Rebore, R.W. (2011). The essentials of human resource administration in education (1st ed.). NY: Prentice Hall. ISBN-13: 978-0137008537.	Dom3, Comp.5; Dom3, Comp.6; Dom4, Comp.7&8; Dom5, Comp.9&10	Students create a professional development plan tailored to their previously developed targeted improvement plan that addresses the prioritized problem, root cause(s) and solution selected. Students also prepare a budget and ensure that resources are in place for implementation and monitoring of the targeted improvement plan. Students study basic budgeting methods and specific methods (PEIMS) in Texas. Students create a recruitment plan.	**ED7101 Practicum II/** SRSU Practicum Manual; PASL task information from website–Students implement and assess a professional develop plan that targets an identified need on their campus.

4th Semester/Fall

ED6315	**Instructional Leadership: Planning, Implement. & Monitoring/** TAISResources.net and other resources provided by TEA on the change process.	Dom2,Comp.3& 4; Dom5,Comp8	Students review their targeted improvement plan and work with their team on their campus to reassess to determine if any changes have occurred prior to implementation of the Targeted Improvement Plan. Students work with the Campus Improvement Plan to finalize their target goals.	**ED7102 Practicum III/** SRSU Practicum Manual; PASL task information from website–Students implement their targeted improvement plan on their campus and monitor its implementation throughout the semester using multiple data sources to continuously assess the progress of the implementation process. Mini-change process procedures will be utilized if target goals throughout the semester are not reached. These procedures and re-training plans and budgeted resources will be provided for in the refined target Improvement Plan created in ED6315.

4

| AEL Training- Region Center | Domains 1-6 | Students receive leadership training that provides a basic framework of understanding for all the domains and competencies. |
| T-TESS Training – Region Center | Dom2,Comp.4; Dom3,Comp.5& 6 | Students receive training in staff evaluation and development models. |

Syllabus | ED5330-Introduction to School Administration

Spring 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

This is an online course that critically examines the theory and practice of leadership and management in school administration. Students work to transform theories into practical application for instructional supervision and leadership within the school setting. This course will provide an overview of the Principal Preparation Program, principal standards as set by TEA, domains and competencies in the TExES, and other campus-based administrative duties.

Performance Standards, Goals, and Learning Objectives

ED 5330 contributes to the following Program Learning Outcomes (PLOs)/TExES Competencies:

- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1**-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
- **Competency 2**-The beginning principal knows how to work with stakeholders as key partners to support student learning.
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3**-The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- **Competency 4**-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**

- Competency 5-The beginning principal nows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a "leader" and a "manager."
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 5330 will address the following Student Learning Outcomes (SLOs):
Upon successful completion of this course, the student will be able to:

1. Fully understand the Principal Preparation program and all the components that are needed to successfully complete the program, graduate, and become a successful principal.

2. Students will create an authentic artifact, a Portfolio, which will serve as a Summative Assessment of their acquisition of knowledge throughout the program. Students will analyze and reflect upon their assignments as they prepare for their Portfolio Defense.
3. Understand the components of the principal portfolio and how to develop and add material to your portfolio. You will also need to understand what will be expected of you to defend your portfolio.
4. Reference the TExES Preparation Manual (068) for Principals and be fully aware of the Standards and TExES Domains/Competencies.
5. Understand the role of the school leader as an instructional leader.
6. Develop a philosophy of education and school learning.
7. Understand the role and theory in improving supervisory practice.
8. Develop an understanding of school leadership and its importance.
9. Develop leadership skills and the ability to recognize and analyze leadership models and theories.
10. Understand barriers to communication and develop skills to improve motivation, collaboration, and communication in the school system.

TExES Standards:
Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter BB. Administrator Standards

§149.2001. Principal Standards.
(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective executive leaders:

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

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

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

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

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

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

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

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

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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

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

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

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

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

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

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

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

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

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

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

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

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

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

Materials
Required Text

Ubben, G.C. and Norris, C. (2016). *The principal: Creative leadership for excellence, updated 8th* edition (8th ed.). Pearson. ISBN-13: 978-0134606989; ISBN-10: 0134606981

Recommended Texts

Certify Teacher – Principal Exam. (Preparation software for educator certification). You must purchase the "online exam", for this Principal Preparation Program. It is best to purchase it at the beginning of the program and practice questions in "Study Mode" as you go through the program (rather than waiting till the end of the program. At the end of the program, you will have to take a CertifyTeacher practice exam and score a 260 before exiting the program). By starting now, you will gain an understanding of the type of questions which relate to each competency you are covering in each course, as you go through that course.

American Psychological Association (2010). *Publication manual of the American psychological association (6th ed.). Washington, DC.*

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		MODULE 1		
Class Begins				Jan. 16
Mod1-Quizzes 1-4	Quizzes	Read Chapters 1-4, Ubben Textbook; Read PowerPoints 1-4, for Ubben textbook. Take Mod1Textbook quizzes 1-4	4x40=160	Jan. 22
Mod1-Assn1	Wiki-Culture/ Climate	Watch videos from TAIS Resources at "CSFs" "Leadership Effectiveness" Culture/Climate Wiki: Create a Wiki on the differences between culture/climate using the materials provided.	50	Jan. 29
Mod1-Assn2	Wiki-New Culture	Watch videos from TAIS Resources at "District Commitments" "Clear Vision and Focus" and "CSFs" "Leadership Effectiveness" Create Graphic Representation of Culture/Wiki	50	Jan. 29
Mod1-Assn3	Vision Essay	Essay on Vision/Focus	30	Jan. 29
Mod1-Assn4	Rate Vision	Rate your campus' current Vision and Focus statement;	20	Jan. 29
Mod1-Assn5	Create Vision	Create a Vision for your campus (or modify the existing one) using the materials and instructions provided in the assignment.	50	Jan. 29
Mod1-Assn6	Wiki Data Analysis	Watch videos from TAIS Resources "Family/Community Engagement and "Support Systems" "Communications" Then, watch the videos from TAIS Resources at "Continuous Improvement" beginning with the Overview and continuing with the remaining videos in the Continuous Improvement Section: "Data Analysis", "Needs		

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		Assessment", "Improvement Planning", and "Implement and Monitor" Data Analysis Report/Wiki - Then, review the planning guide below and **create a report** (as a class) based on the scenario below that 1) establishes priorities, 2) finds causal links, 3) gives rationale based on behaviors that supports your interpretation of the data. This report will be used in creating the Action Plan in this Module.	75	Feb. 5
Mod1-Assn7	Action Plan	Create an action plan that fits the scenario provided above using the CIP form attached. This Campus Improvement Plan will only target your No. 1 Priority, reduction of the dropout rate.	125	Feb. 12
Feb. 5FMod1-Assn8	Journal	Create a reflection in the Journal assignment that contemplates the material you have learned in Unit 1 of the Textbook and the activities and resources you have assimilated from TAIS on Domain I-School Community Leadership.	50	Feb. 12
		SUBTOTAL:	610	
		MODULE 2		
Mod2-Quizzes 5-9	Quizzes	Read Chapters 5-9, Ubben Textbook; Review PowerPoints 5-9, for Ubben textbook, then take Mod2 Textbook Quiz.	5x40=200	Feb. 19
Mod2-Assn9	Graphic-Structure	Watch 2 videos from TAIS Resources: "Support Systems" "Organizational Structure" Andy Hargreaves-Growing Human Capital and Dr. Heather Zavadsky-Organizational Structure. Also watch the 2 From the Field videos in "Organizational Structure." The videos are at this link: http://www.taisresources.net/organizational-structure/ Then, complete the following assignments. Diagram the organizational structure of your school using the materials provided with the assignment.	75	Feb. 19
Mod2-Assn10	Wiki-Structure	Create chart using that diagram, complete the Organizational Structure chart provided.	50	Feb 19
Mod2-Assn11	Chart-Structure	Create chart identify one negotiable element of your organizational structure that might be altered to enhance student performance using the guidelines in the assignment instructions.	75	Feb.19
Mod2-Assn12	Venn-Capital	Watch the TAIS Resource video: "Support Systems" "Organizational Structure" Dr. Andy Hargreaves *Growing Human Capital* found at this link: http://www.taisresources.net/organizational-structure/	50	Feb. 26

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		Create the Venn Diagram provided on the business and human capital at your campus.		
Mod2-Assn13	Wiki-Capacity	Watch the TAIS Resource videos: "Support Systems" "Capacity and Resources" Dr. Ervin Knezek-*Capacity and Resources*; and, the 2 *From the Field* videos "*Meeting Every Need*" and "*Cultivating Leadership*." The videos are at this link: http://www.taisresources.net/capacity-and-resources/ Create Wiki/Chart on Building Capacity provided in the assignment following the instructions.	50	Feb. 26
Mod2-Assn14	Chart-PD	Watch the TAIS Resource videos: "CSFs" "Increased Learning Time" by Dr. Todd Whitaker-*The True Meaning of On-Going Professional Development*; and Dr. Laura Lipton-*Growing as a Group: Effective Use of Teacher Time* at this link: http://www.taisresources.net/increased-learning-time/. Create the chart regarding your last Professional Development (on an instructional topic).	50	March 5
Mod2-Assn15	Professional Development Plan	Watch the TAIS Resource videos at "CSFs" "Teacher Quality" at this link: http://www.taisresources.net/teacher-quality/ Then, read the Teacher Quality Planning Guide attached to the assignment. Create a Professional Development Plan following the instructions in the assignment.	100	March 19
Mod2-Assn16	Journal	Create a reflection in the Journal assignment that contemplates the material you have learned in Unit 2 of the Textbook and the activities and resources you have assimilated from TAIS on Instructional Leadership.	50	March 19
		SUBTOTAL:	**700**	
		MODULE 3		
Mod3-Quizzes 10-14	Quizzes	Read Chapters 10-14, Ubben Textbook; Read PowerPoints 10-14, for Ubben textbook, then take Mod3 Textbook Quiz.	5X40=200	March 26
Mod3-Assn17	Journal-PLCs	Journal Reflection on the Right and Wrong way to implement PLCs	50	March 26
Mod3-Assn18	DB-PLCs	Discussion Board-PLCs	50	March 26-April 1
Mod3-Assn19	Interview-Schedule	Interview Master Scheduler on your campus	40	April 2
Mod3-Assn20	Paper-School Finance	Review Equity Center School Finance Videos, the materials on the recent Special Session attached to assignment, write a summary of them (50 points)	50	April 2

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod3-Assn21	DB-School Finance	Join Discussion Board on Texas School Finance (50 points)	50	April 2-8
Mod3-Assn22	Blog-Cyberbullying	Join Blog on David's Law; review videos and materials; join discussion on effect of new law criminalizing cyberbullying in Texas	50	April 9-15
Mod3-Assn23	Journal-	Create a reflection in the Journal assignment that contemplates the material you have learned in Unit 3 of the Textbook and the activities and resources you have assimilated from TAIS on Instructional Leadership.	50	April 16
		SUBTOTAL:	540	
		MODULE 4- Portfolio		
Mod4-Assn24	Portfolio&Intro	Create Portfolio, include Portfolio Introduction	25	April 23
Mod4-Assn25	Goals	Portfolio 3-year Goals	25	April 23
Mod4-Assn26	Philosophies	Portfolio Educational Philosophies	50	April 23
Mod4-Assn27	Resume/Artifacts	Portfolio Resume and Artifacts from ED5330	50	April 30
		SUBTOTAL:	150	
		TOTAL POINTS:	2000	

Details for each of these assignments are posted on the Blackboard class website.

The **grading policy** for this course is as follows:

    1800-2000 equate to an A,
    1600- 1799 equate to a B
    1400-1599 equate to a C
    1399 or less receive an F.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus | ED5332 Educational Research I

Fall 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description: ED 5332 is a course designed to introduce the graduate student to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

Purpose: To teach graduate students how to conduct research projects and how to read and interpret the research of others.

Objectives: At the conclusion of this course, each student will be able to:
1. interpret and evaluate research to become successful readers and consumers of research.
2. determine and operationally define the basic aspects of the research process including identifying research problems; reviewing literature; specifying purposes for studies; collecting, analyzing, and interpreting data; and evaluating and reporting the results of a study.
3. construct and implement short assignments to demonstrate the basic researchskills.
4. demonstrate proficiency using APAformat.
5. complete a research proposal.

Student Assessments:

1. Discussion Boards
2. Movie and article critique
3. APA Style Assignments
4. Written Assignments demonstrating skills
5. Final Semester Project-Writing a Research Proposal

Course Requirements:

The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. This course is designed to be completed during a 16-week term with assignments due each week. Under NO CIRCUMSTANCES will I accept the entire semester's work during the last week or during the last day of class (any late work could receive point deductions). Assignments and projects will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.

2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per assignment.

3. Online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to two (2) others with constructive comments. The posts should be at least 25 words. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.

4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, and various short assignments during the course.

5. Each student will be required to complete a research proposal and to write up the project in a form that would be suitable for publication. The topic must be approved prior to beginning the proposal and the student must work closely with the instructor as the proposal progresses in written form. There will be various deadlines established regarding the completion of phases of the project. These timeframes are important and must be met in a timely manner. The completed paper will be returned electronically on Blackboard and will be available for viewing. **Papers that do not meet minimum length requirements (4,000 words not including appendix) will not be accepted. Students will also be required to make a Power Point presentation of the completed project. The requirements for the Research Proposal will be given under the "Semester Project" tab on Blackboard.**

Incomplete grades will be given only in extenuating circumstances; therefore, all work must be completed by the established deadline!

Grading Policy:

1. No Assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. As papers should be typewritten according to the American Psychological Association (APA) manual. Papers with APA errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:00 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are **no** optional assignments in this course. All *assignments must be completed in order to pass this class.*

8. Students who fail to participate in Discussion Power Point postings or complete any assignments may not pass this course.

2

STUDENT LEARNING OUTCOMES:

Standards for the Principal

Learner-Centered Instructional Leadership and Management.
A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
(1)facilitate the development of a campus learning organization that supports Instructional improvement and change through an on-going study of relevant research and best practice.
(2)facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successfulare available to all students.
(4) utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.

Required Text:

American Psychological Association (2010). Publication Manual of the American Psychological Association.(6th ed.) Washington, D. C.

Strongly Recommended Texts:

Crotty, M (2003). The foundations of social research. Sage, 2003. Thousand Oaks, California. ISBN 0 7619 6106 4

Scheurich, J (2001). Research method in the postmodern. Taylor and Francis. Philadelphia ISBN 0 7507 0645 7

Format Requirements for Submittals: All submittals must comply with the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide current, professional, peer-reviewed references. Assignments submitted with APA errors may

receive a grade of "0." All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is necessary. Put your name and the assignment number in the document's file name. All assignments must be submitted in "Microsoft Word."

TENTATIVE SCHEDULE OF ACTIVITIES (Course Calendar):

-Initial post is due for discussion I (4 points total) -All Responses for discussion I are due

-Written Assignment I is due on Blackboard (8 points) February 1-Discussion Post II initial post is due (4 points total) February 3-Peer Responses to discussion II are due

-Written Assignment II is due (8 points)

-Initial post for discussion III is due (4 points total) March 1-Peer responses to discussion III are due

-Written Assignment III is due (8 points) March 31-Written Assignment IV is due (8 points)

-Initial post for discussion IV is due (4 points total) April 2-Peer responses to discussion IV are due

-Written Assignment V is due (8 points)

-Semester Project is due (40 points) Students will conduct a data analysis to identify problems on their campus. They will look at trends and patterns to identify problems. Students will prioritize problems and create problem statements.

Grading:

Grades are based on a point system. There are 100 points available for the course. Scores of:
        90 – 100 equates to an A, 80 –89
        equates to a B
        70 – 79 equates to a C
        69 or less will receive an F.

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Begin your Semester Project as soon as possible. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

Attendance:

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it relates to

"explained or excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

Internet Web Resources:

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications for papers submitted in this class. Encyclopedias and other non-peer reviewed data may not be cited. See Course Information on Blackboard for more information. Some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses. APA Style of Notation http://www.apastyle.org SulRossUniversityLibraryGuide forED5307 URL: http://sulross.libguides.com/ed5307

Conduct:

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  a) Check the course website frequently and respond appropriately and on subject.
  b) Focus on one subject per message and use pertinent subject titles
  c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
  d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
  e) Cite all quotes, references and sources.
  f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
  g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
  h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.
     (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

DISABILITY SERVICES

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handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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Syllabus | ED5333 Educational Research II

Fall 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description: ED 5333 is a course designed to introduce the graduate student to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

Purpose: To teach graduate students how to conduct research projects and how to read and interpret the research of others.

Objectives: At the conclusion of this course, each student will be able to:
1. interpret and evaluate research to become successful readers and consumers of research.
2. determine and operationally define the basic aspects of the research process including identifying research problems; reviewing literature; specifying purposes for studies; collecting, analyzing, and interpreting data; and evaluating and reporting the results of a study.
3. construct and implement short assignments to demonstrate the basic researchskills.
4. demonstrate proficiency using APAformat.
5. complete a research proposal.

Student Assessments:

1. Discussion Boards
2. Movie and article critique
3. APA Style Assignments
4. Written Assignments demonstrating skills
5. Final Semester Project-Writing a Research Proposal

Course Requirements:

The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. This course is designed to be completed during a 16-week term with assignments due each week. Under NO CIRCUMSTANCES will I accept the entire semester's work during the last week or during the last day of class (any late work could receive point deductions). Assignments and projects will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.

2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per assignment.

3. Online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to two (2) others with constructive comments. The posts should be at least 25 words. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.

4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, and various short assignments during the course.

5. Each student will be required to complete a research proposal and to write up the project in a form that would be suitable for publication. The topic must be approved prior to beginning the proposal and the student must work closely with the instructor as the proposal progresses in written form. There will be various deadlines established regarding the completion of phases of the project. These timeframes are important and must be met in a timely manner. The completed paper will be returned electronically on Blackboard and will be available for viewing. **Papers that do not meet minimum length requirements (4,000 words not including appendix) will not be accepted. Students will also be required to make a Power Point presentation of the completed project. The requirements for the Research Proposal will be given under the "Semester Project" tab on Blackboard.**

Incomplete grades will be given only in extenuating circumstances; therefore, all work must be completed by the established deadline!

Grading Policy:

1. No Assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. As papers should be typewritten according to the American Psychological Association (APA) manual. Papers with APA errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:00 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are **no** optional assignments in this course. All *assignments must be completed in order to pass this class.*
8. Students who fail to participate in Discussion Power Point postings or complete any assignments may not pass this course.

STUDENT LEARNING OUTCOMES:

Standards for the Principal

Learner-Centered Instructional Leadership and Management.
A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
(1)facilitate the development of a campus learning organization that supports Instructional improvement and change through an on-going study of relevant research and best practice.
(2)facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successfulare available to all students.
(4) utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.

Required Texts:

Mertier, C.A. (2016). Introduction to educational research (2nd ed.). Thousand Oaks, Calif: Sage. ISBN-10: 1506366120.

American Psychological Association (2010). Publication Manual of the American Psychological Association.(6th ed.) Washington, D. C.

Format Requirements for Submittals: All submittals must comply with the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide current, professional, peer-reviewed references. Assignments submitted with APA errors may

receive a grade of "0." All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is necessary. Put your name and the assignment number in the document's file name. All assignments must be submitted in "Microsoft Word."

TENTATIVE SCHEDULE OF ACTIVITIES (Course Calendar):

-Initial post is due for discussion I (4 points total) -All Responses for discussion I are due

-Written Assignment I is due on Blackboard (8 points) February 1-Discussion Post II initial post is due (4 points total) February 3-Peer Responses to discussion II are due

-Written Assignment II is due (8 points)

-Initial post for discussion III is due (4 points total) March 1-Peer responses to discussion III are due

-Written Assignment III is due (8 points) March 31-Written Assignment IV is due (8 points)

-Initial post for discussion IV is due (4 points total) April 2-Peer responses to discussion IV are due

-Written Assignment V is due (8 points)

-Semester Project is due (40 points) Students will conduct a Needs Assessment to identify root causes for an identified problem and will refine their problem statement. Students will research potential solutions to the problem once root causes are identified.

Grading:

Grades are based on a point system. There are 100 points available for the course. Scores of:
        90 – 100 equates to an A, 80 –89
        equates to a B
        70 – 79 equates to a C
        69 or less will receive an F.

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Begin your Semester Project as soon as possible. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

Attendance:

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it relates to

"explained or excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

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Syllabus | Educational Leadership for Principals

Spring 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

This is an online course that critically examines the theory and practice of leadership and management in school administration. **There will be one virtual class meeting.** Students work to master leadership theories and apply them within the school setting. This course stresses the leadership skills found in Domain I-School Community Leadership. Students will examine real-world Domain I issues and create action plans to address identified problems from the scenarios.

Performance Standards, Goals, and Learning Objectives

ED 7304 contributes to the following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) or TExES Competencies:

- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

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- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**
- **Competency 5-The beginning principal nows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**
- **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a "leader" and a "manager."
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 7304 will address the following Student Learning Outcomes (SLOs):
Upon successful completion of this course, the student will be able to:

- Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- Ensures 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 collaborations.
- Respond appropriately to diverse needs in shaping the campus culture.
- Use various types of information 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.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contribution of students, staff, parents, and community members toward realization of the campus vision.
- Communicates effectively with families and other community members in varied educational context.
- 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 communication.
- Develop and implement a comprehensive community relations program.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Models and promotes 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.
- Articulate the importance of education in a free democratic society.
- 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.

TExES Standards:

Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter BB. Administrator Standards
§149.2001. Principal Standards.
(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective executive leaders:

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

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

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

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

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

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

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

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

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(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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

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

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

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

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

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

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

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

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

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

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

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

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

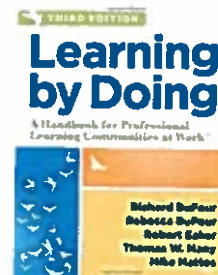Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

Materials
Required Texts

Fullan, M. (2007). *Leading in a culture of change.* Jossey-Bass. ISBN-13: 978-0787987664

Dufour, R., Dufour, R., Eaker, R., Many, R.W., Mattos (2016). *Learning by doing.* Solution Tree. ISBN-13: 978-1943874378

Recommended Texts

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		MODULE 1		

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod1Assn1	Blog-Introductions	Post an update to your Portfolio "Introduction" and meet your classmates.	50	Jan. 21-28
Mod1Assn2	Journal-Classical Theory	Read the Vornberg, Chapter 8, and watch the Stopwatch video. Then, create a Journal paper critiquing the Classical Theory and its application to 1) business and 2) education today.	75	Jan. 29
Mod1Assn3	Book Review	Read the Fullan, *Leading in a Culture of Change* book; write a book review following the instructions.	100	Feb. 19
Mod1Assn4	DB-Classical Theory	Join the Discussion Board on the Vornberg, Stopwatch, and Fullan book: contrast and compare the Classical Theory and its modern business and education applications; and the modern educational theory of change propounded by Fullan.	50	Feb. 19-Feb. 25
Mod2Assn5	Book Review	Read Dufour, et al, *Learning by Doing*; write a book review following the instructions.	100	March 19
Mod2Assn6	DB on Book Review	Join DB on the book review books	50	March 19-25
Mod2Assn7	Leadership Inventory	Complete the leadership inventory, reflect in a 2-3 page paper what you learned about your leadership style from this inventory.	75	March 26
Mod2Assn8	Journal-Reflection on Theory Eras	Pick an Era/Theory of Leadership with which you feel comfortable; explain why.	50	March 26
		SUBTOTAL:	550	
		MODULE 2		
Mod3/Assn10	PLC PowerPoint; Professional Development Plan; and Implementation & Monitoring Plan	Meet with your PLC in 4 meetings.		
		1st Meeting Report	25	
		2nd Meeting Reports	50	
		3rd Meeting Reports	75	
		Submit Professional Development Plan and Action Plan to correct the problem, and that addresses the selected priority/root cause.	125	April 16

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		Submit PowerPoint that highlights the process. (See Blackboard for more instructions.) Submit revised PPT with suggestions from Instructor		April 20
Mod3/Assn11	Group Presentation/Class Meeting	CLASS MEETING: TIMES WILL BE SCHEDULED ONCE THE SEMESTER BEGINS ON THE DATES INDICATED HERE. Share your Action Plan (PPT) with the class as a group. These will be recorded	100	April 21-22
Mod3/Assn13	Portfolio Update	Update your Educational Philosophies statement in your Portfolio; add artifacts	50	April 30
Mod3/Assn14	Comprehensive Assessment	Domain 1-Practice Test	50	April 30
		SUBTOTAL:	450	
		TOTAL POINTS:	1000	

Details for each of these assignments are posted on the Blackboard class website.

The **grading policy** for this course is as follows: **800-1000** equate to an A,

> 600- 799 equate to a B
> 400-599 equate to a C
> 399 or less receive an F.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course. THERE IS ONE CLASS MEETING, USING BLACKBOARD COLLABORATE, VIRTUAL CLASSROOM.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality

work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.
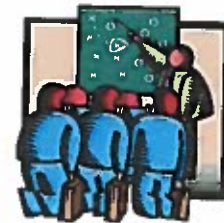
Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus for ED 6312 Curriculum, Instruction and Assessment

Instructor: Rebecca Schlosser, J.D., Ed.D.
Office Hours via Blackboard Instant Messaging:
Mon, Tues, Wedn, 6:30-9:30 PM (Alpine time)
And by appointment
Cell: 432-386-3830
Email: rschlosser@sulross.edu
Fax: 432-837-8390

Course Description: The course provides a real world experience regarding design and implementation of curricula in public schools. Students will master data analysis, assessment models, and the continuous learning cycle as applied to new curricula. You must have ready access to the Internet for this course.

Course Learning Objectives: At the conclusion of this course, students will be able to do the following:
- Read state performance data
- Identify areas of need and student groups at risk
- Set campus goals and priorities based on identified areas of need
- Create a Campus Improvement Plan that targets identified areas of need and that incorporates the entire cycle of change: planning, training, implementation, monitoring, and assessment
- Design curricula, instruction, and assessment that are vertically and horizontally aligned to the Texas TEKS
- Design, create, and evaluate curricula that is properly horizontally and vertically aligned to the Texas TEKS

Goals: Through the activities of this course, students will gain an overview of design and implementation of curricula in the public school system. Students will demonstrate a working understanding of the following topics as they relate to curriculum development in education and will demonstrate that they can apply their knowledge to real world settings.

- The steps necessary in the cycle of curricula development
- The Texas assessment model and data analysis
- Creation of a Campus Improvement Plan

TExES Competencies: This course provides the student with a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TExES principal exam.

Required Text: The student will need Microsoft Word and the following texts and materials:

English, F.W. (2010). *Deciding what to teach & test: Developing, aligning, and leading the curriculum.* (3rd ed.) Thousand Oaks, CA: Corwin.

Recommended Material:

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* (x ed.) Washington, DC: American Psychological Association.

Internet Web Resources: The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.
Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals: All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

All submittals must comply with the sixth edition of the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information and use that information for your reference.

You must submit your work through Blackboard, and it must be in MS Word (.doc file) 2003 or older or in Rich Text format (.rtf) file. Proprietary files systems used by other word processing software will not work. If you are using something other than MS Word you must save your file in rtf format. When creating a document file name, do not use any symbols or spaces in the name. Use the "_" if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.

Academic Integrity:
All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to
  • Turning in work as original that was used in whole or another course and/or professor
  • Turning in another's work as one's own

- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with not option to redo for credit.

Assignments: Your course grade is calculated by summing scores in five (5) Discussion Boards four (4) assignments, one (1) quiz, and a final Comprehensive Assessment on Domain II. Assignments do not all have the same points. It is recommended that you review all assignments before beginning as some require interviews that you should arrange at once. The specific instructions for each assignment are found in the Assignment sections of the Blackboard course.

Discussion Boards Write a response to the questions posted. (15 points per question—75 total points). For full credit, read and respond to at least two of your classmate's postings in addition to posting your own.

Assn 1-Accountability (100 points)

House Bill 5 (HB 5), passed by the Texas Legislature in 2013, made substantial changes to the state's curriculum and graduation requirements, assessment program, and accountability system. Use the link below to read about the impact of this legislation and seek out other sources, too. Your assignment is to create a Power Point to explain the House Bill 5 to an **audience of parents.** Your presentation will include:

1) Purposes for the legislation
2) Foundation School Program
3) Endorsement paths
4) Impact on State assessments
5) Impact on accountability
6) HB 5 planning strategies for schools (talk with your school district for ideas)
7) List of references used.
   Use these links: http://tea.texas.gov/graduation-requirements/hb5.aspx and
   http://www.tasanet.org/domain/175

Assn #2-Horizontal and Vertical Alignment (75 points)

Administrators have struggled with implementing the state curriculum. When is each objective taught? How much time should be spent on specific objectives? Are there gaps that will result in poor student performance on the assessment? And, regarding horizontal alignment, administrators struggle with knowing whether all the 9th grade English teachers are covering the same objectives and whether the materials that each teacher has selected on their own are effective.

Enter C-Scope. C-Scope (now renamed Texas Resource System) is a program that provides materials for teachers by grade, to ensure that the objectives and curriculum designed for each grade group are covered effectively in that grade. Many districts throughout Texas have adopted it. For this assignment, complete both Part 1 and Part II.

Part 1: Read Chapters 2 & 3 of the textbook. Then, research information about the Texas Resource System. Next schedule an **interview with an administrator** in your district about the Texas Resource System or the steps being taken to ensure horizontal and vertical alignment in your district. If your district does not use the Texas Resource System, interview your Curriculum Assistant Superintendent or administrator in charge of adopting programs, and aligning curriculum. Ask the 4 questions listed in Part 2 during the interview and record answers.

Part 2: Write a 2-page paper outlining: **1)** what the objective and goal is for horizontally and vertically aligning curriculum; **2)** whether or not your school effectively aligns curriculum (refer to data); and **3)** any instruction or materials your district is using in assisting with alignment, and **4)** if there are no instructional materials for teachers to ensure alignment, outline the steps taken in your district to ensure horizontal and vertical alignment. **All papers must reference the textbook.**

NOTE: Attach your interview questions and answers (in transcript form); along with the contact information for the interviewee.

Assn #3 Where Does Texas Curriculum Come From? (75 points)

The State Board of Education (SBOE) has exclusive jurisdiction over adoption of Texas curriculum and instructional materials (including textbooks). Research information regarding the SBOE on the SBOE website and then write a 2-page report that includes 1) an overview of the powers of SBOE, 2) a summary of their recent TEKS objective adoptions; 3) textbook adoptions, and 4) information about your SBOE representative and some of the actions both he/she and the Board have taken recently. Finally, outline the TEKS adoption process and explain how an educator can get appointed to assist in the review process.

Assn #4-Campus Improvement Plan/Action Plan(100 points—Power Point and Goals Template)

For this assignment, you are to obtain a copy of your latest Texas Academic Performance Report for your campus. (If you don't have access to it, you may use the Abilene High School Texas Academic Performance Report posted under Course Documents.) You will be creating a data-driven campus improvement plan for your school. Follow these steps:

In a Power Point, address 1-4 below:

1) Review the assessment report and list three top areas of concern. Provide a justification for your selections.
2) Write one goal for each of the three top areas of concern and create one objective for each of the goals. Provide a rationale for each.
3) Describe two or more strategies to promote each of the three goals.
4) Describe how the plan will be implemented.

Using the Campus Improvement Plan Template, posted under course documents, complete the template for 1-4 above and include estimated budget for each strategy.

This assignment is to be placed in your Portfolio, if you are in the Principal certification program.

Note for TAPR reports: TEA posts all school reports for the public at
http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html

Quiz and Final Comprehensive Assessment
- Quiz over TAPR data and textbook (40 points)
  Due to the importance of the ability to analyze TAPR data, students who do not earn a score of 80% or higher will be required to participate in a video-class. See the Schedule of Activities for date. The class, however, is open to all students.

- Comprehensive Assessment on Domain II- Instructional Leadership Final Exam (70 points) This test contains Domain II questions similar to what you will see on the TExES Examination and covers all of the topics covered in this course.

Grading:

Assignment	Points
Discussion Board & Instant Messaging (5 @ 15 points each)	75
Assignment #1	100
Assignment #2	75
Assignment #3	75
Assignment #4	100
Quiz #1	40
Comprehensive Final (application type questions)	70
Total	535

Grading: Grades are based on a point system. There are 535 points available. Scores of:

> 499-535 equate to an A,
> 444 - 498 equate to a B
> 388 - 443 equate to a C
> 333 - 387 equate to a D
> 332 or less receive an F.

Grading Policy:
1. Any late assignment will lose up to 20% of possible points per day. The final assignment will not be accepted if it is late. There are NO optional assignments in this class. All assignments must be turned in or the student will fail the class. This standard applies even to assignments in which you have lost all points due to being late.
2. All papers should be typewritten according to the American Psychological Association (APA) manual. A poor quality paper may be returned to the student to be rewritten by a date established by the instructor.
3. Extra credit points are not available.

4. There are no I's (incompletes) for this class.
5. After midnight on the date for any assignment due (Alpine time – Central time), it is considered late and will result in a lowered grade for that assignment.
6. Students who fail to participate in Discussion Boards or complete any assignment will not pass this course – **THERE ARE NO OPTIONAL ASSIGNMENTS and no makeup assignments.**

TENTATIVE SCHEDULE OF ACTIVITIES:

DUE DATE	CHAPTER READINGS	ASSIGNMENTS
	1	Discussion Board #1: Introduce yourself and briefly describe what you want to achieve in this class. Download Blackboard Instant Messaging, put a profile in IM, and log on during my office hours and say 'hi.' (15 points)
		Assignment #1
	2	Discussion Board #2: View the video interview between Dr. Qvarnstrom and Principal Panchi Scown (Alpine High School). They are addressing the following questions: 1) How do you evaluate the AEIS/TAPR data?; 2) How do you determine your CIP goals and activities?; 3) What is the value of the CIP for your school?; 4) Describe your ongoing monitoring process for your CIP. Then write a short response to one of the topics listed below: 1) Describe an insight you gained about CIP after viewing the video. OR 2) Describe an idea that was reinforced after viewing the video.
		Assignment #2
	3	Discussion Board #3: After reading chapter 3, sections 3.1 and 3.2 answer the following: • Compare and contrast the process of "Frontloading the Curriculum" versus "Backloading the Curriculum" • Have we become a profession that prescribes to "teaching to the test"?
	4	Assignment #3; and Quiz #1
		Discussion Board #4 After reading chapter 4, sections 4.0 through 4.4 in your textbook, pick the part of the chapter that interested you the most and write a reflection on your thoughts about that particular issue.
		Assignment #4

		Discussion Board #5: Select any one of the figures included in your textbook from any of the chapters (i.e. Figure 1.3 A Clarifying Model of Curricular Relationships and Terms page 37). Tell why you selected that particular figure and then write an explanation of the figure's significance that you could share with a school faculty. Be sure to include the figure number, title, and page number.
		Reflect on the course; take comprehensive assessment final

Program Standards

ED 6315 will address the following principal certification standards set forth in TAC RULE §241.15:

- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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

- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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

Student Learning Outcomes for MED Educational Leadership (some or all addressed in this course)

1. The graduating student will demonstrate that he/she has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner

   (School Community Leadership Domain I).

2. The graduating student will demonstrate that he/she can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers

   (Instructional Leadership Domain II).

3. The graduating student will demonstrate that he/she can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective environment

   (Administrative Leadership Domain III).

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Begin now and submit your assignments as soon as they are complete. Try to finish the course early.

Attendance: This is a Web Delivered class. However; the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Conduct: Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

        a)   Check the course website frequently and respond appropriately and on subject.

b) Focus on <u>one subject per message</u> and <u>use pertinent subject titles</u>
c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
e) Cite all quotes, references and sources.
f) Never forward someone else's messages without his/her permission; this is considered to be extremely rude.
g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
h) All discussion postings should be of top quality, on time, and rich in text.

The above "netiquette" guidelines were adapted from Rinaldi, A. (1994) <u>The Net User Guidelines and Netiquette</u>, Florida Atlantic University, available from Netcom

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SRSU Disabilities Services:
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

Syllabus | ED7309 Special Populations & Programs – Summer 2019

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

ED7309 is a study of federal and state programs currently being used in Texas Public Schools and a study of diversity and the roots of cultural bias and discrimination of minorities and economically disadvantaged students. This course is entirely online. Students will examine the school leadership role as it relates to promoting the success of all students through leadership and management of the district and campus organization, operations and resources to provide for an appropriate quantity and quality of education. Coordination and collaboration between regular and special programs in order to meet all students' needs requires comprehensive planning, implementation, and monitoring to ensure the desired success.

Performance Standards, Goals, and Learning Objectives

Primary Goals:

To gain an understanding of state and federal programs and to understand their financial and other impact upon the local school district.

To conduct research on mandates, grants, and entitlements as they enhance the educational opportunity at the local level.

To develop an understanding of the required accountability, compliance, and monitoring expected by the State and Federal education agencies.

To develop an understanding of the application and budgeting process for special program funding.

To apply critical thinking skills in making presentations, participating in discussions, giving and receiving criticism, and preparing written documents in a professional manner.

Program & Student Learning Objectives/Principal (068) Competencies & Standards:

TExES Standards:

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
- Implements strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan.
- Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
-
Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
- The graduating student will demonstrate that he/she knows how to act with integrity, fairness and in an ethical and legal manner.
- Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community.

Materials

Required Texts

Special Programs & Services in Schools: Creating Options, Meeting Needs Paperback – May 5, 2005
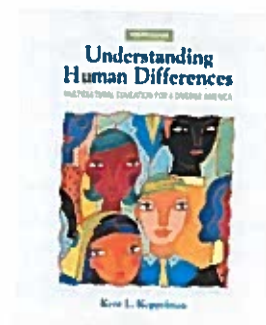by Bonnie Beyer (Author), Eileen S. Johnson (Author)
Paperback: 212 pages
Publisher: Proactive Publications (May 5, 2005)
ISBN-10: 188543233X
ISBN-13: 978-1885432339

Koppelman, K. and Goodhart, R.L. (2014). Understanding human differences: Multicultural education for a diverse America. Boston: Pearson. ISBN: 013-282-4892.

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Assignments and Grades

Type of Assignment	Points
8 Special Program Modules with Readings and Resources; each Special Program Module has: An Essay Assignment (30 points) A Quiz (30 points) A Discussion Board (40 points) SUBTOTAL:	100 points x 8 = 800 points
1 Interview of a Special Populations/Programs Director; or the Program Director for the Program in which you served as the Discussion Leader SUBTOTAL:	75
1 Comprehensive Examination SUBTOTAL:	75
Discussion Leader- Each student will serve as the Discussion Leader for One Special Program	50
TOTAL POINTS:	**1000**

The **grading policy** for this course is as follows:

    A = 800-1000
    B = 600-799
    C = 400-599
    F = 399 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Course Schedule

The following is a schedule of assignment due dates.

DATE DUE	MODULE
	1ST DAY OF CLASS
	Module 1 Introduction DUE: Post name and Special Program for which you will serve as DB Leader DUE: Complete Interview
	Module 2 Title I DUE: Read Textbook Chapter 1, Read Overview materials DUE: Complete Essay Assignment DUE: Take Title I quiz, DB Leader posts assignments in DB DUE: Complete assignments provided by Title I Discussion Leader (posted in DB) DUE: Title I Discussion
	Module 3 GT DUE: Read Textbook Chapter 4 and Overview Materials

	DUE: Complete Essay Assignment DUE: Take GT Quiz, DB Leader posts assignments in DB DUE: Complete assignments provided by GT Discussion Leader (posted in DB) **DUE: GT Discussion**
	Module 4 SPED **DUE:** Read Textbook Chapter 3 and Overview Materials **DUE:** Complete Essay Assignment DUE: Take SPED Quiz, DB Leader posts assignments in DB **DUE: Complete assignments provided by SPED Discussion Leader (posted in DB)** **DUE: SPED Discussion**
	Module 5 Homeless **DUE:** Read Overview Materials **DUE: Complete Essay Assignment** **DUE: Take Homeless Quiz,** DB Leader posts assignments in DB **DUE: Complete assignments provided by Homeless Discussion Leader (posted in DB)** **DUE: Homeless Discussion**
	Module 6-Migrant **DUE: Read Overview Materials** **DUE: Complete Essay Assignment** **DUE: Take Migrant Quiz,** DB Leader posts assignments in DB **DUE: Complete assignments provided by Migrant Discussion Leader (posted in DB)** **DUE: Migrant Discussion**
	Module 7-CTE **DUE: Read Overview Materials** **DUE: Complete Essay Assignment** **DUE: Take CTE Quiz,** DB Leader posts assignments in DB **DUE: Complete assignments provided by CTE Discussion Leader (posted in DB)** **DUE: CTE Discussion**
	Module 8-Bilingual **DUE: Read Overview Materials** **DUE: Complete Essay Assignment** **DUE: Take Bilingual Quiz,** DB Leader posts assignments in DB **DUE: Complete assignments provided by Bilingual Discussion Leader (posted in DB)** **DUE: Bilingual Discussion**
	Module 9-Preventive Programs **DUE: Read Overview Materials** **DUE: Complete Essay Assignment** **DUE: Take Preventive Quiz,** DB Leader posts assignments in DB **DUE: Complete assignments provided by Preventive Programs Discussion Leader (posted in DB)** **DUE: Preventive Programs Discussion**

	Module 10 **DUE: Comprehensive Assessment**
	COURSE ENDS

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus | ED5319 School Law – Spring 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

ED 5319 School Law is a study of the general laws concerning education, with an emphasis on Texas, designed to provide students with an in-depth understanding of cases and decisions affecting the current operation of educational institutions. Trains students to analyze real-world situations in schools and apply legal and ethical decisions to those situations and crises.

Performance Standards, Goals, and Learning Objectives

Course Performance Standards, Knowledge and Skills: Education, as a major function of state government, is regulated by a broad range of intertwined and frequently confusing legal documents. Administrators must be prepared to handle the constantly changing political environment of public education. The aim of this course is for the new administrator to become familiar with the four sources of laws relevant to education: constitutional law, statutory law, administrative law, and judicial law so that he/she can readily find and interpret the pertinent article when the need arises. To accomplish this, the student must become familiar with the historically relevant cases that have shaped public education.

Secondary Goals:

School administrators must be professional communicators. A secondary but important goal of this course is to learn to communicate at a professional level with focus on presentations, formal discussions, and case studies. School administrators must provide professional performance assessments to employees and frequently receive unprofessional criticism from the public. Students will receive practice in giving and receiving performance assessments in a professional manner.

Program & Student Learning Objectives: The new principal --

DOMAIN III-HUMAN CAPITAL (Human Resource Management)
  Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
  - Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)
Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.
- Supplies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation).
- Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements).
- Knows how to apply to current school issues those Federal and State laws (including constitutional provisions, agency regulations, and court decisions) that directly and indirectly affect public education.
- Knows how to ensure compliance with student and employee rights and responsibilities, statutory and assumed authority of school boards, relations with employee organizations, civil liability of school personnel, due process, and federal disability laws.
- Knows how to make presentations, participate in discussions, give and receive criticism, and prepare written documents in a professional manner.

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
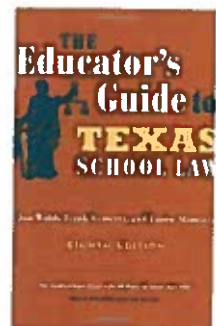- The graduating student will demonstrate that he/she knows how to act with integrity, fairness and in an ethical and legal manner.

Materials

Required Text

One book (and a supplement which is only available every other year) are required for purchase. All textbook assignments will be drawn almost exclusively from these texts, and students should refer to specific passages during online forum discussions. If there is a supplement available, prior to the commencement of the semester, students will be notified via email and Announcement to purchase it.

1. Walsh, J., Kemerer, F.R., & Maniotis, L. (2014). *The educator's guide to Texas school law* (8th Ed.). Austin, Texas: University of Texas Press.

Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Assignments and Grades

Type of Assignment	Points
10 textbook chapter assignments –there may be several parts to the assignment for each chapter in a Module, which may include papers, journal entries, wikis, blogs, and discussion boards SUBTOTAL:	100 points total for each Module (x10=1000)
10 quizzes – 1 for each chapter; these quizzes will cover the material in the chapter and video lectures SUBTOTAL:	30 points each (x10=300)
Research PowerPoint Research PowerPoint Presentation Participation (At video presentation or discussion board) SUBTOTAL:	200 100 75 (375)
Legislative Findings – Informal Paper Discussion Board SUBTOTAL:	 100 50 (150)
Wiki-study guide (student created) for Comprehensive Assessment Comprehensive Assessment SUBTOTAL:	75 100 (175)
TOTAL POINTS:	2000

A short summary of the 13 Modules and the Assignments follow. Details for each of these assignments are posted on the Blackboard class website.

1. Module 1-Part 1-Dual Court System Chart Shell (Wiki). Students will create a Wiki as a group on the dual court system. Part 2-Dual Court System Journal Entry-Students will interview an administrator in their district about a legal issue. Take quiz on Chapter 1
2. Module 2-Part 1-Do a bullet summary of HB2398. Part 2-Review the Attendance Scenario and complete a 2-3 paragraph analysis, answering the questions posed in the assignment. Take quiz on Chapter 2.
3. Module 3-Part 1-Students as a group will complete a Comparison Chart of SPED and Section 504 (Wiki). Part2-Students will complete a 4-5 paragraph summary on a Unilateral Placement scenario. Take quiz on Chapter 3.
4. Module 4-Part 1-Students as a group will complete a Contract Flow Chart (Wiki). Part 2-Students will analyze a Reassignment Scenario in a Journal Entry. Take quiz on Chapter 4.
5. Module 5-As a group, complete a grievance chart (Wiki). Take quiz on Chapter 5.
6. Module 6-Students will complete a research PowerPoint, will present it, and will participate in discussion about other students' Research PowerPoints.
7. Module 7-Students will complete a journal entry on student free speech and a paper on educator free speech. Take quiz on Chapter 6.
8. Module 8-Students will analyze a set of religious expression scenarios. Take the quiz on Chapter 7.
9. Module 9-Students will write a short answer to each of the questions posed about Chapter 37 and discipline. Take quiz on Chapter 8.

10. Module 10-Part 1-Students will create a Journal Entry on the Safford v. Redding strip search, analyzing the search. Part-2 Students will analyze a series of search scenarios in a paragraph written on each scenario. Take the quiz on Chapter 9.
11. Module 11-Students will participate in a Blog on Cyber-bullying. Take the quiz on Chapter 10.
12. Module 12-Students will complete a short report and participate in a Discussion Board on the Legislative Findings prepared on a legislator from their region to determine if the legislator is a "friend to education."
13. Module 13-Students will complete as a group a study guide (Wiki) and then use that study guide to prepare for the Comprehensive Assessment. Then, students will take the Comprehensive Assessment.

The **grading policy** for this course is as follows:

A = 1800-2000
B = 1600-1799
C = 1400-1599
F = 1399 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need reliable internet access, a microphone and camera in order to participate in this class and receive a passing grade.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)

8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Course Schedule

The following is a schedule of assignment due dates.

DATE DUE	MODULE
Jan. 16	1ST DAY OF CLASS
Jan. 29	**DUE Module 1** **Read Textbook Chapter 1** Watch Video Lecture on Dual Court System Complete Dual Court System Chart (Wiki) Complete Legal Issue Interview and Journal Entry Complete Dual Court Quiz
Feb. 5	DUE Module 2
Feb. 12	DUE Module 3 Module 3 DB Begins
Feb. 18	Module 3 DB Ends
Feb. 19	DUE Module 4
Feb. 26	Module 6-Research PPT Due
March 2	Revised Research PPT Due
March 3&4	CLASS-PRESENTATION OF RESEARCH POWERPOINTS
March 4-7	Discussion Board-Research PowerPoints
March 19	DUE Module 5
March 26 March 26-April 1	DUE Module 7 DUE Educator Speech Discussion Board
April 2	DUE Module 8
April 9	DUE Module 9
April 16	DUE Module 10
April 23	DUE Module 11
April 23-26	Module 11 BLOG
April 28	DUE Module 12
April 28-May 1	Module 12 Legislative Findings Discussion Board

May 4	DUE Module 13 Final Assessment Study Guide
May 5	DUE Module 13 Comprehensive Exam

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus | ED6320 School Support Services– Spring 2018

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

ED6320 School Support Services is a web course that examines the comprehensive role of the human resource, finance, facility, transportation, and nutrition functions in public schools. Included in this course are the facets of providing human resources, finance, facility, transportation, and nutrition services and the development of public school employees.

Performance Standards, Goals, and Learning Objectives

Primary Goals:

To gain an understanding of the school administrator as managers of human resources, logistics, time, curricula, facilities, and finances.

To develop an understanding of the guiding principles of human resources, budgeting and managing school funds with emphasis on how that process relates to the management of other school resources.

To develop an understanding of the knowledge of the comprehensive role of the human resource function in public schools.

To develop an understanding of knowledge of current rules and regulations regarding student nutrition, transportation, and construction and maintenance of the plant facility.

To apply critical thinking skills in conducting interviews, giving and receiving criticism, and preparing written documents in a professional manner.

To gain an understanding of the following topics as they relate to the human resources function:

- An overview of public school human resources.
- Planning for the needs of the district
- Recruitment, selection, placement of personnel, and compensation of personnel
- Induction, mentoring, and staff development of personnel
- Performance evaluation of personnel
- Ethical considerations and issues in personnel administration

To gain an understanding of the following topics as they relate to the school finance function:

- Working knowledge on how to prepare a school budget
- A variety of fiscal approaches to budgeting
- Knowledge of the multiple sources of funds available to a district and to the school
- Working knowledge and experience with the use of Microsoft Excel as a spreadsheet tool

Program & Student Learning Objectives/Principal Competencies & Standards

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

Materials

Required Text

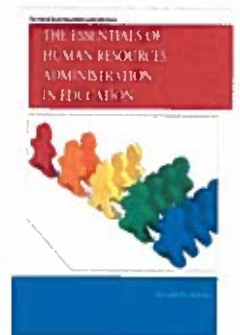All of the following books are required for the course. You will also need Microsoft Excel.

- Rebore, R. W. (2011). *The essentials of human resource administration in education* (1st ed.). NY: Prentice Hall.
- Other texts or readings as assigned.

Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Assignments and Grades

Type of Assignment	Points
Modules – 1-7 **Module 1** – Chapter 2, *Rebore*, review attached materials; Finance & Human Resources introduction. Review Judge Dietz ruling (video) on Texas school finance; conduct interview on results of budget shortfall from 82nd Legislative session; learn definition of sexual harassment and apply to real world scenario. (100 pts) **Module 2-**Chapter 3, *Rebore*, Human Resources, recruitment and selection assignment: preparation of comprehensive campus plan to recruit teachers; interview human resource director (125 pts) **Module 3-**Chapters 5 & 6, *Rebore*, Human Resources, placement, induction, & staff development, preparation of comprehensive orientation and staff development plan. (125 pts) **Module 4-**Finance structure and planning, using attached materials, Chapter 5, *Money & Schools*, prepare paper explaining the Texas school finance system; then	

summarize the types of budgeting for schools from the information in *Money & Schools*. (50 pts) **Module 5**-Facility funding, use attached materials and prepare paper on facility funding. Then, with the Administrator in charge of construction and maintenance, conduct inspection. Complete inspection form and prepare inspection report. (100 pts) Module 6-Transportation services, review websites, and review 3 articles on current issues in school transportation; then, interview Director of Transportation and prepare paper. (100 pts) **Module 7**-Food services, use websites provided and interview Administrator in charge of food services/financing and prepare paper. (100 pts)	
SUBTOTAL:	700
Module 8-Budget Process Assignment	125
Module 9-Final Budget Assignment	175
TOTAL POINTS:	**1000**

The **grading policy** for this course is as follows:

    A = 800-1000
    B = 600-799
    C = 400-599
    F = 399 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1.   No late assignment will be accepted after its due date without prior instructor consent.
2.   Late assignments will lose 20% of possible points for each day it is late.

3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Course Schedule

The following is a schedule of assignment due dates.

DATE DUE	MODULE
Jan. 16	1ST DAY OF CLASS
Jan. 29	Module 1-Planning & Legal Considerations
Feb. 5	Module 2-HR Recruitment & Selection
Feb. 19	Module 3-HR Placement, Induction & Staff Development
Feb. 26	Module 4-Finance, Basic Funding Structures & Finance, Budget Planning
March 5	Module 5-Finance, School Facilities
March 19	Module 6-Finance, Transportation
March 26	Module 7-Finance, Food Services
April 9	Module 8-Finance, Budget Process
April 23	Module 9-Finance, Final Budget Project
May 1	Course Ends

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus for ED 6315 Instructional Leadership: Planning, Implementing and Monitoring the Instructional Program

Instructor: Rebecca Schlosser, J.D., Ed.D.
Office Hours via Blackboard Instant Messaging:
Mon, Tues, Wedn, 6:30-9:30 PM (Alpine time)
And by appointment
Cell: 432-386-3830
Email: rschlosser@sulross.edu
Fax: 432-837-8390

Course Description: The course provides a real world experience regarding design and implementation of curricula in public schools. Students will master data analysis, assessment models, and the continuous learning cycle as applied to new curricula. You must have ready access to the Internet for this course.

Course Learning Objectives: At the conclusion of this course, students will be able to do the following:

- Read state performance data
- Identify areas of need and student groups at risk
- Set campus goals and priorities based on identified areas of need
- Create a Campus Improvement Plan that targets identified areas of need and that incorporates the entire cycle of change: planning, training, implementation, monitoring, and assessment
- Design curricula, instruction, and assessment that are vertically and horizontally aligned to the Texas TEKS
- Design, create, and evaluate curricula that is properly horizontally and vertically aligned to the Texas TEKS

Goals: Through the activities of this course, students will gain an overview of design and implementation of curricula in the public school system. Students will demonstrate a working understanding of the following topics as they relate to curriculum development in education and will demonstrate that they can apply their knowledge to real world settings.

- The steps necessary in the cycle of curricula development
- The Texas assessment model and data analysis
- Creation of a Campus Improvement Plan

TExES Competencies: This course provides the student with a basic understanding of basic design and implementation of curricula and all Principal competencies covered in Domain 2, 44% of the TExES principal exam.

Required Text: The student will need Microsoft Word and the following texts and materials:

Students will utilize a variety of authoritative sources including those provided by TEA and TAISResources.net

Recommended Material:

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* (x ed.) Washington, DC: American Psychological Association.

Internet Web Resources: The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed publications** as reference material on papers submitted in this class. Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat Dissertation & Theses.

Format Requirements for Submittals: All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that provides: student name, date, assignment name and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

All submittals must comply with the sixth edition of the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information and use that information for your reference.

You must submit your work through Blackboard, and it must be in MS Word (.doc file) 2003 or older or in Rich Text format (.rtf) file. Proprietary files systems used by other word processing software will not work. If you are using something other than MS Word you must save your file in rtf format. When creating a document file name, do not use any symbols or spaces in the name. Use the "_" if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.

Academic Integrity:
All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to
- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own

- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with not option to redo for credit.

Assignments: Your course grade is calculated by summing scores in five (5) Discussion Boards four (4) assignments, one (1) quiz, and a final Comprehensive Assessment on Domain II. Assignments do not all have the same points. It is recommended that you review all assignments before beginning as some require interviews that you should arrange at once. The specific instructions for each assignment are found in the Assignment sections of the Blackboard course.

Discussion Boards—Write a response to the questions posted. (15 points per question—75 total points). For full credit, read and respond to at least two of your classmate's postings in addition to posting your own.

Assn #1-Change Cycle (100 points) Students will review the change cycle and will be tested on all four steps in a comprehensive exam that includes essay questions.

Assn #2-Campus Improvement Plan/Action Plan (100 points—Power Point and Goals Template)
Students will revise their targeted campus improvement plans and will work with the class in groups to prepare and present their CIPs to the class.

Using the Campus Improvement Plan Template, posted under course documents, complete the template for 1-4 above and include estimated budget for each strategy. **This assignment is to be placed in your Portfolio, if you are in the Principal certification program.**

Note for TAPR reports: TEA posts all school reports for the public at http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html

Final Comprehensive Assessment

- Comprehensive Assessment on Domain II- Instructional Leadership Final Exam (100 points) This test contains Domain II questions similar to what you will see on the TExES Examination and covers all of the topics covered in this course.

Grading:

Assignment	Points
Discussion Board & Instant Messaging (5 @ 15 points each)	75
Assignment #1	100
Assignment #2	75
Comprehensive Final (application type questions)	70
Total	535

Grading: Grades are based on a point system. There are 535 points available. Scores of:

499-535 equate to an A,
444 - 498 equate to a B
388 - 443 equate to a C
333 - 387 equate to a D
332 or less receive an F.

Grading Policy:

1. Any late assignment will lose up to 20% of possible points per day. The final assignment will not be accepted if it is late. There are NO optional assignments in this class. All assignments must be turned in or the student will fail the class. **This standard applies even to assignments in which you have lost all points due to being late.**
2. All papers should be typewritten according to the American Psychological Association (APA) manual. A poor quality paper may be returned to the student to be rewritten by a date established by the instructor.
3. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After midnight on the date for any assignment due (Alpine time – Central time), it is considered late and will result in a lowered grade for that assignment.
6. Students who fail to participate in Discussion Boards or complete any assignment will not pass this course – **THERE ARE NO OPTIONAL ASSIGNMENTS and no makeup assignments.**

TENTATIVE SCHEDULE OF ACTIVITIES:

DUE DATE	CHAPTER READINGS	ASSIGNMENTS
	1	Discussion Board #1: Introduce yourself and briefly describe what you want to achieve in this class. Download Blackboard Instant Messaging, put a profile in IM, and log on during my office hours and say 'hi.' (15 points)
		Assignment #1
	2	Discussion Board #2: View the video interview between Dr. Qvarmstrom and Principal Panchi Scown (Alpine High School). They are addressing the following questions: 1) How do you evaluate the AEIS/TAPR data?; 2) How do you determine your CIP goals and activities?; 3) What is the value of the CIP for your school?; 4) Describe your ongoing monitoring process for your CIP. Then write a short response to one of the topics listed below: 1) Describe an insight you gained about CIP after viewing

		the video. OR 2) Describe an idea that was reinforced after viewing the video.
		Assignment #2
	3	Discussion Board #3: After reading chapter 3, sections 3.1 and 3.2 answer the following: • Compare and contrast the process of "Frontloading the Curriculum" versus "Backloading the Curriculum" • Have we become a profession that prescribes to "teaching to the test"?
	4	Assignment #3; and Quiz #1
		Discussion Board #4 After reading chapter 4, sections 4.0 through 4.4 in your textbook, pick the part of the chapter that interested you the most and write a reflection on your thoughts about that particular issue.
		Assignment #4
		Discussion Board #5: Select any one of the figures included in your textbook from any of the chapters (i.e. Figure 1.3 A Clarifying Model of Curricular Relationships and Terms page 37). Tell why you selected that particular figure and then write an explanation of the figure's significance that you could share with a school faculty. Be sure to include the figure number, title, and page number.
		Reflect on the course; take comprehensive assessment final

Program Standards

ED 6315 will address the following principal certification standards set forth in TAC RULE §241.15:

- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff

members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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

Student Learning Outcomes for MED Educational Leadership (some or all addressed in this course)

1. The graduating student will demonstrate that he/she has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner

   (School Community Leadership Domain I).

2. The graduating student will demonstrate that he/she can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers

   (Instructional Leadership Domain II).

3. The graduating student will demonstrate that he/she can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective environment

   (Administrative Leadership Domain III).

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Begin now and submit your assignments as soon as they are complete. Try to finish the course early.

Attendance: This is a Web Delivered class. However; the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Conduct: Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

a)   Check the course website frequently and respond appropriately and on subject.
b)   Focus on one subject per message and use pertinent subject titles
c)   Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
d)   Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
e)   Cite all quotes, references and sources.
f)   Never forward someone else's messages without his/her permission; this is considered to be extremely rude.
g)   Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
h)   All discussion postings should be of top quality, on time, and rich in text.

The above "netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom

SRSU Disabilities Services:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

Syllabus | ED7101 Practicum I

Summer II 2019

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

A course which provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours (total for Practicum I, II, & III) under the supervision of school personnel (principals and superintendents) and university faculty. In Practicum I, students will create a Professional Learning Community or Leadership Team on their campus. The intern will lead the team in conducting research and disaggregating data to determine the root cause(s) of an identified problem. Problems statements previously written will be re-analyzed during the process and potentially re-written. Root cause(s) and potential solutions will be identified by consensus of the Leadership Team or PLC. Recommendations will be made for the CIP committee on the campus.

Performance Standards, Goals, and Learning Objectives

Course Performance Standards, Knowledge and Skills and Learning Objectives:

ED 7313 will contribute to the following Program Learning Outcomes (PLOs):
- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**

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- **Competency 5-The beginning principal nows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**
- **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a "leader" and a "manager."
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 7313 will address the following Student Learning Outcomes (SLOs):
The practicum serves as a capstone course for the principal certification program. It is designed to allow the intern the opportunity to practice the knowledge gained under the supervision of a certified principal or superintendent in the field and university faculty. Interns will be supervised in the role of principal in the public schools.

- Interns will receive direct practice in executing the daily activities which public school principals routinely face in the day to day operation of a public school campus.
- Interns will complete written activities which carefully chronicle the specific activities which are encountered in their work with their principal mentor.
- Interns will reflect on the various practices in their practicum which help to shape them as a public school campus leader such that they can demonstrate a comprehensive understanding of what a principal in a public school is expected to do on a daily basis.
- Interns will demonstrate a clear understanding of how budgets as a matter of practice as a public school campus leader impact the daily and long range operations of the campus.

TExES Standards:

The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative Code.

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

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

(b) Standards.

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective executive leaders:

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

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

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

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

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

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

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

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

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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

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

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

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

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

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

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

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

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

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

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

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

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

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

Materials

Required Text

- There is no required text for this course but students must review the Sul Ross Educational Leadership Practicum Handbook. This Handbook contains all of the course requirements for the Practicum and is incorporated here. Also, students will use the PASL task information provided by TEA and the change process information at TAIS Resources.net. Students will also need to refer back to their Dufour and Fullan textbooks.

Recommended Texts

- Coulter, N. (2010). Leadership tools for school principals: Organizational strategies for survival and success. Moenel Publishing. ISBN-10: 0982632630; ISBN-13: 978-0982632635

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Assignments and Grades

The Assignments are listed below. Descriptions are found in the Educational Leadership Practicum Handbook which is incorporated into this Syllabus. Students should read the Handbook carefully.

Type of Assignment	Points	Due Dates
Completed Personal Contact Info	5	Jan. 18
Practicum Agreement Form	10	Jan. 22
Proposed Practicum Plan-Goals & Objectives	10	Jan. 26
1st Observation Report; **CLASS MEETING**; class materials	5	Jan. 21&27
Complete Revised Practicum Plan-Signed		Feb.5
4-Completed Activity Logs & 4 Completed Reflections	25	Feb. 26 March 19 April 9 April 30
Intern's Final Report (Final Plan showing activities completed)		April 30
Field & Site Supervisor Final Evaluation	15	May 1
2nd Field Supervisor Observation –Video Recording	15	April 9
Portfolio; and Portfolio Defense (3rd Observation)	15	To be announced
TOTAL POINTS:	**100**	

The **grading policy** for this course is as follows: Students must complete all Practicum required hours, meetings, and paperwork.

100-90 equate to an A,
89-80 equate to a B
79-70 equate to a C
69-60 equate to a D
59-50 or less receive an F.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services

Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Syllabus | ED7101 Practicum II

Summer II 2019

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

A course which provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours (total for Practicum I, II, & III) under the supervision of school personnel (principals and superintendents) and university faculty. In Practicum II, Students will plan, implement and assess a professional development plan that targets an identified need on their campus.

Performance Standards, Goals, and Learning Objectives

Course Performance Standards, Knowledge and Skills and Learning Objectives:

ED 7313 will contribute to the following Program Learning Outcomes (PLOs):
- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**
- **Competency 5-The beginning principal nows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**
- **Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

1

- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- **Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**
- **Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a "leader" and a "manager."
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 7313 will address the following Student Learning Outcomes (SLOs):
The practicum serves as a capstone course for the principal certification program. It is designed to allow the intern the opportunity to practice the knowledge gained under the supervision of a certified principal or superintendent in the field and university faculty. Interns will be supervised in the role of principal in the public schools.
- Interns will receive direct practice in executing the daily activities which public school principals routinely face in the day to day operation of a public school campus.
- Interns will complete written activities which carefully chronicle the specific activities which are encountered in their work with their principal mentor.

- Interns will reflect on the various practices in their practicum which help to shape them as a public school campus leader such that they can demonstrate a comprehensive understanding of what a principal in a public school is expected to do on a daily basis.
- Interns will demonstrate a clear understanding of how budgets as a matter of practice as a public school campus leader impact the daily and long range operations of the campus.

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Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

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

(b) Standards.

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective executive leaders:

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

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

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

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

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

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

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

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

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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

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

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

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

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

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

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

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

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

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

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

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

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

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

Materials

Required Text

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1st Observation Report; **CLASS MEETING**; class materials	5	Jan. 21&27
Complete Revised Practicum Plan-Signed		Feb.5
4-Completed Activity Logs & 4 Completed Reflections	25	Feb. 26 March 19 April 9 April 30
Intern's Final Report (Final Plan showing activities completed)		April 30
Field & Site Supervisor Final Evaluation	15	May 1
2nd Field Supervisor Observation –Video Recording	15	April 9
Portfolio; and Portfolio Defense (3rd Observation)	15	To be announced
TOTAL POINTS:	**100**	

The **grading policy** for this course is as follows: Students must complete all Practicum required hours, meetings, and paperwork.

100-90 equate to an A,
89-80 equate to a B
79-70 equate to a C
69-60 equate to a D
59-50 or less receive an F.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1.   No late assignment will be accepted after its due date without prior instructor consent.
2.   Late assignments will lose 20% of possible points for each day it is late.
3.   All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4.   Extra credit points are not available.
5.   There are no I's (incompletes) for this class.
6.   After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7.   There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8.   Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

Fall 2019

Rebecca Schlosser, J.D., Ed.D.
Associate Professor
Educational Leadership Program
Phone: 432.386.3830 (cell)
Email: rschlosser@sulross.edu

Virtual Office Hours Via Instant Messaging (IM):
Mon., Tues., Wedn. 6:30-9:30 pm
(Alpine/Central Standard time)
Or by appointment

Course Description

A course which provides practical field experiences in a school administration (principal) setting in a TEA accredited public, private, or parochial school. Interns spend a minimum of 160-clock hours (total for Practicum I, II, & III) under the supervision of school personnel (principals and superintendents) and university faculty. In Practicum III, students will implement, and continuously assess, throughout the semester, a targeted improvement plan on their campus using multiple data sources to continuously assess the progress of the implementation process. Mini-change process procedures will be utilized if target goals throughout the semester are not reached. These procedures and re-training plans and budgeted resources will be provided in the refined target improvement plan created in ED6315.

Performance Standards, Goals, and Learning Objectives

Course Performance Standards, Knowledge and Skills and Learning Objectives:

ED 7313 will contribute to the following Program Learning Outcomes (PLOs):
- **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**
- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.
- **DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning**
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **DOMAIN III-HUMAN CAPITAL (Human Resource Management)**

- Competency 5-The beginning principal nows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.
- **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**
- Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.
- Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.
- **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**
- Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
- Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a "leader" and a "manager."
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
- **DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**
- Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 7313 will address the following Student Learning Outcomes (SLOs):

The practicum serves as a capstone course for the principal certification program. It is designed to allow the intern the opportunity to practice the knowledge gained under the supervision of a certified principal or superintendent in the field and university faculty. Interns will be supervised in the role of principal in the public schools.

- Interns will receive direct practice in executing the daily activities which public school principals routinely face in the day to day operation of a public school campus.
- Interns will complete written activities which carefully chronicle the specific activities which are encountered in their work with their principal mentor.
- Interns will reflect on the various practices in their practicum which help to shape them as a public school campus leader such that they can demonstrate a comprehensive understanding of what a principal in a public school is expected to do on a daily basis.
- Interns will demonstrate a clear understanding of how budgets as a matter of practice as a public school campus leader impact the daily and long range operations of the campus.

TExES Standards:

The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative Code.

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

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

(b) Standards.

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

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

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

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

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

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

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(A) Knowledge and skills.

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

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

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This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

The following information is the ADA contact person at SRSU:

Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services

Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartze@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.

EDUCATIONAL LEADERSHIP PROGRAM

PRACTICUM HANDBOOK

SUL ROSS STATE UNIVERSITY

INTRODUCTION

The Educational Leadership Program Practicum is a cooperative venture involving the student, the school district, and the Education Department at Sul Ross State University. It provides an opportunity for the Intern to develop and implement a program of professional improvement under the joint supervision of an experienced, practicing school administrator (hereafter referred to as the Site Supervisor) and a Field supervisor. Educational Leadership faculty has established rigorous requirements for the Practicum. This Handbook is established in an attempt to provide each of the parties to the Practicum a thorough understanding of the role and expectations of all of the other parties, thereby insuring the best possible internship experience for the student.

PRACTICUM PREREQUISITES

The Practicum is a culminating experience in which the Intern implements knowledge, skills, and attitudes obtained in the program course work. The Practicum must be taken in the last 6 hours of the Educational Leadership Program. Prior to logging in Practicum hours, the Intern must:

1. Review this Handbook and the Appendices.
2. Obtain written permission (Signed form) from the Intern's Site Supervisor.
3. Provide the signed permission form to the Intern's Field Supervisor.
4. If the Intern is attempting to log hours before the Practicum, the Intern must also provide the Intern's Program Advisor with a signed permission form from the Intern's Site Supervisor prior to logging any Practicum hours. A maximum of 40 hours may be accrued before the fall semester begins.
5. Register for the Practicum course, ED7313.

PRACTICUM REQUIREMENTS

The following are basic requirements of the Practicum:

HOURS:

1. The Intern must complete and log 160 hours of Objectives.
2. The Intern must spend a minimum of one day shadowing a practicing school administrator. The Intern must get the permission of the Site Supervisor if the Intern is shadowing an administrator other than the Site Supervisor.

GOALS AND OBJECTIVES/THE PLAN:

3. The Intern must prepare a Proposed Plan of Goals and Objectives which must be completed prior to the first class meeting.
4. The Goals must fit into Objectives that are modeled from the TExES Domains/Competencies. A minimum of 18 Objectives (Activities) must be included in the Plan, **3 for each Domain**. The number of objectives should be designed for the Intern to achieve the required 160 hours.
5. The Intern and Site Supervisor will review the Intern's Proposed Plan and formulate a Revised Plan that is feasible based on the Site Supervisor's Calendar of Upcoming Events for the Semester.
6. The Intern must provide the Field Supervisor with a copy of the Proposed Plan at the first class meeting and submit the revised Plan when it is completed. Both the Site Supervisor and the Intern must sign the Revised Proposed Plan. The Plan is considered acceptable when signed by the Intern, Site-Supervisor and Field Supervisor.
7. The Intern will provide a Final Plan showing the Goals and Objectives actually achieved with the Final Log and Reflection. The Final Plan must be signed by the Site Supervisor.

8. The Intern must attend the first class meeting and prior to that meeting complete the Proposed Plan-Goals and Objectives. At the end of that class, the Intern will complete an Evaluation. Interns will discuss and work on their Goals and Objectives in a round-table discussion during class.
9. At the end of the Practicum, the Intern will submit the Final Plan showing the 18 Objectives (Activities) actually accomplished. The Site Supervisor will sign the Final Plan.

LOGS AND REFLECTIONS

10. The Intern must provide 4 Logs and Reflections by the due dates.

THREE OBSERVATIONS WITH PRE-AND POST-CONFERENCE MEETINGS

11. The Intern must meet with the Field Supervisor for 3 pre-observation conferences, 3 post-observation conferences, and 3 formal observations.
    a. One observation will be the first class meeting in which Interns will have a roundtable discussion about their Proposed Plan-Goals and Objectives.
    b. Another observation will be a recorded observation that the Intern will record and submit to the Field Supervisor. The recorded observation must be an Objective/Activity in which the Intern is completing **an administrative task** included in the Intern's Plan and must be a minimum of 45 minutes.
    c. The last observation will be the Intern's Principal Portfolio Defense (which is a requirement of the Practicum).

FIELD SUPERVISOR POST-OBSERVATION EVALUATIONS

12. The Field Supervisor will prepare a Post-Observation evaluation after each observation. The Intern, Site-Supervisor, and Field Supervisor will all review and sign the evaluations. It is the responsibility of the Intern to return the signed forms to the Field Supervisor.

SITE SUPERVISOR FINAL EVALUATION, REVIEW OF INTERN FINAL REPORT

13. The Field Supervisor will provide the Site Supervisor with a signed Final Evaluation and the Intern and Site Supervisor will sign the Final Evaluation. It is the Intern's responsibility to return the signed Final Evaluation to the Field Supervisor.

INTERN PORTFOLIO

14. Interns will include in the Portfolio their Final Evaluation, Logs and Reflections, and Final Plan.
15. Students will submit an Application for Portfolio Defense and will appear during the scheduled time to present the Intern's Portfolio. The Field Supervisor will provide the Intern with a post-observation evaluation.

CONTENT REQUIREMENTS FOR EACH PRACTICUM (Practicum I, II & III)

ED7100 Practicum I

In Practicum I, Interns will create a Professional Learning Community (PLC) or Leadership Team on their campus. The purpose of the Team is to do a Needs Assessment on an identified problem. The intern will lead the Team in conducting research and disaggregating data to determine the root cause(s) of the identified problem. Problem statements will be written or re-written as needed. Root cause(s) and potential solutions will be identified by a consensus of the team after data analysis and research is completed. The intern will prepare a report outlining all work done by the Team. The intern will prepare a report outlining the creation of the Team or PLC and all meetings. The intern will continuously monitor the effectiveness of the team and will submit a

report summarizing those efforts along with the surveys, data reviews, and other assessment documents used by the intern to monitor effectiveness of the Team.

ED7101 Practicum II

Interns will implement and assess a Professional Development Plan that targets an identified problem on their campus. Interns will review the Problem Statement and Needs Assessment created in Practicum I, and will plan the Professional Development Plan based on those identified needs. Part of the Professional Development Plan will be a plan on implementing and monitoring the Plan throughout the upcoming semester.

ED7102 Practicum III

Interns will implement their Targeted Improvement Plan created in ED6315. They will continuously monitor the implementation process throughout the semester using multiple data sources. Mini-change process procedures will be utilized if benchmarks throughout the semester indicate that target goals are not reached. These procedures and re-training plans along with budgeted resources will be provided for in the refined Target Improvement Plan created in ED6315.

Appendices – The attached Appendices provide samples of the protocols/forms used in the SRSU Educational Leadership Practicum Courses to monitor, coach, and provide feedback to the Intern as the Intern progresses through the Educational Leadership Program.

Appendix 1 – TexES Domains/Competencies/Descriptive Statements

Appendix 2 – TAC Section 241.15, Principal Standards

Appendix 3 – Checklist of Practicum Forms submitted by Interns

Appendix 4 – SRSU Practicum Agreement Letter

Appendix 5 – Certification Form (Permission from school district for intern to conduct leadership projects)

Appendix 6 – Model Intern Plan (Goals & Objectives with Examples)

Appendix 7 – Intern Activity Log

Appendix 8 – Intern Reflection Report

Appendix 9 – Site Supervisor Interim Report

Appendix 10 - Field Supervisor Interim Report

Appendix 11 – Field Supervisor Observation (Pre-and Post Observation) Report

Asterick and color notes TEA Priority Statements

DOMAIN I-SCHOOL CULTURE (School and Community Leadership)

Competency 001-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (Students, staff, parents, and community).

A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g, school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

*G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

*H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

*I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002-The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision.

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

*C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

*D. Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)

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

*A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

*B. Facilitates the use of sound, research-based practice in the development, implementation, coordinating and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

*C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

*D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

*E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

*A. Monitors instructions routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction. (CR#1)

*B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student achievement

*C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

*D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

*E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (CR#3)

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

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

*A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

*B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

*C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

*D. Facilitates a continuous of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

| | | E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow |
| | | F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership |

Competency 006-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

*A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

*B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

*C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

*D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007-The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

*A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences

*B. Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strength programs and support campus goals

Competency 008-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

    A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus

    B. operations and student learning

    C. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem

    D. solving to guide effective campus decision making

*C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

    E. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and

    F. focused on the campus vision

*E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

*A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, ad strategies that from the school's strategic plans

*B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

*C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

*B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

*C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

*D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relations to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricualar, and extracurricular programs in relations to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

	G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff *H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistence, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY

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

A.   Implements policies and procedures that re quire all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

*D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

*E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

*F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

*G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

A.   Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domains II & III)

B.   Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness (Domain II)

C.   Supports staff to effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

D.   Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I).

§241.15. Standards Required for the Principal Certificate.

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

(b) School Culture. The principal:

(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;

(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(4) supports the implementation of the campus vision by aligning financial, human, and material resources;

(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(9) develops and uses effective conflict-management and consensus-building skills;

(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

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(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

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

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, 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.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(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;

(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;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(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;

(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;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(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;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(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;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

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

(1) 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;

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(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

(10) treats all members of the community with respect and develops strong, positive relationships with them.

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

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

ED 7100, 7101, 7102 Educational Leadership Practicum I, II, III
Required Paper Work Checklist

These items must be submitted to your University Internship Field Supervisor at the times they are due before a grade and credit for the practicum will be given.

Student Name _____

Year _____   Semester of Practicum: _____ Fall   _____ Spring

1.	Personal Contact Information Sheet	Date of Submission
2.	Practicum Agreement-Signed by Site Supervisor & Intern	
3.	Goals and Objectives, signed by Site Supervisor & Intern	
4.	Log Sheets for All Hours Served (by due date initialed by Site Supervisor & Intern	
5.	Reflections (submitted with Log Sheets)	
6.	Final Report (Plan intern actually completed)	
7.	Site Supervisor's Final Report	
8.	Field and Site Supervisor Final Evaluation, signed by Site Supervisor and Intern	
9.	Portfolio shared with Field Supervisor	

To Whom It May Concern:

Thank you for agreeing to host a Sul Ross State University graduate student at your district. The student is enrolled in the Educational Leadership-Principal Certification program at Sul Ross State University and is required to complete a minimum of 160-clock hours to fulfill the Texas Education Agency requirement for students seeking this professional certification. Once placed at your campus, you will receive detailed information from the university outlining requirements the student and the site supervisor (mentor) will fulfill for successful completion of the practicum. If completing the required practicum hours at the same place of employment, the student understands that the hours will be in addition to regularly assigned duties and will not interfere with job-related responsibilities.

Please complete the following page if approval is granted to the student. It is the student's responsibility to return all necessary paperwork, including a criminal background check if required by the district.

Please contact me if there are any questions or concerns regarding this request. Thank you for your consideration and support of our students.

Rebecca Schlosser, J.D., Ed.D.

Program Coordinator

Educational Leadership Program

Sul Ross State University

432-386-3830

rschlosser@sulross.edu

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Appendix 5- Certification Form (Permission from school district to conduct leadership projects)

CERTIFICATION FORM

This section to be completed by student seeking Principal Certification at SRSU:

Student Name:

Student A#:

Student Contact # (Cell):_
Student SRSU email address:

This section to be completed by Principal and Superintendent (or his/her designee) where the student is employed.

By signing below, the principal and superintendent or his/her designee do hereby acknowledge that this student
_____ (name of student) will serve in a leadership role, as defined, on the campus
_____(name of campus) during the student's enrollment in the Educational Leadership Program at SRSU.

A leadership role, for purposes of this certification, means that the student will serve:

- As an Assistant Principal or Principal (with a Probationary Certificate)
- On a Leadership Committee
- On a CIP Committee
- As Department Chair
- As a Curriculum Specialist
- Other (with permission of the Educational Leadership Coordinator at SRSU) Please specify

the leadership position that this student currently holds:

By signing below, the principal and superintendent or his/her designee do also acknowledge and agree to assist the student in completing the following tasks during the Certificate Program (as part of the student's Practicum coursework): 1) work with a collaborative committee or PLC to explore an identified campus problem that is data- driven, 2) participate in the creation, implementation, and monitoring of a professional development that is selected based on an identified campus need that is data-driven, and 3) participate in the creation, implementation, and monitoring of a campus improvement plan for one identified campus need that is data-driven.

Superintendent, or designee   Date

Principal   Date

For SRSU USE ONLY

Full Admission to Certification Program – in Educational Leadership Program at SRSU
_____ (Yes)   _____(No)

Coordinator of Educational Leadership Program   Date

Director/Chair   - Education   Date

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Sul Ross State University – INTERN PLAN (Goals and Objectives)

Field Supervisor: Dr. Rebecca Schlosser, rschlosser@sulross.edu; 432-386-3830

Educational Leadership Program, Alpine, Texas

Intern	Email	Site Supervisor	Email

√	Principal Standards (TAC 241.15) Students must have 3 Objectives (Activities) for each Domain. Indicate the Domain, Competency, and Descriptor for each Objective.
	*Asterick and color notes TEA Priority Statements
	DOMAIN I-SCHOOL CULTURE (School and Community Leadership)
	Competency 001-The beginning principal knows how to establish and implement a shared vision and culture of high stakeholders (Students, staff, parents, and community).
	A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement goals B. Uses emerging issues, recent research, knowledge of systems (e.g, school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision D. Aligns financial, human, and material resources to support implementation of a campus vision and mission E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture *G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment *H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture *I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale
	Competency 002-The beginning principal knows how to work with stakeholders as key partners to support student learning.
	A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision. B. Implements strategies to ensure the development of collegial relationships and effective collaboration *C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning *D. Ensures that parents and other members of the community are an integral part of the campus culture

Competency#	DESCRIPTION OF ACTIVITY/OBJECTIVE
	Examples: Vision- working with a PC or CIP Committee to create a new vision; highlighting the

	vision on campus, making it visible, creating a BRAND. *Culture: Pep-rallies for STARR Preparation – Change other traditions and customs on your campus/culture by implementing a Positive Behavior Intervention Plan or a new Attendance Plan and Policy.*
	PUT THE OBJECTIVES (ACTIVITIES) YOU HAVE SCHEDULED – THAT FIT THESE COMPETENCIES IN DOMAIN
1	
2.	
3.	
Other (You can do more than 3 Activities; but not less)	
	DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)
	Competency 003-The beginning principal knows how to collaboratively develop and implement high-quality instruction.
	*A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research *B. Facilitates the use of sound, research-based practice in the development, implementation, coordinating and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs *C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment *D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards *E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning
	Competency 004-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
	*A. Monitors instructions routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction. (CR#1) *B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student achievement *C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement *D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap *E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions. (CR#3)
Competency #	**DESCRIPTION OF ACTIVITY/OBJECTIVE**
	Examples: Staff development – planning, conducting, monitoring (walk-throughs), reviewing student work and lesson plans. *Planning: attend Department meetings, disaggregate data and share results. Meet with CIP Committee or Departments to find root cause for problem identified as priority problem. Research possible solutions for the committee. Meet to find or possible solutions. Monitor classrooms to see if trainings on new instructional activities are being observed. Gather data to assess whether the implementation of the new curriculum or instruction methodology has impacted student achievement.* *Take the data back to the committee to review.*
1.	
2.	
3.	
Other (You can do more than 3	

Activities; but not less)	
	DOMAIN III-HUMAN CAPITAL (Human Resource Management)
	Competency 005-The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
	*A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff *B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities *C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data *D. Facilitates a continuous of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership
	Competency 006-The beginning principal knows how to promote high-quality teaching by using selectio retention practices to promote teacher excellence and growth.
	*A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes *B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school *C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment *D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
Competency #	**DESCRIPTION OF ACTIVITY/OBJECTIVE**
	Examples: Go to university or Region Center career fair to recruit; implement a mentor program for new teachers, research to find ways to create salary incentives to recruit best and the brightest; Walk-throughs, or formal observation, etc.; create a recruiting and/or retention plan. Plan a Professional development for teachers. Assist in monitoring the implementation of a training in the classroom by walk-throughs, reviewing lesson plans, reviewing student work, sending and surveys. Gathering data, reviewing it with committee, do follow-up re-trainings.
1.	
2.	
3.	
Other (You can do more than 3 Activities; but not less)	
	DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)
	Competency 007-The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

	*A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences *B. Develops and implements strategies for systematically communicating internally and externally C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies D. Establishes partnerships with parents, businesses, and other groups in the community to strength programs and support campus goals
	Competency 008-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
	A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making *C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions C. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision *E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goa
Competency #	**DESCRIPTION OF ACTIVITY/OBJECTIVE**
	Examples: Creating a PLC to write a vision/mission, or to plan the activities needed to spread that vision across the campus to all stakeholders; to brand your VISION; Meet with your judge that handles your attendance to improve that relationship, Meet with your School Board – to inform them about booster activities.
1.	
2.	
3.	
Other (You can do more than 3 Activities; but not less)	
	DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)
	Competency 009-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
	*A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, ad strategies that from the school's strategic plans *B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes *C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
	Competency 010-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

	A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
	*B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
*C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
*D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relations to accounts, bidding, purchasing, and grants
	E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
	F. Facilitates the effective coordination of campus curricular, cocurricualr, and extracurricular programs in relations to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
	G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
	*H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistence, and equity and that legal requirements are met (e.g., due process, SPED requirements)
Competency #	**DESCRIPTION OF ACTIVITY/OBJECTIVE**
1.	Examples: Do Prof. Development to train teachers on new technology; and, to train them on how to implement it in the classroom; monitoring the implementation with walk-throughs----DISCUSS THE BUDGET NEEDS WITH CIP COMMITTEE about this new technology they are recommending and the PD training cost, and follow-up cost of re-training. Who is going to monitor it, is it calendared and the appropriate people assigned to monitor ---- you might be the person assigned to these tasks with the CIP committee by your site supervisor.
2.	
3.	
Other (You can do more than 3 Activities; but not less)	
	DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
	Competency 011-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
	A. Implements policies and procedures that re quire all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavic
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
*D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
*E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
*F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
*G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
H. Articulates the importance of education in a free, democratic society |
| **Competency #** | **DESCRIPTION OF ACTIVITY/OBJECTIVE** |
| | *Examples: Look at your subgroups in your STARR test results, to see if you have any gaps; work with the CIP committee to find the root causes. Create a committee to gather information and suggest* |

	solutions to a dropout or attendance problem with a subgroup.
1.	
2.	
3.	
Other (You can do more than 3 Activities; but not less)	
	INTEGRATION (Constructed Response Only) *(These are included because they are the topics for which there will be constructed response questions (essay questions) on the TExES 268 Exam.)*
	A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domains II & III) B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness (Domain II) C. Supports staff to effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II) D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I).
Competency #	**DESCRIPTION OF ACTIVITY/OBJECTIVE**

SIGNATURES:

Intern: _____ Date: _____

Site Supervisor: _____ Date: _____

Field Supervisor: _____ Date: _____

Appendix 7- INTERN ACTIVITY LOG#_____

Student Intern _____

Semester /Year _____

Site Supervisor _____

Date	#Hours	Description of Activity	Dom/Compet.
TOTAL HOURS THIS LOG-			
TOTAL HOURS TO DATE			

Site Supervisor Signature _____ Date_____

Student Signature_____ Date_____

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Appendix 8 – INTERN REFLECTION REPORT #_____

Intern Name:	Date From:	To:
Site Supervisor Signature:		

Brief Description of Activities

Strengths Exhibited During Reporting Period

Areas of Improvement During Reporting Period

23

Student Intern's Name   Site Supervisor's Name

Date

TOTAL NUMBER DIRECT HOURS STUDENT INTERN SERVED: _____

Please rate the above-named intern by placing circling the appropriate indicator. Only evaluate on the observed Objectives.

Standard 1 – Instructional Leadership. You are responsible for ensuring every student receives high-quality instruction.

Indicators

Rigorous and aligned curriculum and assessment 1a. Demonstrates understanding and ability to implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.	**Poor**	**Average**	**Good**	**Excellent**
Effective instructional practices 1a. Demonstrates understanding and ability to implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.	**Poor**	**Average**	**Good**	**Excellent**
Data-driven instruction and interventions 1c. Demonstrates understanding and ability to monitor multiple forms of student data to inform instructional and intervention decisions; demonstrates ability to contribute to maximizing student achievement.	**Poor**	**Average**	**Good**	**Excellent**
Maximize learning for all students 1d. Demonstrates commitment to ensuring that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.	**Poor**	**Average**	**Good**	**Excellent**

Standard 2 - Human Capital. You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators:

Targeted selection, placement, and retention 2a. You select, place, and retain effective teachers and staff.	**Poor**	**Average**	**Good**	**Excellent**
Tailored development, feedback, and coaching	**Poor**	**Average**	**Good**	**Excellent**

2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.				
Staff collaboration and leadership 2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.	Poor	Average	Good	Excellent
Systematic evaluation and supervision 2d. You conduct rigorous evaluations of all staff using multiple data sources.	Poor	Average	Good	Excellent

STANDARD 3 – Executive Leadership. You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

Indicators:

Resiliency and change management 3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.	Poor	Average	Good	Excellent
Commitment to ongoing learning 3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.	Poor	Average	Good	Excellent
Communication and interpersonal skills 3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.	Poor	Average	Good	Excellent
Ethical behavior 3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.	Poor	Average	Good	Excellent

STANDARD 4 - School Culture: You are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicators:

Shared vision of high achievement 4a. You develop and implement a shared vision of high expectations for students and staff.	Poor	Average	Good	Excellent
Culture of high expectations 4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.	Poor	Average	Good	Excellent
Intentional family and community engagement 4c. You engage families and community members in student learning.	Poor	Average	Good	Excellent
Safe school environment 4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.	Poor	Average	Good	Excellent
Discipline 4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	Poor	Average	Good	Excellent

STANDARD 5 - Strategic Operations: You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Indicators:

Strategic planning 5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.	**Poor**	**Average**	**Good**	**Excellent**
Tactical resource management 5c. You align resources with the needs of the school and effectively monitor the impact on school goals.	**Poor**	**Average**	**Good**	**Excellent**
Policy implementation and advocacy 5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.	**Poor**	**Average**	**Good**	**Excellent**

Briefly describe the particular strong points this intern has demonstrated during the practicum.

What suggestions do you have for this intern to further develop his/her professional abilities?

How would you describe this intern's potential to become an effective principal?

Final Comments:

Site Supervisor's signature _____ Date _____

SUL ROSS STATE UNIVERSITY

A Member of the Texas State University System

Field Supervisor Report

Semester: _____

Intern: _____   Practicum Start Date: _____

Site Supervisor: _____   Current Date: _____

District/Campus: _____   Time In: _____ Time Out: _____

Below is an evaluation of the principal intern's progress towards mastery of the State Board of Educator Certification Standards. The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative. The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. Each of the domains will be scored with one of the following rankings: Below Expectation, Met Expectation, Exceeded expectation.

STANDARD 1 - Instructional Leadership. You are responsible for ensuring every student receives high-quality instruction.

As an effective principal, you prioritize student achievement by developing a clear definition of high-quality instruction based on your research of best practices. You implement and analyze a rigorous curriculum within state standards, which ensures that teachers align content across grades and meet the particular curricular needs of their diverse student populations. Additionally, you model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. By dedicating a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending team meetings, you contribute to a higher student success rate.

In schools led by effective principals, data are used to determine instructional decisions and monitor progress. You implement common interim assessment cycles to track classroom trends and determine appropriate interventions. With a focus on instruction, your school is filled with effective teachers who can describe, plan, and implement strong instruction for students to stay actively engaged in cognitively challenging and differentiated activities.

Indicators
Rigorous and aligned curriculum and assessment
1a. You implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
Effective instructional practices
1b. You help develop high-quality instructional practices among your teachers that improve student performance.
Data-driven instruction and interventions
1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.
Maximize learning for all students
1d. You ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.

_____ expectation

COMMENTS:

STANDARD 2 – Human Capital: You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

By focusing on key issues related to human capital, you treat faculty/staff members as the most valuable resource and invest in their development, support, and supervision. You are strategic in selecting and hiring candidates whose vision aligns with the school's and whose skills match the needs. Once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching, and school-wide support; all of this development is supported by your facilitation of professional learning communities to review data. This development creates opportunities for effective teachers and staff to take on a variety of new leadership roles.

In your school, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength, and they have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.
Indicators

Targeted selection, placement, and retention
2a. You select, place, and retain effective teachers and staff.
Tailored development, feedback, and coaching
2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.
Staff collaboration and leadership
2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.
Systematic evaluation and supervision
2d. You conduct rigorous evaluations of all staff using multiple data sources.

___ expectation

COMMENTS:

STANDARD 3 – Executive Leadership: You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

As principal, you take personal responsibility for the success of the school and motivate the community by modeling a relentless pursuit of excellence. Because of this, you are reflective in your practice and strive to continually improve, learn, and grow, acknowledging mistakes while remaining focused on solutions. When a strategy fails, you analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt future strategies. Keeping staff inspired and focused on the end goal is crucial while supporting effective change management. It is important to have strong communication skills and be willing to listen to others and create opportunities for staff and stakeholders to provide feedback. By treating all members of the community with respect, you develop strong and positive relationships.

The impact of your leadership as principal on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, your first priority is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community. Waters & Cameron (2007) suggests that:

"Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school's change efforts will be."for ensuring every student receives high-quality instruction.

.
Indicators
Resiliency and change management
3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.
Commitment to ongoing learning
3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.
Communication and interpersonal skills
3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.
Ethical behavior
3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.

___ expectation

COMMENTS:

STANDARD 4 - School Culture: You are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular

opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

Indicators

Shared vision of high achievement

4a. You develop and implement a shared vision of high expectations for students and staff.

Culture of high expectations

4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.

Intentional family and community engagement

4c. You engage families and community members in student learning.

Safe school environment

4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline

4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

___ expectation

COMMENTS:

STANDARD 5 - Strategic Operations: You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

While assessing the current needs of your school, you review a wide set of evidence to determine the school's priorities in order to set ambitious and measurable goals, targets, and strategies that inform strategic plans. With leadership teams, you regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. You develop a year-long calendar and daily schedule that strategically maximize both instructional time and create regular time for teacher collaboration and data review. This deliberate allocation of resources (staff time, dollars, and tools) aligns your strategy with school priorities and goals. You treat central office staff as partners in achieving goals and collaborate with additional staff throughout the district to adapt policies crucial to meeting the needs of students.

Your faculty and staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with you to develop the school calendar, and teacher and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

Indicators

Strategic planning

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized learning time

5b. You implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical resource management

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

Policy implementation and advocacy

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

___ expectation

COMMENTS:

Professionalism During Practicum: The principal intern demonstrates professionalism by participating in ongoing

communication; organization; timely submission of practicum requirements; eagerly accepting new challenges.

Expectations

/ Below Expectation

/ Meets Expectations

/ Exceeds Expectations   *Any
area receiving a Below Expectation designation will be addressed immediately.

> COMMENTS:

Interactive Conference: Begin   End

Method of Evaluation: Phone   Web   Site Visit

Semester: _____

Intern: _____   Practicum Start Date: _____

Site Supervisor: _____   Current Date: _____

District/Campus: _____   Time In: _____   Time Out: _____

Below is an evaluation of the principal intern's progress towards mastery of the State Board of Educator Certification Standards. The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative . The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. Each of the domains will be scored with one of the following rankings: Below Expectation, Met Expectation, Exceeded expectation.

STANDARD 1 - Instructional Leadership. You are responsible for ensuring every student receives high-quality instruction.

As an effective principal, you prioritize student achievement by developing a clear definition of high-quality instruction based on your research of best practices. You implement and analyze a rigorous curriculum within state standards, which ensures that teachers align content across grades and meet the particular curricular needs of their diverse student populations. Additionally, you model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. By dedicating a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending team meetings, you contribute to a higher student success rate. In schools led by effective principals, data are used to determine instructional decisions and monitor progress. You implement common interim assessment cycles to track classroom trends and determine appropriate interventions. With a focus on instruction, your school is filled with effective teachers who can describe, plan, and implement strong instruction for students to stay actively engaged in cognitively challenging and differentiated activities.

Indicators

Rigorous and aligned curriculum and assessment
1a. You implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
Effective instructional practices
1b. You help develop high-quality instructional practices among your teachers that improve student performance.
Data-driven instruction and interventions
1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.
Maximize learning for all students
1d. You ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.

____ expectation

> COMMENTS:

STANDARD 2 – Human Capital: You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

By focusing on key issues related to human capital, you treat faculty/staff members as the most valuable resource and invest in their development, support, and supervision. You are strategic in selecting and hiring candidates whose vision aligns with the school's and whose skills match the needs. Once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching,

and school-wide support; all of this development is supported by your facilitation of professional learning communities to review data. This development creates opportunities for effective teachers and staff to take on a variety of new leadership roles.

In your school, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength, and they have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.

Indicators

Targeted selection, placement, and retention
2a. You select, place, and retain effective teachers and staff.

Tailored development, feedback, and coaching
2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.

Staff collaboration and leadership
2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.

Systematic evaluation and supervision
2d. You conduct rigorous evaluations of all staff using multiple data sources.

___ expectation

COMMENTS:

STANDARD 3 – Executive Leadership: You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

As principal, you take personal responsibility for the success of the school and motivate the community by modeling a relentless pursuit of excellence. Because of this, you are reflective in your practice and strive to continually improve, learn, and grow, acknowledging mistakes while remaining focused on solutions. When a strategy fails, you analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt future strategies. Keeping staff inspired and focused on the end goal is crucial while supporting effective change management. It is important to have strong communication skills and be willing to listen to others and create opportunities for staff and stakeholders to provide feedback. By treating all members of the community with respect, you develop strong and positive relationships.

The impact of your leadership as principal on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, your first priority is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community. Waters & Cameron (2007) suggests that:

"Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school's change efforts will be." for ensuring every student receives high-quality instruction.

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Indicators

Resiliency and change management
3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.

Commitment to ongoing learning
3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.

Communication and interpersonal skills
3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.

Ethical behavior
3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.

___ expectation

COMMENTS:

STANDARD 4 - School Culture: You are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

Indicators

Shared vision of high achievement

4a. You develop and implement a shared vision of high expectations for students and staff.

Culture of high expectations

4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.

Intentional family and community engagement

4c. You engage families and community members in student learning.

Safe school environment

4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline

4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

___ expectation

COMMENTS:

STANDARD 5 - Strategic Operations: You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

While assessing the current needs of your school, you review a wide set of evidence to determine the school's priorities in order to set ambitious and measurable goals, targets, and strategies that inform strategic plans. With leadership teams, you regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. You develop a year-long calendar and daily schedule that strategically maximize both instructional time and create regular time for teacher collaboration and data review. This deliberate allocation of resources (staff time, dollars, and tools) aligns your strategy with school priorities and goals. You treat central office staff as partners in achieving goals and collaborate with additional staff throughout the district to adapt policies crucial to meeting the needs of students.

Your faculty and staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with you to develop the school calendar, and teacher and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

Indicators

Strategic planning

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized learning time

5b. You implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical resource management

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

Policy implementation and advocacy

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

___ expectation

COMMENTS:

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Professionalism During Practicum: The principal intern demonstrates professionalism by participating in ongoing communication; organization; timely submission of practicum requirements; eagerly accepting new challenges.

Expectations

/ Below Expectation

/Meets Expectations

/ Exceeds Expectations
  *Any area receiving a Below
Expectation designation will be addressed
immediately.

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┌─────────────────────────────────────────────────────────┐
│ COMMENTS:                                               │
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Interactive Conference: Begin   End

Method of Evaluation: Phone   Web   Site Visit

Pre-Conference:

Intern	Date	Notes
	By Jan. 21, 2018	Intern submitted a Proposed Plan and received feedback through emails and Announcements.

Observation:

Intern	Date	Start Time	Ending Time
	Jan 21/Jan. 27, 2018	10am/4 pm	Noon/6 pm

Summary of Observation:

√	Principal Standards (TAC 241.15)	
	Values and Ethics of Leadership: Acting with integrity and fairness and in an ethical manner.	Prior to the Observation, the Intern group submitted Proposed Plan containing Goals/Activities that addressed all Principal Standards. The field supervisor provided individual and group feedback. During the observation, each intern responded to a prompt as a round-table discussion was conducted. Interns were asked to identify their areas within the Principal Standards of weakness and strengths. Post-Observation, interns completed a Post-Observation Survey indicating whether or not the round table discussion had helped them clarify their goals and objectives. Interns did indicate that the discussion and feedback were helpful.
XX	**Leadership and Campus Culture**: Shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	
XX	**Human Resources Leadership and Management**: Implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.	
XX	**Communications and Community Relations**: Collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.	
XX	**Organizational Leadership and Management**: Leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
XX	**Curriculum Planning and Development**: Facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.	
XX	**Instructional Leadership and Management**: Advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.	

Post-Conference:

Date: Student completed a post-class survey after class on Jan. 21 or Jan. 27	Area of

Notes: **Survey submitted by entire group; round-table discussion clarified individual strengths and weaknesses in experience within each Principal Standard. Interns also understood the role of the site supervisor better and committed to getting their objectives/activities calendared and approved by their site-supervisor.**	Reinforcemer
	Area of **Refinement:**

Debrief Activity Log (view LCP Tracking Log):

Total # of Hours Completed	
Intern Concerns/Questions	**Field Supervisor Comments: The intern has not expressed any concerns.**

Plan/proposal for next observation (Pre-conference if applicable):

The pre-conference for the 2nd Observation was held at the end of the 1st Observation. The 2nd Observation was explained. Interns are to record themselves doing an administrative task or tasks for 45 minutes and upload it. They will write a report summarizing the video in their log.

Intern: _____   Date:

_____

Field Supervisor: _____   Date:

_____

Copy to Site Supervisor

SR

Educational Leadership-
Master's & Principal Certification

PROGRAM HANDBOOK

2018-2019

Sul Ross State University
A Member of the Texas State University System

Welcome to the Sul Ross State University Educational Leadership-Master's Degree and Principal Certification Program. This handbook will serve as a guide for you throughout your program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. I am always happy to visit with you anytime.

Best of luck to you in this endeavor.

Rebecca Schlosser, J.D., Ed.D.
Program Coordinator
Box C-115
Alpine, TX 79832
432-386-3830 (cell)
rschlosser@sulross.edu

Acknowledgment and Agreement

This is to acknowledge that I have received, read and understood the Sul Ross State University Educational Leadership/Principal Certification Program Manual. I understand that it is my responsibility to abide by standards, guidelines and policies set forth in the Educational Leadership/Principal Certification Program Manual.

Student Signature: _____

Date: _____

3/2018

PROGRAM OVERVIEW

1) M.Ed.-Specialization in Educational Leadership with Principal Certification

This is a 30-hour graduate program resulting in a Master's of Education with Principal certification. By the end of the first semester of the Educational Leadership Program, a student must obtain permission from their district and campus leadership (Certification Form – Appendix A) to complete the certification practicum coursework or the student may not seek certification. (They may still obtain the M.Ed.-Specialization in Educational Leadership without Principal Certification, as outlined below.) Prospective students will follow the admission procedures outlined in the subsequent section of this manual. Students will be responsible for completing all required coursework, including 160-hours of practicum coursework, successful portfolio defense, university required practice and practice examination, state-mandated certification examination (the TExES Principal Exam) and state-mandated certification performance measures (the PASL) once implemented in Fall 2019. Students must score a minimum of 80% or 260, whichever is higher, on a TExES practice examination (CertifyTeacher) and provide appropriate evidence. Students must obtain a minimum of a 3.0 ("B") for each course completed in the program. Credit will not be accepted for any course in the program for which students did not receive a 3.0 ("B"). Students must complete the AEL and T-TESS trainings and provide the completion certificate to their advisor. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination. Students who fail an attempt to pass the TExES Principal Examination will be asked to complete additional studies.

ADMISSION

Application Process
Applicants should visit the Graduate Students webpage on the Sul Ross website at http://www.sulross.edu/pages/3620.asp Here you can access the Apply Texas online application and submit your application. If you have any question regarding applying to Sul Ross please contact the Graduate Department at (432) 837-8052 or e-mail admissions@sulross.edu Refer to the Graduate Students website or the university catalog for specific admission criteria to the university. Non-enrollment for a period longer than a semester will result in having to reapply to the university. If you have to withdraw from the program, it is advisable to notify the Registrar, at that time, if you plan to return later to the program.

Once you are accepted into the Graduate Program at Sul Ross, you will receive an email containing information outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the specified department.

Admission to Sul Ross State University does not guarantee admission to any program in the Sul Ross State University Department of Education. The final decision of admission rests with the SRSU Department of Education.

PROGRAM REQUIREMENTS

Certification

In order to be certified as a principal in Texas, students must complete three major performance measures or tasks (the PASL) and submit them for grading to TEA (for test-takers beginning in Fall 2019). These tasks require students to work with leadership teams on their campus and not only plan but also implement and monitor an improvement plan. In addition, students must pass a principal certification exam. The new TExES Principal 268 exam (which begins in January 2019). The new TExES 268 includes essay questions, video prompts, and long scenarios. In addition, there is a rigorous certification process that requires students seeking certification to serve in a leadership role on their campus. Examples of a "leadership role" include the following: serving as a curriculum specialist, department chair, campus improvement plan committee member, or leadership committee member. Students who are serving as an Assistant Principal or Principal (on a Probationary Certificate) are qualified to seek certification. Once a student has submitted the form letter with signatures to the Coordinator of the Educational Leadership Program, a final decision about admission into the Certification Program will be made. Whether or not the "leadership role" is sufficient to allow a student into the Certification Program is a decision for the Program Coordinator of the Educational Leadership Program and the SRSU Department of Education. A form letter is attached to this Handbook (in Appendix A) which must be submitted to the Coordinator of the Educational Leadership Program no later than the end of the student's first semester of the program in order to be considered for admission to the Certification Program. Students will not be allowed to register for the certification practicum courses ED7100, ED7101, and ED7102 without admission to the Certification Program.

If a student changes their campus or district employment during the program, the student will be required to immediately notify the Coordinator of the Educational Leadership Program and provide a new Certification Letter from the campus and district leadership using the form in Appendix A. Once a student has submitted the form letter with signatures to the Coordinator of the Educational Leadership Program, a final decision about continued participation in the Certification Program will be made. Whether or not the "leadership role" is sufficient to allow a student to remain in the certification program is a decision for the Program Coordinator of the Educational Leadership Program and the SRSU Department of Education.

Students who sign up for the Master's in Education with specialization in Educational Leadership WITH Certification initially will be probationally admitted. Once the student has provided the certification form letter (attached as Appendix A) with signatures, a decision will made about admission into the Certification Program. If a student is not admitted into the Certification Program, the student will be admitted fully into the Master's in Education with specialization in Educational Leadership WITHOUT certification. A student may reapply to the Certification Program at any time by resubmitting a new Certification form letter (Appendix A). Students admitted in the Certification Program after the first semester of coursework may have additional course requirements and will have to complete the certification practicum coursework (ED7100, ED7101, and ED7102).

Advisor/Student Interview

The student and major advisor will complete an interview regarding his/her potential career as a campus-based administrator. This informal interview will allow the advisor and student to develop a degree plan and discuss any questions regarding the course of study. The interview can be held via telephone, Skype, or other synchronous communication.

Course Requirements

The Educational Leadership- Principal Certification Program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom. Many students have found entirely online program to be the answer to juggling their careers and continuing their education. Sul Ross utilizes a course management system, Blackboard, and virtual classroom to deliver high quality instruction online. Students are required to have a computer, microphone and camera in this online program.

The following courses are required for a **Master's Degree with Certification in Educational Leadership (30 sch):**

ED 5330 Introduction to School Administration+
ED 5332 Educational Research I+
ED 5333 Educational Research II++
ED 7304 Educational Leadership for Principals - *Must be taken with ED7100*
ED7100 Practicum I - *Must be taken with ED7304*
ED6312 Curriculum, Instruction & Assessment
ED7309 Special Populations and Programs
ED 5319 School Law
ED 6320 School Support Services - *Must be taken with ED7101*
ED7101 Practicum II - *Must be taken with ED6320*
ED6315 Instructional Leadership: Planning, Implementation & Monitoring of the Instructional Program - *Prerequisite: ED6312. Must be taken with ED7102*
ED7102 Practicum III- *Must be taken with ED6315*
 (See below description of field-based experience.)

+Must be taken within first 6 hours
++Must be taken within first 9 hours

Degree Plans/Certification Plans

A degree plan will be developed once the student and advisor meet and discuss program requirements. **Please keep a copy of your signed degree plan for your records.** Students seeking a Master's degree will have a degree plan, while students seeking certification only will have a certification plan. Both are developed early in entering the program because they serve as the primary tool for advisement. It is the student's responsibility to keep the degree/certification plan updated after each semester. Students seeking certification must provide the Certification Form (Appendix A) with signatures to be considered for admission into the Certification Program.

PROGRAM EVALUATION PROCESS

Students will be monitored as they progress through the Educational Leadership Program. There are six major program benchmarks.

1. After completion of ED5330, Introduction to School Administration, ED5332 Educational Research I, and ED5333 Educational Research II, ED7304, Educational Leadership, and ED6312 Curriculum, Instruction and Assessment, students will complete a comprehensive assessment on the change process. This assessment includes multiple choice and essay questions that ask students to demonstrate mastery of the elements of a targeted improvement plan for both Domain I and Domain II problem statements. Students must score an 80% on the Change Process test to demonstrate mastery.
2. As part of the ED7304 Educational Leadership course, students will create a plan outlining the steps to create a Professional Learning Committee or Leadership Team that includes planning, implementation, and monitoring steps.
3. As part of the ED6315 course, students will create a targeted improvement plan that addresses an identified need that will impact student achievement. This plan will include a plan for the implementation and monitoring steps.
4. As part of the ED6320 School Support Services course, students will create a Professional Development Plan tailored to a targeted improvement plan that addresses a prioritized problem, root cause(s) and a solution. Students will also prepare a budget and ensure in the plan that resources are in place for successful implementation. This plan will include a plan for the implementation and monitoring of the Professional Development.
5. At the conclusion of the Practicum, students will create and present a comprehensive Portfolio with work from all courses that demonstrates a mastery of each Domain and Competency. Students will be evaluated by a committee of Educational Leadership professors. A copy of the Portfolio Rubric is attached as Appendix E.
6. As part of the Practicum, students will take a CertifyTeacher practice examination and a Representative Practice Examination. Students must score an 80% on the Representative Test and a 260 on the CertifyTeacher practice examination to demonstrate mastery.

Practicum/Field-Based Experience - Certification

Students must complete 160 clock hours of observation in a TEA accredited school. Students will register for Practicum I, II, and III-Certification (ED 7100, ED7101, and ED7102), after approval by their program advisor if they seek certification. If the student is in a Master's Only Program, the student will complete ED7313 Practicum – see below. The purpose of this structured experience is to place the practicum student in actual situations that they will encounter in the profession and to complete three projects while serving in a leadership role on campus. Students will be required to submit a request outlining the specifics regarding the mentor principal or superintendent and the campus/district at which the practicum hours will be completed. It is the practicum student's responsibility to secure a mentor and a district, but final approval will be made by the program advisor. The practicum student will maintain a detailed log of approved activities throughout the practicum and will be verified by the mentor principal/superintendent. Observation hours must be verified by a mentor teacher or campus principal/director and completed in an acceptable instructional/educational setting.

The practicum student can expect three observations each year in the practicum courses. The observations will be conducted by a certified field supervisor assigned as the practicum supervisor. Communications will be maintained between the field supervisor, site supervisor, and intern. It is the practicum student's responsibility to arrange all meetings. Additional information regarding documentation of field-based experience will be provided in Blackboard upon enrollment in the practicum.

Background Checks Many school districts require a criminal history check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks.

Portfolio Defense

Students in the Educational Leadership Program will be required to complete a defense of the student-created portfolio during the last semester of coursework. This defense will assess the graduate student's knowledge gained throughout the program and the quality of work submitted to the portfolio. Applications can be accessed through the Educational Leadership webpage and submitted to the Coordinator of the Educational Leadership Program during the semester before anticipated graduation.

Graduation

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications can be found on the Educational Leadership webpage.

TESTING AND CERTIFICATION

Upon approval, all students will be required to take and pass the state certification examination, referred to as TExES and (beginning in fall 2019) the PASL. Prior to completing the examination and PASL, the student must fulfill departmental testing requirements. Information is provided below regarding testing requirements for students. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination.

Certify Teacher Practice Exam

All students in the program are required to purchase and complete the online departmental practice examination to determine the level of preparedness prior to the TExES exam. Further information regarding the online exam can be found on the Certify Teacher website at www.certifyteacher.com The major advisor will only **accept the first two attempts** and results should be emailed directly to the student's program advisor. **A passing score on the Certify Teacher Qualifying Exam is 80% or 260, whichever is higher.**

AEL/T-TESS Certification

In order to become eligible for final certification test approval (TExES 068), and the PASL, students must provide the department with proof of AEL and T-TESS certification. This can be obtained through the local regional education service centers. Contact the RESC early in your program to make arrangements to complete the requirements! Please contact your advisor for more information.

TExES Certification Exam and PASL

Students in the program are advised to take the TExES exam at the end of the last semester of their coursework. Before approval to test is given to any student, they must pass the Certify Teacher practice examination with 80% or 260 whichever is higher on not more than 2 attempts. Final test approval will rest with the major advisor and the director. Registration information as well as registration deadlines and test dates can be found online at http://www.texes.ets.org/ The test preparation manual can be downloaded at http://cms.texes-ets.org/files/1413/2949/6303/068_principal.pdf

3/2018

If the TExES exam or PASL is not passed, a remediation plan will be developed prior to approval to retest. This may include additional coursework or individualized study sessions. **Remember that effective 1 September 2015 the Texas Administrative Code was changed so a person may not re-take any TExES exam more than four times. If you should not pass a TExES exam by the fifth attempt you will not be able to continue towards that particular certification.**

Certification

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

1. Provide Certificate of Completion of AEL & T-TESS certifications from a RESC or other approved institution.
2. Purchase and complete Certify Teacher Principal Test Preparation & Review software or other approved TExES Review.
3. Provide Certificate showing completion of 6 hours of study in Certify Teacher Principal Test Preparation or other approved TExES Review.
4. Provide Certificate showing a score of 260 or 80% (whichever is higher) on the Certify Teacher Principal Practice Exam or other approved TExES Practice Test.
5. Apply for Certification and pay appropriate fees.
6. Pass the TExES Principal Examination. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination. Students who fail an attempt to pass the TExES Principal Examination will be asked to complete additional studies.
7. Maintain a Leadership Role on a campus sufficient to allow the student to complete the practicum course requirements.
8. Submit Performance Measures and pass the 3 PASL tasks (once implemented in Fall 2019).

Upon successful completion of all program requirements you will apply and be recommended for your certificate by Sul Ross State University. At this point, you may become a fully certified principal and can access your certificate from the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=506&menu_id=865&menu_id2=794

For more information about the TExES 268 which will replace the TExES 068 in January 2019, and the PASL which becomes effective in Fall 2019, students should visit the following websites:

TEA guidance on the TExES 268 and PASL: http://cms.texes-ets.org/epp/principal-and-pasl-assessments/

PASL Tasks: https://www.ets.org/ppa/test-takers/school-leaders/requirements/

Certification Checklist

The checklist below outlines the procedure for applying for the Principal certificate

1. _____ **Certification (degree/certification plan) completed**
   _____
   - Program requirements are complete
   - Transcripts/service record (if applicable) provided to SRSU-Education Certification office
   _____
   - Certify Teacher test passed and scores sent to major advisor
2. _____ **TExES certification exam and PASL completed as required**
3. _____ **Application on file with the Texas Education Agency (TEA)**
   - Go to the TEA website (http://www.tea.state.tx.us) and use your Educator logon information to your TEAL account.
   - On the MAIN MENU on the left side of the screen, choose APPLICATIONS, which has a drop-down selection list. Choose PROFESSIONAL CERTIFICATE TEXAS PROGRAM.
   - Follow instructions to APPLY.
     NOTE: After the affidavit, you must indicate the "recommending entity" Choose *Sul Ross State University – Alpine – University Based*.
     The next line asks what you are applying for. Type in the name of the certificate you are seeking; i.e., Principal.
   - Certification fee paid. The fee is $77 per application. If you have not previously applied for certification (i.e., educational aide or probationary), you will be required to complete the fingerprint process.
   - If you have problems or questions about the online application, you may call TEA at 1-888-863-5880.

STUDENT RESPONSIBILITIES

Confidentiality

Confidentiality is of utmost importance for the students enrolled in the Educational Leadership program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be

strictly among students in the course and the instructor and will be on a strict need-to-know basis.

Class Attendance

Students are required to attend all classes. Students will be dropped for excessive absences defined by the university absence policy. Students should also review the Online Absence Policy posted in each course syllabus.

Dress Code

Practicum students should present themselves as professional educators. As a minimum, students will follow their school district's dress code policies for faculty and staff. Specific questions/concerns should be addressed to your major advisor.

APPENDIX A – CERTIFICATION FORM

CERTIFICATION FORM

This section to be completed by student seeking Principal Certification at SRSU:

Student Name: _____

Student A#: _____

Student Contact # (Cell):_____

Student SRSU email address:_____

This section to be completed by Principal and Superintendent (or his/her designee) where the student is employed.

By signing below, the principal and superintendent or his/her designee do hereby acknowledge that this student
_____ (name of student) will serve in a leadership role, as defined, on the
campus _____(name of campus) during the student's enrollment in the
Educational Leadership Program at SRSU.

A leadership role, for purposes of this certification, means that the student will serve:

· As an Assistant Principal or Principal (with a Probationary Certificate)

· On a Leadership Committee

· On a CIP Committee

· As Department Chair

· As a Curriculum Specialist

· Other (with permission of the Educational Leadership Coordinator at SRSU)

Please specify the leadership position that this student currently holds:

_____

_____

By signing below, the principal and superintendent or his/her designee do also acknowledge and agree to assist the
student in completing the following tasks during the Certificate Program (as part of the student's Practicum
coursework):

1) work with a collaborative committee or PLC to explore an identified campus problem that is data-driven,

2) participate in the creation, implementation, and monitoring of a professional development that is selected
based on an identified campus need that is data-driven, and

3) participate in the creation, implementation, and monitoring of a campus improvement plan for one identified
campus need that is data-driven.

_____   _____

Superintendent, or designee   Date

_____   _____

Principal   Date

For SRSU USE ONLY

Full Admission to Certification Program – in Educational Leadership Program at SRSU

_____ (Yes) _____(No)

_____

Coordinator of Educational Leadership Program Date

_____

Director/Chair - Education Date

APPENDIX B- PRINCIPAL STANDARDS/ DOMAINS & COMPETENCIES

Principal Standards:

Program curriculum will address the following principal certification standards set forth in TAC RULE §241.15:

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

(b) School Culture. The principal:

(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;

(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(4) supports the implementation of the campus vision by aligning financial, human, and material resources;

(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(9) develops and uses effective conflict-management and consensus-building skills;

(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

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

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, 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.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(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;

(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;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(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;

(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;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(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;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(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;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

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

(1) 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

(10) treats all members of the community with respect and develops strong, positive relationships with them.

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

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

Principal (268) Test Framework
*Asterisk notes TEA Priority Statements for beginning Principals

DOMAIN I — SCHOOL CULTURE (School and Community Leadership) (Approximate domain weight is 22-23%. Domain includes constructed-response questions.)

Competency 001 The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002 The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. *Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) (Approximate domain weight is 41-45%. Domain includes constructed-response questions.)

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

A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management) (Approximate domain weight is 18-19%. Domain includes constructed-response questions.)

Competency 005 The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) (Approximate domain weight is 5-6%.)

Competency 007 The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
B. *Develops and implements strategies for systematically communicating internally and externally
C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008 The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) (Approximate domain weight is 5-6%.)

Competency 009 The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010 The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY (Approximate domain weight is 4-6%.)

Competency 011 The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

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G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
H. Articulates the importance of education in a free, democratic society

Texas Education Agency, September 2017

APPENDIX C- COURSE DESCRIPTIONS
MASTER'S IN EDUCATION
WITH SPECIALIZATION IN EDUCATIONAL LEADERSHIP

ED5330 (3-0) Introduction to School Administration. An overview of school administration that includes roles, functions and duties of those who administer and supervise in the schools. Theory, policy development, the improvement process, executive leadership, instructional leadership, recruitment and retention, staff evaluation and professional development, diversity, culture, vision, and accreditation standards are also included. Must be taken in first 6 sch.

ED5332 (3-0) Educational Research I. A course designed to broaden the perspectives of education graduate students and to introduce them to the techniques of conducting educational research including the selection and interpretation of multiple data sources that promote data-driven decision-making on their campuses. Must be completed in first 6 sch.

ED5333 (3-0) Educational Research II. An advanced course designed for education graduate students to apply the techniques of educational research that promote data-driven decision-making on their campuses by completing a statistically-sound, data-driven educational research project on an identified need of their school campus related to student achievement. Prerequisites: ED5330 and ED5332.

ED6312 (3-0) Curriculum, Instruction and Assessment. A course which introduces education graduate students to public school curriculum and its adoption process in Texas; instruction and how to improve it to positively impact student achievement; and assessment and how to measure student success. Students will be introduced to the topics, among others, of the change process, horizontal and vertical alignment, scope and sequence, and rigor.

ED6315 (3-0) Instructional Leadership: Planning, Implementation and Monitoring of the Instructional Program. A course which examines the improvement process of curriculum, instruction and assessment to positively impact student achievement. Students will create a campus improvement plan to address an identified problem on their campus. If a student is seeking Certification, this course must be taken with ED7102.

ED6320 (3-0) School Support Services. A study of the management of school services for which a chief administrator of an educational unit is responsible. Course content includes attendance, accounting, physical plant and facilities, construction and maintenance, human resources, nutrition, and transportation. Students will create a Professional Development Plan that addresses a need identified on their campus by data. If the student is seeking Certification, this course must be taken with ED7101.

ED7100 (0-1) Practicum I for Certification. A course required for certification which provides a minimum of 50 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a collaborative team to study a problem relating to student achievement on their campus. Students will serve in a leadership role as part of this committee. Students will prepare a report that details the change process and a video of themselves conducting one of this committee's meetings. This course must be taken with ED7304. Advisor Approval Required.

ED7101 (0-1) Practicum II for Certification. A course required for certification which provides a minimum of 50 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a professional development plan to address a problem relating to student achievement on their campus. Students will serve in a leadership role in conducting the professional development and in the change process. Students will create a plan that highlights the professional development, its implementation and monitoring and report on its success. This course must be taken with ED6320. Advisor Approval Required.

ED7102 (0-1) Practicum III for Certification. A course required for certification which provides a minimum of 60 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a campus improvement plan and work with the CIP Committee to address a problem relating to student achievement on their campus. Students will serve in a leadership role in the entire change process including creating the plan, implementing and monitoring it. This course must be taken with ED6315. Advisor Approval Required.

ED7304 (3-0) Educational Leadership for Principals. A critical examination of the theory and practice of leadership. The behaviors, skills, attributes, beliefs, and attitudes for leadership will be researched and investigated. Special attention will be placed on the change process to improve campuses and the development of professional learning communities. Students will develop a plan to create a PLC or Leadership Committee to study a problem on their campus identified by data. Must be taken with ED5333. If student is seeking certification, this course must be taken with ED7100.

ED7309 (3-0) Special Populations and Programs. A study of the needs of multicultural and special student populations and the state and federal programs that currently serve them in public schools.

ED 7313 (0-3) Practicum in School Administration. A course which provides reality experiences in the principalship in a T.E.A. accredited public, private, or parochial school; students spend a minimum of 160 clock hours working with a principal and/or assistant principal in the conduction of everyday administrative duties. Prerequisite: Approval of advisor and completion of a minimum of 24-27 semester hours of principal preparation coursework. Must be taken in last semester. Advisor Approval Required.

APPENDIX D - EDUCATOR'S CODE OF ETHICS AND AFFIRMATION

Texas Administrative Code §247.2

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	**Code of Ethics and Standard Practices for Texas Educators**

(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Statement of Affirmation

TEA™

TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

State Board for Educator Certification

Texas Educators' Code of Ethics
Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247. 2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

_____   _____
Educator Candidate's signature   Date

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Division of Educator Standards

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APPENDIX E – Portfolio Rubric

Portfolio Presentation Scoring Rubric

Student Name:
Date of Presentation:
Panel Members:

Student e-mail:
Student mobile ph #:
Submitted by:

Scoring-------------------- Courses	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not addres the course or does not show an adequate understanding of the information or provide supporting example(s) fc answers.
ED 5330 – Introduction to School Administration	Score (0 to 5) and notes:		
ED5332 – Educational Research I	Score (0 to 5) and notes:		
ED5333 – Educational Research II	Score (0 to 5) and notes:		
ED 7304 – Educational Leadership for Principals	Score (0 to 5) and notes:		
ED6312 Curriculum, Instruction & Assessment	Score (0 to 5) and notes:		
ED7309 Special Populations & Programs	Score (0 to 5) and notes:		
ED5319 School Law	Score (0 to 5) and notes:		
ED 6320 – School Support Services	Score (0 to 5) and notes:		
ED 6315 – Instructional Leadership: Planning, Implementing, and	Score (0 to 5) and notes:		

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Scoring-----------------	Exceeds Expectations: 4 to 5 points	Meets Expectations 2 to 3 points	Below expectations 0 to 1 point
Courses	Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Student does not addres the course or does not show an adequate understanding of the information or provide supporting example(s) fc answers.
Monitoring an Instructional Program			
Practicum	Score (0 to 5) and notes:		
Final Comments:			
Average score (total score/9): Pass or Fail:			