# 2018-2019 Principal Preparation Grant Program

**Application Due 5:00 p.m. CT, March 13, 2018**

**Texas Education Agency**

NOGA ID

Application stamp-in date and time

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

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

## Grant Information

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

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

☐ Pre-award costs are permitted.

☒ 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** Aldine Independent School District   **CDN or Vendor ID** 101902   **ESC #** 4   **Campus #**   **DUNS #** 073898017

**Address** 2520 W. W. Thorne Blvd.   **City** Houston   **ZIP** 77073   **Phone** 281-449-1011

**Primary Contact** Selina Chapa   **Email** schapa@aldineisd.org

**Secondary Contact** Robin Williams   **Email** rmwilliams@aldineisd.org

## Certification and Incorporation

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

☒ Grant application, guidelines, and instructions

☒ General Provisions and Assurances and any application-specific provisions and assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

**Authorized Official Name/Title** Wanda Bamberg   **Signature**   **Date** 3/8/18

**Grant Writer Name** Stacey Smith   **Signature**   **Date** 3/8/18

☒ Grant writer is an employee of the applicant organization.

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

701-18-105-047

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## 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 |
|---|---|
| Residents lack instruction in rigorous coursework to learn best practices and strategies in principal leadership and enhance student achievement. | Provide research – based principal preparation from Sam Houston State University to prepare future principal candidates for the complexities of the principalship. |
| Expanding the internal leadership pipeline to include applicants who have participated in a research-based principal preparation program in a Title 1 District. | Partner with Sam Houston State University and identify through a rigorous and objective process candidates with strong leadership potential and instructional success to fill assistant principal positions as they become available. |
| Strong leadership candidates who have participated in authentic, hands – on leadership experiences from highly effective principal practicum. | Residents will have the opportunity to be trained in best practices pertaining to campus leadership with a focus on instructional leadership by an effective principal mentor from Aldine ISD who will ensure the resident is exposed to substantial leadership opportunities. |

## SMART Goal

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

The goal of the program is to identify a diverse group of strong principal candidates by partnering with an effective principal preparation program (Sam Houston State University). The university will develop residents' skill sets that focus on best practices in campus leadership, including a concentration in instructional leadership. In addition, offer the residents through coursework and practicums, an authentic, campus – based leadership experience throughout their residency year. The residents will learn leadership is second only to classroom instruction among all school – related factors that contribute to what students learn in school. As such, this program will provide opportunities for residents to receive substantial leadership instruction related to student achievement through continuous and ongoing support from the principal mentor.

## 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:

Strong, diverse principal candidates will be selected using a systematic, informed, and targeted recruitment and selection process. This process will utilize a variety of data points such as previous academic achievement on bachelorette degree, successful record of student achievement, teacher evaluations, interpersonal leadership skills, interview, and letters of recommendation. Aldine ISD, in conjunction with Sam Houston State University, will determine the 10 principal residents ensuring the diversity of the candidates mirrors that of the student population. Once selected, the residents will enroll in six hours of coursework beginning in the fall semester. In addition, the residents will be assigned an internal, effective principal mentor which will provide continuous support throughout the residency year.

## Measurable Progress (Cont.)

Second-Quarter Benchmark:

The principal resident will participate in research- based curriculum and maintain successful completion of prescribed coursework.   During the second quarter, the residence will be complete a minimum of one in–person and on–site coaching and evaluation experience. This coaching is to ensure the resident is partaking in an authentic school setting and is undertaking substantial leadership responsibilities regarding problem solving to impact student learning.  Progress measures will developed to determine if the principal resident is making satisfactory progress towards the principal competencies as outlined in the Principal Framework.

Third-Quarter Benchmark:

The principal resident will continue to participate in research- based curriculum and maintain successful completion of the prescribed coursework.  A minimum of two in–person and two–site coaching and evaluation experiences will occur to ensure the resident is participating in substantial leadership responsibilities regarding problem solving to impact student learning.  The resident will show evidence of working collaboratively to support professional learning in reviewing data, processes, and policies in order to improve teaching and learning.  The resident will engage in ongoing and meaningful professional growth activities and reflect on his or her practice.  As a result, the resident will make adjusts based on the feedback provided, and strive to continually improve, learn, and grow.

## Project Evaluation and Modification

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

The project evaluation will encompass several data points to determine progress toward meeting the SMART Goal of the grant, which is to identify strong, principal candidates from the Aldine district, partner with an effective principal preparation program (Sam Houston State University) which will provide training focused on best practices in campus leadership. With this goal in mind, the following five data points will be collected to gauge progress in meeting the success factors to achieve the desired outcomes.  (1) The selected principal residents will maintain a GPA of 3.0 or higher on coursework.  (2) The resident will consistently attend class and activities related to the completion of coursework. (3) The Principal Practicum, which focuses on mastering the competencies of the Principal Framework, will provide observation data regarding the progress of the resident.  A rubric will be used to determine the degree to which the resident has mastered the competencies.  (4) Feedback from the principal mentor (mentor notes) and university supervisor will also serve as vital components in determining the success of the Principal Preparation Grant. (5) Principal residents will complete a survey on their perception of the effectiveness of the Principal Preparation Program to help determine if programmatic changes are needed.  If it is determined, through analyzing the gathered data, that changes need to be made to the program, Aldine ISD and Sam Houston State University will work collaboratively to make modifications. These modifications will ensure the purpose of the grant is carried out by identifying, establishing, and supporting principal residents with authentic campus–based leadership experiences throughout their resident year.

## 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.

Aldine ISD, in conjunction with Sam Houston State University, will provide sustained and rigorous, clinical learning in an authentic school setting for principal residents. The residents will participate in leadership responsibilities with an emphasis on problem solving, curriculum support that influences practice, and student learning. During the grant initiative, the principal resident will participate collaboratively in continuous professional development to improve instructional practice, student achievement, and school culture. These activities will take place throughout the program. Each resident will participate in many activities to better understand the complexities of the principalship. These activities may include leading Professional Learning Community (PLC) meetings, data–driven decision meetings, Admission Review and Dismissal Meetings (ARD), curriculum planning meetings to ensure alignment of curriculum, delivering effective professional development, team building skills, participation in resolving a significant problem/challenges that influences practice, and student achievement. Aldine ISD, in conjunction with Sam Houston State University, will provide sustained and rigorous, clinical learning in an authentic school setting with the ability to participate in leadership responsibilities with an emphasis on problem solving, curriculum support that influences practice and student learning. During the grant initiative, the principal resident will participate collaboratively in continuous professional development to improve instructional practice, student achievement, and school culture. These activities will take place through the duration of the grant. Each resident will participate in many activities to better understand the complexities of the principalship. These activities may include leading Professional Learning Community (PLC) meetings, data – driven decision meetings, Admission Review and Dismissal Meetings (ARD), curriculum planning meetings to ensure alignment of objectives, delivering effective professional development, team building skills, participation in resolving a significant problem/challenges that influences practice and student achievement.

## 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.

Strong, diverse principal candidates will be selected using a systematic, informed, and targeted recruitment and selection process. This process will utilize a variety of data points to determine entrance into the Master of Education in Administration Program at Sam Houston State University. Residents seeking admissions must submit the following:

- Graduate application
- Official transcript from the bachelorette degree granting institution with a GPA of 3.0
- Copy of valid Teacher Certificate
- Successful record of student achievement
- Teacher evaluations
- Interpersonal leadership skills
- Interview
- Two letters of recommendation (one from the principal and one from the assistant principal)
- Professional statement
- Current resume

Aldine ISD, in conjunction with Sam Houston State University, will determine the 10 principal residents ensuring the diversity of the candidates mirrors that of the student population.

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

The College of Education at Sam Houston State University (SHSU) with NCATE accreditation since 1954 has a celebrated history of providing excellent educational experiences for PK-12 principal candidates. The department of educational leadership provides a scope and sequence of 12 semester courses, including a two-semester field-based practicum in the second year. The coursework allows students opportunities to apply their learning regarding the role of the principal in the instructional leadership of a campus. Courses offer experiences that assist students in the application of knowledge in solving real-world educational challenges to improve student achievement, development of the teaching professionals in schools, as well as building teams to strengthen school culture. Students are observed in leadership situations in the practicum course as they apply learned strategies to various scenarios in the field. Experienced university professors and site supervisor mentors will provide feedback to the students as they assess their effectiveness as a prospective principal. These scenarios include leading a continuous improvement plan process, facilitating professional development for teachers, and conducting collaborative teams to improve student outcomes. SHSU professors use relevant, research-based resources and technology applications to allow students to collaborate with educators in the field to enrich their graduate level learning experience. SHSU provides a scope and sequence and syllabus outlines with all course descriptions, course objectives, textbooks, and course assignment topics as an attachment to this grant.

## 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.

Sam Houston State University (SHSU) field supervisors have been trained in the Texas Education Agency Field Supervisor Observation and Coaching Protocol. This protocol includes processes and guidelines for pre-conferencing, observation, and post-conferencing. In the pre-observation conference, the field supervisor and resident discuss the specifics of what is being observed. During the observation the field supervisor will gather evidence of high-leverage standards and practices according to the applicable indicators of the Texas Principal Evaluation and Support System (TPESS). The field supervisor will then conduct a post-observation conference using the instructional coaching process. During this reflection session, the field supervisor and resident will collaboratively agree to actions and outcomes for application in the future. The standards-based coaching cycle process, involving evidence and inquiry, will occur a minimum of three times throughout practicum coursework. The goal of each observation cycle will consist of coaching by the field supervisor to assist students towards proficiency in the application of high-leverage standards and practices.

## 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 | 101902

## Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| | Description of Activity or Cost | Amount Budgeted |
|---|---|---|
| 1. | Stipends for Principal Mentors (10) @$1,000 | 10,000 |
| 2. | Travel for residents, principal mentors, IHE/EPP trainer to Summer Institute | 9,000 |
| 3. | Manuals, books and training materials for residents | 2,000 |
| 4. | Tuition for Sam Houston State University | 80,000 |
| 5. | Certification Exam Costs | 4,775 |
| 6. | Program Evaluator | 8,000 |
| 7. | Subtitute costs for resident teachers | 10,000 |
| 8. | Aldine ISD approved rate for IDC 4.98% | 6,164 |
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| | Total grant award requested | 129,939 |

| Fall 2018 | EDAD 5332 Administration and Organization of Public Schools |
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| Course Description | This course introduces the principal to educational management, instructional leadership theories and concepts, as well as the organization and governance of the public schools in Texas. |
| Course Objectives | 1. Explain the organizational structure and process of government and its role in Texas Public Education. <br><br> 2. Research, analyze and apply the process for the principal in establishing vision, mission, goals and strategies in the planning process for a learning culture in the school. <br><br> 3. Describe the role the principal in ethical decision making in education. <br><br> 4. Demonstrate the use of the most effective leadership as the principal approaches in the educational change process. <br><br> 5. Differentiate between the roles of the principal in supervision and evaluation in the continuous improvement process. |
| Textbooks | Desravines, J. Aquino, J. & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building strongest schools.* San Francisco: Jossey-Bass. <br><br> Vornberg, J. & Hickey, W. (2016). *Texas Public School Organization and Administration.* 15th ed. Iowa: Kendall-Hunt. |
| 268 Principal Competencies | 001 A, B, E, I; 002 A, B; 004 A; 005 A, E; 006 B; 007 A, B; 008 A, B, E; 009 D; 011 A, B, C, D, E |
| Fall 2018 | EDAD 6371 Role of the Principal in School Administration |
| Course Description | This course is designed for students to assist students in understanding the role of the principal in campus leadership. Consideration is given to strategies in optimal organizational function, instructional leadership, supervision, and evaluation for the principal functioning at the elementary, middle or senior high school level. |
| Course Objectives | 1. Research and describe the role and responsibilities of the principal as established in practice including the importance |

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of the transformational leadership framework.

2. Analyze and explain the applications of leadership theories about motivation, influence, authority, and power (including situational leadership, servant leadership, & transformational leadership).

3. Research and describe the strategies for facilitating effective communication with all internal and external stakeholders and explain how you will apply these effective practices as a school administrator.

4. Research and explain the requirements for site-based decision making as outlined in Texas law and the role that it plays in instructional leadership.

5. Research and describe applications of change management, leadership team effectiveness, and time management strategies.

6. Research and explain conflict management styles and describe strategies for facilitating productive conflict and personal leadership strengths and the importance of developing interpersonal trust and listening skills.

7. Research and define ways to implement strategic planning, improve staff culture in schools, and the systemic processes for school improvement (e.g., improvement cycle, tools, data driven analysis, needs assessments, planning program evaluations).

8. Analyze the implementation of the processes to establish optimal learning cultures for students and staff.

9. Apply the levers of personal leadership through goal-driven and equity focused leadership.

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| **Textbooks** | Desravines, J. Aquino, J. & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building strongest schools.* San Francisco: Jossey-Bass. <br><br> Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd ed.). San Francisco: Jossey-Bass. <br><br> Theoharis, G. (2009). *The school leaders our children deserve.* New York: Teachers College Press. |
| **268 Principal Competencies:** | 001 A-J; 002 A-C; 005 A, E; 006 A, B; 007 A, B; 008 A-E; 009 A, B; 011 A-J |
| **Spring 2019** | **EDAD 5352 Communication for Educational Leaders** |

| Course Description | This course is designed to provide students with the opportunity to assess and improve their verbal, written, and oral communication skills. Group dynamics and leadership approaches to conflict management, team building, and crisis management are addressed. The content is designed to familiarize students with communication skills necessary for leadership in educational organizations and facilitate their communication skills with others. |
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| Course Objectives | 1. Demonstrate the use of communication processes needed for effective educational leaders in public schools. <br> 2. Discriminate between the types of communication including collegial relationships, non-verbal communication, collaborative learning, small and large group communication, and cultural diversity communication in an educational setting. <br> 3. Demonstrate problem solving procedures and group dynamic communication that improve the culture of a school. <br> 4. Demonstrate effective oral and written presentation skills needed for a principal. <br> 5. Describe and apply the processes for principal leadership in team building for instructional communication to improve student learning in a school. <br> 6. Discuss the systematic process of communication in the educational setting to involve all stakeholders in the decision-making process. |
| Textbooks | Hamilton, C. & Kroll, T. L. (2018). *Communicating for results; a guide for business and professionals.* Boston, MA.: Cengage Learning. <br><br> Patterson, K. Grenny, J., McMullan, & Switzler, A. (2012). *Crucial Conversations: Tools for talking when stakes are high.* 2nd Ed. New York: McGraw-Hill Education. <br><br> Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: how to discuss what matters most.* |
| 268 Principal Competencies: | 001 A, F-J; 002 A-C; 005 A-C; 007 A-D; 008 C, D; 011 A, B |
| Spring 2019 | EDAD 6385 Building Capacity for Teaching and Learning |

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| **Course Description** | This course will address the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment and professional development. |
| **Course Objectives** | The principal in the role of instructional leader will:<br><br>1. Prioritize instruction and student achievement using research-based best practices.<br>2. Facilitate teacher collaboration at the campus level for curriculum planning and alignment.<br>3. Support and promote a rigorous curriculum aligned with state standards that includes college and career readiness.<br>4. Facilitate the integration of technology to enhance learning.<br>5. Monitor curriculum implementation through observing instruction and attending collaborative feedback team meetings.<br>6. Analyze multiple forms of student data and outcomes of curriculum implementation to meet the needs of diverse student populations.<br>7. Promote instructional strategies that support student growth to reduce the achievement gap.<br>8. Support teachers to inform instructional practice and interventions with the use of classroom formative and summative assessment data.<br>9. Coach and develop teachers by facilitating goal setting and planning for comprehensive professional development programs.<br>10. Involve teachers in collaborative decision-making opportunities for instructional improvement.<br>11. Facilitate collaborative structures that support professional learning communities. |
| **Textbooks** | Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improved instruction.* San Francisco: John Wiley & Sons.<br><br>DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools.* Solution Tree Press: Bloomington, IN.<br><br>DuFour, R., DuFour, R., Eaker, R., Many, T., Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at Work.* 3rd ed. Solution Tree Press: Bloomington, IN. |
| **268 Principal Competencies:** | 003 A-E; 004 A-E; 005 A-D; 006 B; 008 A, C; 010 F; 011 C-E. |

Scope and Sequence Overview
Master's Degree in Educational Administration/Principal Certification
Fall 2018-Summer 2020

| Summer 2019 | EDAD 5372 Federal, State and Local School Law |
|---|---|
| Course Description | The course provides a study of the legal basis of school governance; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education. |
| Course Objectives | The student will: <br> 1. Explain the relationship between and among the federal, state and local levels of government pertaining to education. <br> 2. Explain the "Common Law Heritage" of the American legal system and its implications for education. <br> 3. Explain the legal definitions, concepts, procedures, court decisions, etc. pertaining to the administration of schools. <br> 4. Determine the legal challenges of school operation. <br> 5. Gain a working understanding of public school law in order to make optimal legal decisions for a school. <br> 6. Explain and apply terminology in the field of law as it applies to education. <br> 7. Articulate an understanding of basic legal concepts through examination and discussion of relevant court cases. <br> 8. Analyze and differentiate between factual and evidentiary data. <br> 9. Apply basic legal tests applied by the judiciary in their application to factual situations and cases. <br> 10. Develop example educational policy which meets legal standards. <br> 11. Demonstrate the use of major legal resources. <br> 12. Interpret the findings of landmark cases in various areas of school law. |
| Textbooks | Alexander, K. & Alexander, M. D. (2012). *American public school law*. 8th ed. Belmont CA: Wadsworth. |

## Sam Houston
### STATE UNIVERSITY

**Scope and Sequence Overview**
**Master's Degree in Educational Administration/Principal Certification**
**Fall 2018-Summer 2020**

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| | Kemerer, F. & Walsh, J. (2014). *The educator's guide to Texas school law*. 8th ed. University of Texas Press TX: Austin. |
| **268 Principal Competencies:** | 001 B; 008 C; 010 C, D, G, H; 011 A, E, G, H |
| **Summer 2019** | **EDAD 5386 Special Populations and Special Programs** |
| **Course Description** | In this course there will be a study of funding and guidelines of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and career and technical education. |
| **Course Objectives** | In the course, the major emphasis is placed on how the principal: <br> 1. Communicates and implements a vision for learning and sustains it related to special populations and programs. <br> 2. Communicates and works effectively with diverse groups in the school community to ensure that *all* students have an equal opportunity for educational success. <br> 3. Responds to pertinent political, social, and external environments related to special populations and programs. <br> 4. Demonstrates integrity, fairness, and in an ethical and legal manner related to special populations and programs. <br> 5. Explains and applies the program guidelines for special programs such as pre-kindergarten, special education, bilingual, compensatory education, Title I, ESL, career and technical education, and gifted and talented. <br> 6. Implements policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators. <br> 7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities. <br> 8. Applies laws, policies, and procedures in a fair and reasonable manner. <br> 9. Serves as an advocate for *all* children. <br> 10. Promotes the continuous and appropriate development of *all* students. <br> 11. Promotes awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation. <br> 12. Knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning: Ensure alignment of curriculum, |

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| | instruction, resources, and assessment, and promote the use of varied assessments to measure student performance.<br>13. Facilitates the use of technology, telecommunications and information systems to enrich the campus curriculum. |
| **Textbooks** | Beyer, B., and Johnson, G. (2014). *Special programs & services in schools: creating options, meeting needs* (2nd ed.). Lancaster, PA: DEStech Publications, Inc.<br><br>Villegas, A. & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach.* State University of New York Press. |
| **268 Principal Competencies:** | 001 A, F-H, J; 002 A-D; 003 B; 004 B; 007A; 008 A; 010 F, H; 011 B-H |
| **Fall 2019** | **EDAD 6362 Principal Practicum A** |
| **Course Description** | The first semester laboratory course is designed to provide intensive study and leadership field experience in situations relating to the principalship at the elementary, middle or senior high school level. |
| **Course Objectives** | The student will....<br>1. Participate in planned practicum activities to allow for application of knowledge and skills under the site supervisor's supervision.<br>2. Apply skills and knowledge articulated in the ELCC standards and the principal 268 framework.<br>3. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.<br>4. Apply skills in multiple settings that allow for the demonstration of a wide range of relevant application of knowledge and skills.<br>5. Communicate with all stakeholders of the school community.<br>6. Utilize research-based leadership strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.<br>7. Utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs to make decisions for continuous improvement of student |

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| | achievement. |
| | 8. Participate in scheduled observations and coaching process with university supervisor. |
| | 9. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. |
| | 10. Prepare for the state principal 268 certification examination (TExES). |
| **Textbooks** | TExES 268 Principal Preparation Manual Study Guide<br><br>Textbooks from all prior coursework may be needed |
| **268 Principal Competencies:** | All competencies may be applied in the practicum. |
| **Fall 2019** | **EDAD 6379 Program Evaluation for School Improvement** |
| **Course Description** | Study is made of types and methods of educational research, including the collecting, analyzing, and sharing of data with the public. This course is designed to develop the knowledge and skills students need to conduct research and program evaluation. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. |
| **Course Objectives** | The student will…. <br> 1. Demonstrate the ability to apply basic research concepts. <br> 2. Evaluate academic literature and research. <br> 3. Interpret data and research relevant to educational leadership. <br> 4. Distinguish among the purposes of quantitative, qualitative, and mixed method research methodologies. <br> 5. Describe various data collection methods (e.g., experimental, descriptive, correlational, naturalistic). <br> 6. Become familiar with some of the most commonly used data analysis techniques. <br> 7. Complete training on the importance of ethics in research and the proper procedures to protect participants. <br> 8. Conduct program evaluations. <br> 9. Evaluate previous program evaluations. <br> 10. Develop an understanding of the program evaluation process for overall school improvement and become critical consumers of research to guide decision-making. <br> 11. Learn to access resources, databases, and best practice models |

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| | to inform effective leadership.<br>12. Use student data effectively to promote academic achievement and intervention programs. |
| **Textbooks** | Sanders, J. R., & Sullins, C. D. (2005). *Evaluating school programs: An educator's guide* (3rd ed.). Thousand Oaks, CA: Corwin.<br><br>Spaulding, D. T. (2013). *Program evaluation in practice: Core concepts and examples for discussion and analysis* (2nd ed.). San Francisco, CA: Jossey-Bass. |
| **268 Principal Competencies:** | 001 B, J; 003 B; 004 C, E; 008 A, B, D; 009 A, B; 011 A-E; G, H |
| **Spring 2020** | **Principal Practicum B** |
| **Course Description** | The second semester laboratory course is designed to provide continued intensive study and extended leadership field experience in situations relating to the principalship at the elementary, middle or senior high school level. |
| **Course Objectives** | The student will….<br>1. Participate in planned practicum activities to allow for application of knowledge and skills under the site supervisor's supervision.<br>2. Apply skills and knowledge articulated in the ELCC standards and the principal 268 framework.<br>3. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.<br>4. Apply skills in multiple settings that allow for the demonstration of a wide range of relevant application of knowledge and skills.<br>5. Communicate with all stakeholders of the school community.<br>6. Utilize research-based leadership strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.<br>7. Utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs to make decisions for continuous improvement of student achievement.<br>8. Participate in scheduled observations and coaching process with university supervisor. |

|  |  |
|---|---|
|  | 9. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.<br>10. Prepare for the state principal 268 certification examination (TExES). |
| **Textbooks** | TExES 268 Principal Preparation Manual Study Guide<br><br>Textbooks from all prior coursework may be needed |
| **268 Principal Competencies:** | All competencies may be applied in the practicum. |
| **Spring 2020** | **EDAD 6394 Advancing Educational Leadership** |
| **Course Description** | This course is designed to certify individuals as having completed Advancing Educational Leadership. Emphasis is also placed on the improvement of instruction based on data and research findings and demonstration of leadership knowledge and skills. |
| **Course Objectives** | The student will….<br>   1. Explain and apply the processes needed to….<br>      a. create a positive school culture; b) establish and sustain a vision, mission, and goals; c) develop self and others; d) improve instruction; and e) manage data and processes.<br>   2. Explain and apply the role of an educational leader that implements an emphasis on curriculum and instruction and data gathering and analysis<br>   3. Examine the importance that goal setting and action focused on goal attainment supports student achievement and a vision that assures learning for all students.<br>   4. Understand and apply effective conferencing, conflict resolution, and team building skills to support teaching and learning.<br>   5. Understand and apply leadership skills necessary for teacher coaching and mentoring. |
| **Textbooks** | Texas Education Agency. (2015). *Advancing educational leadership (AEL) participant guide.* Austin TX: Author. |
| **268 Principal Competencies:** | 001 A, B, F, G; 002 B, C; 005 B, E; 008 B |
| **Summer 2020** | **EDAD 6370 Campus Business Management** |

| Course Description | This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant, including crisis management planning. This course deals with basic concepts of management of camps activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education. |
|---|---|
| **Course Objectives** | The student will…. <br> 1. Define terminology associated with school finance and campus business management. <br> 2. Work collaboratively with stakeholders to develop campus budgets that are aligned with district and campus goals and that support student success. <br> 3. Describe recent laws relating to Texas public school financing as well as political and legal issues associated with public school finance. <br> 4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants. <br> 5. Utilize district and Texas Education Agency Web based financial tools and resources <br> 6. Acquire, allocate, and manage human, material, and financial resources per district policies and campus priorities. <br> 7. Manage student and staff data per state and federal laws and district policies. <br> 8. Develop and implement plans for using technology and information systems to enhance school management. <br> 9. Identify strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively. <br> 10. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns. <br> 11. Develop and implement procedures for crisis planning and for responding to crises. <br> 12. Apply local, state, and federal laws and policies to support sound decisions related to school programs and operations (i.e., acceptable use, facilities use, student services, food services, health services, transportation). |
| **Textbooks** | Sorenson, R.D. & Goldsmith, L.M. (2013). *The principal's guide to school budgeting.* (2nd ed.). Thousand Oaks, CA: Corwin Press. |
| **268 Principal Competencies:** | 001 A-E, H, I; 002 A, C-D; 003 C; 005 C-D; 006 B, D; 007 A, D; 008 A-E; 009 A-C; 010 A-F; 011 A-D, G. |

| Summer 2020 | EDAD 6385 Cultural Proficiency for School Leaders |
| --- | --- |
| **Course Description** | This course provides candidates with an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates will reflect on their own cultural biases and collect data on school culture, climate, and community to develop action plans that address areas of need. Candidates will explore the application of organizational, communication, multicultural and cultural proficiency theories and models of day-to-day practice. |
| **Course Objectives** | The student will…. <br> 1. Explain the leadership process to implement a positive campus culture that sets high expectations for the academic growth of all students. <br> 2. Describe the strategies for involving all stakeholders in leading the shared campus vision, including parents. <br> 3. Describe the leadership of the implementation of research-based practices to fulfill the academic development, social and culture needs of all students and teachers. <br> 4. Analyze the curriculum and instructional needs of a diverse student population to improve student academic and social success. <br> 5. Understand the need for effective communication to meet the needs of all cultural audiences. <br> 6. Demonstrate awareness of social and economic issues that exist within the school community. <br> 7. Understand the importance of advocating for all learners in the continuous improvement of the learning process. <br> Explain and apply all legal guidelines in relation to special populations and programs in the school |
| **Textbooks** | Lindsey, R. B., Robins, K. N. & Terrell, R. D. (2003). *Cultural proficiency: A manual for school leaders.* 3rd Ed. Thousand Oaks, CA: Corwin Press, Inc. <br><br> Theoharis, G., & Scanlan, M. (2015). *Leadership for increasingly diverse schools.* New York, NY: Routledge. |
| **268 Principal Competencies:** | 001 A, F-H, J; 002 A-D; 003 B; 004 B; 007 A; 008 A; 010 F, H; 011 B-H |

# Sam Houston State University
# EDAD 6362 – Principal Practicum
# Appendix B – Observation Protocol

(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

| Name of Principal Candidate: | | | | | |
|---|---|---|---|---|---|
| Date: | | Observation #: | | | |

**Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.**

| Indicators: | Distinguished | Accomplished | Proficient | Developing | Not Applicable |
|---|---|---|---|---|---|
| a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards. | | | | | |
| b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance. | | | | | |
| c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement. | | | | | |
| d. The principal ensures that effective instruction maximizes growth of individual students, and student groups, supports equity, and eliminates the achievement gap. | | | | | |

| Comments: |
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| Areas for professional growth: |
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# Sam Houston State University
## EDAD 6362 – Principal Practicum
## Appendix B – Observation Protocol
(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

| Standard 2: Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school. | | | | | |
|---|---|---|---|---|---|
| **Indicators:** | Distinguished | Accomplished | Proficient | Developing | Not Applicable |
| a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff. | | | | | |
| b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities. | | | | | |
| c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. | | | | | |
| d. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources. | | | | | |

| Comments: |
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| Areas for Professional Growth: |
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# Sam Houston State University
# EDAD 6362 – Principal Practicum
# Appendix B – Observation Protocol
(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

| Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes. | | | | | |
|---|---|---|---|---|---|
| Indicators: | Distinguished | Accomplished | Proficient | Developing | Not Applicable |
| a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement. | | | | | |
| b. The principal proactively seeks and acts on feedback, reflects on persona growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes. | | | | | |
| c. The principal communicates with all audiences and develops productive relationships. | | | | | |
| d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that is demonstrates a moral imperative to educate all children and follows practices and procedures of is or her respective district. | | | | | |

Comments:




Areas for Professional Growth:

# Sam Houston State University
# EDAD 6362 – Principal Practicum
# Appendix B – Observation Protocol

(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

| 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. | | | | | |
|---|---|---|---|---|---|
| Indicators: | Distinguished | Accomplished | Proficient | Developing | Not Applicable |
| a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff. | | | | | |
| b. The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports. | | | | | |
| c. The principal purposefully engages families and community members in meaningful student learning experiences. | | | | | |
| d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students. | | | | | |
| e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students. | | | | | |

| Comments: |
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| Areas for Professional Growth: |
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# Sam Houston State University
## EDAD 6362 – Principal Practicum
## Appendix B – Observation Protocol

(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

| Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction. | | | | | |
|---|---|---|---|---|---|
| Indicators: | Distinguished | Accomplished | Proficient | Developing | Not Applicable |
| a. Strategic Planning – The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes. | | | | | |
| b. Maximized Learning Time – The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives students access to diverse and rigorous instructional programs, and builds in time for professional development. | | | | | |
| c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals. | | | | | |
| d. Policy Implementation and Advocacy – the principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff. - | | | | | |

| Comments: | Areas for Professional Growth: |
|---|---|
| | |

# Sam Houston State University
## EDAD 6362 – Principal Practicum
## Instructional Coaching and Observation Protocol Process

(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

### Objectives:

1. To foster a culture of support, growth and development that is intentional and provides a model of feedback for the principal candidate.
2. To embed the coaching principles with the field supervisor role as one of the means of interaction with the principal candidate.
3. To enhance goal setting, planning, and model coaching capabilities for the principal candidate in a way that leads to improved performance and outcomes.

### Observation Process:

1. Principal candidates will be observed a minimum of 3 times of 45 minutes each by the university supervisor.
2. One observation will occur in Principal Practicum A and 2 observations will occur in Principal Practicum B.
3. The university supervisor will conduct a collaborative pre-observation conference using high impact, inquiry-based questions so the student can describe the purpose of the observation, including the setting, participants, and pertinent information. (See Appendix A)
4. The university supervisor will conduct the observation and provide feedback using the Texas Principal Evaluation and Support System (TPESS) scoring rubric's applicable indicators. Indicators that do not apply to the observation will be marked as not applicable. (See Appendix B)
5. The university supervisor will conduct a reflective post-observation conference using instructional coaching protocol adapted from field supervisor training. (See Appendix C)
6. The written observation record will be recorded in TK 20 for the principal candidate's portfolio of record for review by the principal candidate and the site supervisor.

### Resources

Texas Education Agency. (2017). *Field Supervisor Training.* Austin, TX.

Texas Education Agency. (2017). *Texas Principal Evaluation and Support System.* Austin, TX. (permission for use by SHSU given by TEA March 2018)

# Sam Houston State University
## EDAD 6362 Principal Practicum
## Observation - Pre-Conference Protocol
## Appendix A

(adapted from Texas Education Agency Field Supervisor Training, 2017)

| Pre-Conference Purpose: To focus on principal candidate's... | | | | |
|---|---|---|---|---|
| self-assessment | specific high-impact competencies identified in the standards | profession of performance towards these standards | goal setting and professional development | observation look-fors |

Clarify Goals/Outcomes

Determine success indicators and evidence

Self-monitoring process and/or professional growth

Identify Approaches, Strategies, Decisions

Reflect on coaching process

Pre-Observation Notes:

## Sam Houston State University
## EDAD 6362 Principal Practicum
## Observation - Post-Conference Protocol
## Appendix C
(adapted from Texas Education Agency Field Supervisor Training, 2017)

| Post-Conference Purpose: Goal-setting/planning, reflecting, and problem solving | | | |
|---|---|---|---|
| Clarify Goals | Determine indicators,evidence, strategies | Self-monitoring process/personal growth focus | Reflection and summarize to apply new learnings |

Post-observation conference notes:

# Sam Houston State University
## EDAD 6362 – Principal Practicum
## Instructional Coaching and Observation Protocol Process
(adapted from Texas Education Agency Field Supervisor Training, 2017)
(TPESS appraiser rubric and evaluation forms used with permission from Texas Education Agency, 2018)

**Objectives:**

1. To foster a culture of support, growth and development that is intentional and provides a model of feedback for the principal candidate.
2. To embed the coaching principles with the field supervisor role as one of the means of interaction with the principal candidate.
3. To enhance goal setting, planning, and model coaching capabilities for the principal candidate in a way that leads to improved performance and outcomes.

**Observation Process:**

1. Principal candidates will be observed a minimum of 3 times of 45 minutes each by the university supervisor.
2. One observation will occur in Principal Practicum A and 2 observations will occur in Principal Practicum B.
3. The university supervisor will conduct a collaborative pre-observation conference using high impact, inquiry-based questions so the student can describe the purpose of the observation, including the setting, participants, and pertinent information. (See Appendix A)
4. The university supervisor will conduct the observation and provide feedback using the Texas Principal Evaluation and Support System (TPESS) scoring rubric's applicable indicators. Indicators that do not apply to the observation will be marked as not applicable. (See Appendix B)
5. The university supervisor will conduct a reflective post-observation conference using instructional coaching protocol adapted from field supervisor training. (See Appendix C)
6. The written observation record will be recorded in TK 20 for the principal candidate's portfolio of record for review by the principal candidate and the site supervisor.

**Resources**

Texas Education Agency. (2017). *Field Supervisor Training.* Austin, TX.

Texas Education Agency. (2017). *Texas Principal Evaluation and Support System.* Austin, TX. (permission for use by SHSU given by TEA March 2018)

# Sam Houston State University

## Syllabus Outline
## EDAD 6394 Advancing Educational Leadership
## Fall, 2019

*EDAD 6394 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** This course is designed to certify individuals as having completed Advancing Educational Leadership. Emphasis is also placed on the improvement of instruction based on data and research findings and demonstration of leadership knowledge and skills.

**Course Objectives: The student will....**
1. Explain and apply the processes needed to....
   a. create a positive school culture; b) establish and sustain a vision, mission, and goals; c) develop self and others; d) improve instruction; and e) manage data and processes.
2. Explain and apply the role of an educational leader that implements an emphasis on curriculum and instruction and data gathering and analysis
3. Examine the importance that goal setting and action focused on goal attainment supports student achievement and a vision that assures learning for all students.
4. Understand and apply effective conferencing, conflict resolution, and team building skills to support teaching and learning.
5. Understand and apply leadership skills necessary for teacher coaching and mentoring.

### 268 Principal Certification Competencies

001 A, B, F, G; 002 B, C; 005 B, E; 008 B.

### Textbooks:

Texas Education Agency. (2015). *Advancing educational leadership (AEL) participant guide.* Austin TX: Author.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- **Present the campus processes related to instruction and learning, i.e., analysis of learning standards, planning for instruction, assessment construction, analysis of learning outcomes, intervention, enrichment, collaboration about instruction)**
- **Analyze the campus improvement plan**
- **Conduct a teacher observation and post-observation process**
- **Explore and reflect on instructional leadership scenarios**

# Syllabus Outline
# EDAD 6385 Cultural Proficiency for School Leaders
# Summer, 2020

*EDAD 6385 is a required course for Master's degree in Education Administration*

## College of Education, Department of Educational Leadership

**Course Description:** This course provides candidates with an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates will reflect on their own cultural biases and collect data on school culture, climate, and community to develop action plans that address areas of need. Candidates will explore the application of organizational, communication, multicultural and cultural proficiency theories and models of day-to-day practice.

**Course Objectives:**
The student will….

1. Explain the leadership process to implement a positive campus culture that sets high expectations for the academic growth of all students.
2. Describe the strategies for involving all stakeholders in leading the shared campus vision, including parents.
3. Describe the leadership of the implementation of research-based practices to fulfill the academic development, social and culture needs of all students and teachers.
4. Analyze the curriculum and instructional needs of a diverse student population to improve student academic and social success.
5. Understand the need for effective communication to meet the needs of all cultural audiences.
6. Demonstrate awareness of social and economic issues that exist within the school community.
7. Understand the importance of advocating for all learners in the continuous improvement of the learning process.
8. Explain and apply all legal guidelines in relation to special populations and programs in the school.

**268 Principal Certification Competencies**

001 A, F-H, J; 002 A-D; 003 B; 004 B; 007 A; 008 A; 010 F, H; 011 B-H.

**Textbooks:**

Lindsey, R. B., Robins, K. N. & Terrell, R. D. (2003). *Cultural proficiency: A manual for school leaders.* 3rd Ed. Thousand Oaks, CA: Corwin Press, Inc.

Theoharis, G., & Scanlan, M. (2015). *Leadership for increasingly diverse schools.* New York, NY: Routledge.

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

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Conduct a campus culture audit and present the student and staff results.
- Create a personal culture proficiency leadership plan.
- Research and report on a longitudinal study of demographics of the school and district.
- Conduct campus cultural audit walk-throughs.
- Integrate campus culture audit results into strategies of the campus improvement plan.

# Syllabus Outline
# EDAD 6370 Campus Business Management
# Spring, 2020

*EDAD 6370 is a required course for Master's degree in Education Administration/Principal Certification*

## College of Education, Department of Educational Leadership

**Course Description:**

This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant, including crisis management planning. This course deals with basic concepts of management of camps activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education.

**Course Objectives:**
**The student will....**
1. Define terminology associated with school finance and campus business management.
2. Work collaboratively with stakeholders to develop campus budgets that are aligned with district and campus goals and that support student success.
3. Describe recent laws relating to Texas public school financing as well as political and legal issues associated with public school finance.
4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
5. Utilize district and Texas Education Agency Web based financial tools and resources
6. Acquire, allocate, and manage human, material, and financial resources per district policies and campus priorities.
7. Manage student and staff data per state and federal laws and district policies.
8. Develop and implement plans for using technology and information systems to enhance school management.
9. Identify strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
10. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
11. Develop and implement procedures for crisis planning and for responding to crises.
12. Apply local, state, and federal laws and policies to support sound decisions related to school programs and operations (i.e., acceptable use, facilities use, student services, food services, health services, transportation).

## 268 Principal Certification Competencies

001 A-E, H, I; 002 A, C-D; 003 C; 005 C-D; 006 B, D; 007 A, D; 008 A-E; 009 A-C; 010 A-F; 011 A-D, G.

**Textbooks:**

Sorenson, R.D. & Goldsmith, L.M. (2013). *The principal's guide to school budgeting.* (2nd ed.). Thousand Oaks, CA: Corwin Press.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Outline and explain the role of the principal in the campus budget process.
- Present key concepts related to the expenditure processes for special programs and populations
- Connect the goals and strategies of the campus improvement plan to the campus and district budgets.
- Outline the role of the principal in the campus improvement plan development process to the budget development process.
- Explain the state legislative process as it relates to school district funding.
- Outline the role of the district staffing process, attendance accounting, PEIMS reporting and activity funds in the campus and district budgeting process

# Syllabus Outline
# EDAD 6362 Principal Practicum A
# Fall, 2019

*EDAD 6362 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** The first semester laboratory course is designed to provide intensive study and leadership field experience in situations relating to the principalship at the elementary, middle or senior high school level.

**Course Objectives:**
**The student will....**
1. Participate in planned practicum activities to allow for application of knowledge and skills under the site supervisor's supervision.
2. Apply skills and knowledge articulated in the ELCC standards and the principal 268 framework.
3. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
4. Apply skills in multiple settings that allow for the demonstration of a wide range of relevant application of knowledge and skills.
5. Communicate with all stakeholders of the school community.
6. Utilize research-based leadership strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.
7. Utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs to make decisions for continuous improvement of student achievement.
8. Participate in scheduled observations and coaching process with university supervisor.
9. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
10. Prepare for the state principal 268 certification examination (TExES).

### 268 Principal Certification Competencies

All competencies may be applied in the practicum.

### Textbooks:

TExES 268 Principal Preparation Manual Study Guide

Textbooks from all prior coursework may be needed

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Participate in a pre-observation conference, one observation and post-observation conference and coaching session with university supervisor.
- Obtain 80 activity log hours by participating and recording leadership activities assigned by site supervisor/mentor.
- Complete and present the school improvement project that provides authentic leadership opportunities to address a challenge of choice in the school that influences the practice and learning.
- Attend review session for the practice certification exam.
- Successfully take practice certification exam
- Complete leadership framework, resume and goals.
- Complete activities, projects, and/or discussion boards on ELCC standards 1-3 which includes a focus on developing vision, analyzing campus data and the campus improvement plan, observing teachers, analyzing professional development plans and school culture, curriculum planning, TTESS process, and community involvement.

# Syllabus Outline
# EDAD 6379 Program Evaluation for School Improvement
# Fall, 2019

*EDAD 6379 is a required course for Master's degree in Education Administration*

## College of Education, Department of Educational Leadership

**Course Description:** Study is made of types and methods of educational research, including the collecting, analyzing, and sharing of data with the public. This course is designed to develop the knowledge and skills students need to conduct research and program evaluation. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.

**Course Objectives:**
**The student will....**

1. Demonstrate the ability to apply basic research concepts.
2. Evaluate academic literature and research.
3. Interpret data and research relevant to educational leadership.
4. Distinguish among the purposes of quantitative, qualitative, and mixed method research methodologies.
5. Describe various data collection methods (e.g., experimental, descriptive, correlational, naturalistic).
6. Become familiar with some of the most commonly used data analysis techniques.
7. Complete training on the importance of ethics in research and the proper procedures to protect participants.
8. Conduct program evaluations.
9. Evaluate previous program evaluations.
10. Develop an understanding of the program evaluation process for overall school improvement and become critical consumers of research to guide decision-making.
11. Learn to access resources, databases, and best practice models to inform effective leadership.
12. Use student data effectively to promote academic achievement and intervention programs.

## 268 Principal Certification Competencies:

001 B, J; 003 B; 004 C, E; 008 A, B, D; 009 A, B; 011 A-E; G, H.

**Textbooks:**

Sanders, J. R., & Sullins, C. D. (2005). *Evaluating school programs: An educator's guide* (3rd ed.). Thousand Oaks, CA: Corwin.

Spaulding, D. T. (2013). *Program evaluation in practice: Core concepts and examples for discussion and analysis* (2nd ed.). San Francisco, CA: Jossey-Bass.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Interpret student assessment data (normal curve, central tendency and dispersion measures, z-scores, *t* scores, stanines, standard error of measure, achievement and aptitude tests).
- Interpret data to identify strengths and areas for improvement in a school and in a district.
- Interpret quantitative survey data.
- Interpret qualitative focus group data.
- Evaluate a school program.
- Communicate data and implications to teachers and other administrators.
- Design questionnaires and protocols for survey and focus groups (validity and reliability).
- Practice collecting observation and interview data.
- Identify the types of variables and data (categorical, continuous, scales of measurement).
- Explain the limits of making generalizations.
- Describe legal, ethical, and political considerations in conducting research.
- Describe the role of research in evidence-based education.
- Critique research reports from government agencies, research institutes, and educational materials publishers.
- Describe benefits and shortcomings of experimental design.
- Access research resources and databases in education.

# Sam Houston STATE UNIVERSITY

## Syllabus Outline
## EDAD 6362 Principal Practicum B
## Spring, 2020

*EDAD 6362 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** The second semester laboratory course is designed to provide continued intensive study and extended leadership field experience in situations relating to the principalship at the elementary, middle or senior high school level.

**Course Objectives:**
**The student will....**

1. Participate in planned practicum activities to allow for application of knowledge and skills under the site supervisor's supervision.
2. Apply skills and knowledge articulated in the ELCC standards and the principal 268 framework.
3. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
4. Apply skills in multiple settings that allow for the demonstration of a wide range of relevant application of knowledge and skills.
5. Communicate with all stakeholders of the school community.
6. Utilize research-based leadership strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.
7. Utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs to make decisions for continuous improvement of student achievement.
8. Participate in scheduled observations and coaching process with university supervisor.
9. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
10. Prepare for the state principal 268 certification examination (TExES).

### 268 Principal Certification Competencies

All competencies may be applied in the practicum.

### Textbooks:

TExES 268 Principal Preparation Manual Study Guide

Textbooks from all prior coursework may be needed

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Participate in a pre-observation conference, two observations and post-observation conference and coaching session with university supervisor.
- Obtain 80 additional activity log hours to total 160 activity log hours required by certification authorities by participating and recording leadership activities assigned by site supervisor/mentor.
- Complete and present the demographic study project that provides authentic leadership opportunities to address a challenge of choice in the school that influences the practice and learning.
- Complete professional development plan project that provides an authentic leadership opportunity to develop skills needed to establish and support effective and continuous professional development with teachers and staff at the campus.
- Reflect on the facilitation opportunities for leadership of collaborative opportunities for a tea, within the school to improve instructional practice, student achievement, and school culture.
- Attend additional review session for the TEA certification exam.
- Successfully take TEA certification exam
- Update leadership framework, resume and goals.
- Complete Diversity Reflection to describe the variety of populations, activities and school activities experiences throughout the practicum.
- Attend and reflect upon a professional development session on applying for assistant principal positions in school districts.
- Complete activities, projects, and/or discussion boards on ELCC standards 4-7 which includes a focus on developing a comprehensive communication plan, reflecting on the educator code of ethics, the discipline management system, the ARD committee process, the safety plan, and district principal professional development support.

# Sam Houston
### STATE UNIVERSITY

# Syllabus Outline
# EDAD 5386 Special Populations and Special Programs
# Summer, 2019

*EDAD 5386 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** In this course there will be a study of funding and guidelines of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and career and technical education.

**Course Objectives:**

In the course, the major emphasis is placed on how the principal:
1. Communicates and implements a vision for learning and sustains it related to special populations and programs.
2. Communicates and works effectively with diverse groups in the school community to ensure that *all* students have an equal opportunity for educational success.
3. Responds to pertinent political, social, and external environments related to special populations and programs.
4. Demonstrates integrity, fairness, and in an ethical and legal manner related to special populations and programs.
5. Explains and applies the program guidelines for special programs such as pre-kindergarten, special education, bilingual, compensatory education, Title I, ESL, career and technical education, and gifted and talented.
6. Implements policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
8. Applies laws, policies, and procedures in a fair and reasonable manner.
9. Serves as an advocate for *all* children.
10. Promotes the continuous and appropriate development of *all* students.
11. Promotes awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.
12. Knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning: Ensure alignment of curriculum, instruction, resources, and assessment, and promote the use of varied assessments to measure student performance.
13. Facilitates the use of technology, telecommunications and information systems to enrich the campus curriculum

**268 Principal Certification Competencies**

001 A, F-H, J; 002 A-D; 003 B; 004 B; 007A; 008 A; 010 F, H; 011 B-H.

**Textbooks:**

Beyer, B., and Johnson, G. (2014). *Special programs & services in schools: creating options, meeting needs* (2nd ed.). Lancaster, PA: DEStech Publications, Inc.

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

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- **Explore and collaborate about how a principal would lead campus cultures that support learning for all students.**
- **Analyze case studies related to special programs and legal implications of categorical funding.**
- **Describe the role of the principal as they lead the continuous improvement process for student achievement related to special programs and populations.**
- **Analyze the legal requirements related to all special populations and programs of students.**
- **Describe and analyze the human resources and professional development needs for special populations.**
- **Research and implement the curricular needs for special populations and programs**

# Syllabus Outline
# EDAD 5372 Federal, State and Local School Law
# Summer, 2019

*EDAD 5372 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:**
The course provides a study of the legal basis of school governance; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education.

**Course Objectives:**
The student will:
1. Explain the relationship between and among the federal, state and local levels of government pertaining to education.
2. Explain the "Common Law Heritage" of the American legal system and its implications for education.
3. Explain the legal definitions, concepts, procedures, court decisions, etc. pertaining to the administration of schools.
4. Determine the legal challenges of school operation.
5. Gain a working understanding of public school law in order to make optimal legal decisions for a school.
6. Explain and apply terminology in the field of law as it applies to education.
7. Articulate an understanding of basic legal concepts through examination and discussion of relevant court cases.
8. Analyze and differentiate between factual and evidentiary data.
9. Apply basic legal tests applied by the judiciary in their application to factual situations and cases.
10. Develop example educational policy which meets legal standards.
11. Demonstrate the use of major legal resources.
12. Interpret the findings of landmark cases in various areas of school law.

### 268 Principal Certification Competencies

001 B; 008 C; 010 C, D, G, H; 011 A, E, G, H

**Textbooks:**

Alexander, K. & Alexander, M. D. (2012). *American public school law*. 8th ed. Belmont
    CA: Wadsworth.

Brown, G. & Irby, B. (2001). *The principal's portfolio*. 2nd ed. Corwin Press CA: Thousand Oaks

Kemerer, F. & Walsh, J. (2014). *The educator's guide to Texas school law*. 8th ed. University of Texas Press
    TX: Austin.

**Course Assignment Topics (Formats of assignments include: papers, projects, video
presentations, discussions, and other products of choice)**

- Discuss the implications of past and current court cases related to school discipline,
  students, teachers, educational programming, and other educational implications.
- Analyze the application of various court decisions and laws on school operations.
- Interview school personnel and discuss the various legal responsibilities of the principal.

# Sam Houston
### STATE UNIVERSITY

## Syllabus Outline
## EDAD 6378 Building Capacity for Teaching and Learning
## Spring, 2019

*EDAD 6378 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** This course will address the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment and professional development.

**Course Objectives:**

The principal in the role of instructional leader will:

1. Prioritize instruction and student achievement using research-based best practices.
2. Facilitate teacher collaboration at the campus level for curriculum planning and alignment.
3. Support and promote a rigorous curriculum aligned with state standards that includes college and career readiness.
4. Facilitate the integration of technology to enhance learning.
5. Monitor curriculum implementation through observing instruction and attending collaborative feedback team meetings.
6. Analyze multiple forms of student data and outcomes of curriculum implementation to meet the needs of diverse student populations.
7. Promote instructional strategies that support student growth to reduce the achievement gap.
8. Support teachers to inform instructional practice and interventions with the use of classroom formative and summative assessment data.
9. Coach and develop teachers by facilitating goal setting and planning for comprehensive professional development programs.
10. Involve teachers in collaborative decision-making opportunities for instructional improvement.
11. Facilitate collaborative structures that support professional learning communities.

### 268 Principal Certification Competencies

003 A-E; 004 A-E; 005 A-D; 006 B; 008 A, C; 010 F; 011 C-E.

**Textbooks:**

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

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools.* Solution Tree Press: Bloomington, IN.

DuFour, R., DuFour, R., Eaker, R., Many, T., Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at Work.* 3rd ed. Solution Tree Press: Bloomington, IN.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice):**

- Interview and reflect on learning from interviews with key instructional leaders such as the principal, curriculum director, and teachers in a professional learning community.
- Establish and articulate the learning purpose on the campus from the viewpoint of the principal and their leadership team.
- Create a professional development plan that addresses a significant challenge in the school that influences teacher practice and student learning.
- Explain the purpose and functions of a professional learning community, including team planning effectiveness, data driven instruction, formative and summative assessment, intervention and enrichment and change management.
- Examine the learning culture of two or more schools as they implement professional learning communities.
- Research and apply the coaching process with teachers as they implement best practices for high quality instruction.
- Understand and reflect upon the curriculum update and refinement process and the implications for teacher practice.
- Recognize and plan for technology integration in the learning process.

# Sam Houston
## STATE UNIVERSITY

## Syllabus Outline
## EDAD 5352 Communication for Educational Leaders
*EDAD 5352 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** This course is designed to provide students with the opportunity to assess and improve their verbal, written, and oral communication skills. Group dynamics and leadership approaches to conflict management, team building, and crisis management are addressed. The content is designed to familiarize students with communication skills necessary for leadership in educational organizations and facilitate their communication skills with others.

**Course Objectives:**

1. Demonstrate the use of communication processes needed for effective educational leaders in public schools.
2. Discriminate between the types of communication including collegial relationships, non-verbal communication, collaborative learning, small and large group communication, and cultural diversity communication in an educational setting.
3. Demonstrate problem solving procedures and group dynamic communication that improve the culture of a school.
4. Demonstrate effective oral and written presentation skills needed for a principal.
5. Describe and apply the processes for principal leadership in team building for instructional communication to improve student learning in a school.
6. Discuss the systematic process of communication in the educational setting to involve all stakeholders in the decision-making process.

### 268 Principal Certification Competencies

001 A, F-J; 002 A-C; 005 A-C; 007 A-D; 008 C, D; 011 A, B.

### Textbooks:

Hamilton, C. & Kroll, T. L. (2018). *Communicating for results; a guide for business and professionals.* Boston, MA.: Cengage Learning.

Patterson, K. Grenny, J., McMullan, & Switzler, A. (2012). *Crucial Conversations: Tools for talking when stakes are high.* 2nd Ed. New York: McGraw-Hill Education.

Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: how to discuss what matters most.*

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Analyze different types of organizations, including their cultures and the communication styles.
- Apply conflict management strategies to various situations in education.
- Analyze personal communication styles and development a personal continuous improvement plan for communication.
- Apply the optimal communication strategies for team development, including non-verbal communication, listening, and group dynamics.
- Apply the best strategies for written communication and oral presentation skills.
- Examine the application for social media communication in education.
- Apply the principles of leading crucial conversations in educational situations.

## Syllabus Outline
## EDAD 6371 Role of the Principal in School Administration
## Fall, 2018

*EDAD 6371 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** This course is designed for students to assist students in understanding the role of the principal in campus leadership. Consideration is given to strategies in optimal organizational function, instructional leadership, supervision, and evaluation for the principal functioning at the elementary, middle or senior high school level.

**Course Objectives:**
1. Research and describe the role and responsibilities of the principal as established in practice including the importance of the transformational leadership framework.
2. Analyze and explain the applications of leadership theories about motivation, influence, authority, and power (including situational leadership, servant leadership, & transformational leadership).
3. Research and describe the strategies for facilitating effective communication with all internal and external stakeholders and explain how you will apply these effective practices as a school administrator.
4. Research and explain the requirements for site-based decision making as outlined in Texas law and the role that it plays in instructional leadership.
5. Research and describe applications of change management, leadership team effectiveness, and time management strategies.
6. Research and explain conflict management styles and describe strategies for facilitating productive conflict and personal leadership strengths and the importance of developing interpersonal trust and listening skills.
7. Research and define ways to implement strategic planning, improve staff culture in schools, and the systemic processes for school improvement (e.g., improvement cycle, tools, data driven analysis, needs assessments, planning program evaluations).
8. Analyze the implementation of the processes to establish optimal learning cultures for students and staff.
9. Apply the levers of personal leadership through goal-driven and equity focused leadership.

**268 Principal Certification Competencies**

001 A-J; 002 A-C; 005 A, E; 006 A, B; 007 A, B; 008 A-E; 009 A, B; 011 A-J.

**Textbooks:**

Desravines, J. Aquino, J. & Fenton, B. (2016). *Breakthrough principals: A step-by-step gide to building strongest schools.* San Francisco: Jossey-Bass

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd ed.). San Francisco: Jossey-Bass

Theoharis, G. (2009). *The school leaders our children deserve.* New York: Teachers College Press.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Initial exploration of authentic leadership opportunity to facilitate stakeholder efforts to build a collaborative team for continuous improvement.
- Analyze the campus improvement plan collaboration and communication process.
- Compare the aspects of school culture on two or more campuses through focus group interviews and classroom observations.
- Develop a personal leadership plan with 3-5 goals for the first three years of a principalship, including time management.
- Compare the roles of the principal in management versus instructional leadership.
- Analyze scenarios of various school cultures and the equity challenges they face.
- Disaggregate campus student achievement, data as well as other sources of data, that contribute to the needs assessment of a continuous improvement plan.
- Attend a leadership professional development session
- Explain and apply policies/procedures leading to equitable learning organizations.

# Syllabus Outline
# EDAD 5332 Administration and Organization of Public Schools
# Fall, 2018

*EDAD 5332 is a required course for Master's degree in Education Administration/Principal Certification*

### College of Education, Department of Educational Leadership

**Course Description:** This course introduces the principal to educational management, instructional leadership theories and concepts, as well as the organization and governance of the public schools in Texas.

**Course Objectives:**

1. Explain the organizational structure and role of federal, state and local government in Texas Public Education.

2. Research, analyze and apply research-based processes for the principal to use in establishing vision, mission, goals and strategies in planning for an optimal learning culture in the school.

3. Describe the role the principal in ethical decision making in education.

4. Demonstrate the use of the most effective collaborative leadership strategies as the principal approaches the educational change process.

5. Explain the role of the principal in the continuous improvement process for educational improvement.

**268 Principal Certification Competencies**

001 A, B, E, I; 002 A, B; 004 A; 005 A, E; 006 B; 007 A, B; 008 A, B, E; 009 D; 011 A, B, C, D, E

**Textbooks:**

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

Vornberg, J. & Hickey, W. (2016). *Texas Public School Organization and Administration.* 15th ed. Iowa: Kendall-Hunt.

**Course Assignment Topics (Formats of assignments include: papers, projects, video presentations, discussions, and other products of choice)**

- Analysis of district strategic plan and connection to campus improvement plan, including demographic and student achievement data analysis
- Application of the vision development and communication process – personal vision and campus vision
- Reflection on standards of educational ethics policy
- Initial exploration of school improvement project that significantly influences practice and student learning
- Development of principal entry plan as a new principal with 3-5 goals for approaching continuous improvement over 3 years, including collaborative strategies for goal attainment.
- Analysis of federal, state, and local governing issues affecting schools and school districts.