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

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

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Texas Education Agency
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Grant Information

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

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

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines.

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

Applicant Information

Name: Ki Charter | CDN or Vendor ID: 105-803 | ESC #: 13 | Campus #: | DUNS #: 078142333

Address: 120 Bert Brown Road | City: San Marcos | ZIP: 78666 | Phone: (512)396-8500

Primary Contact: Paul Camden | Email: paul.camden@kicharter.org

Secondary Contact: Maggie Rodriguez | Email: m_rodriguez23@live.com

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: Jerry Lager/Supt. | Signature: | Date: 3-5-18

Grant Writer Name: N/A | Signature: N/A | Date: N/A

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

701-18-105-054

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
Ki Charter Academy needs to reduce the 32% teacher turnover rate. This percentage is 15.6% more than the State's average of 16.4%.	To reduce the high teacher turnover rate, Ki Charter Academy will utilize grant funds to create an internal leadership pipeline for existing staff. By creating this pipeline, teachers will have the opportunity to be able to move up the ranks within the charter; thus, providing the teachers an incentive to stay.
The average years of experience of a principal at the charter is 11.5 years below the State's average of 19.5. (Source for all stats: 2016-17)	The Charter will collaborate with an IHE to provide a principal preparation program to existing staff. To ensure the program that is given is high-quality, the IHE chosen must have a proven track record and provide authentic campus-based leadership experiences.
The Charter has only five campus administrators. Currently, these individuals assist in overseeing 46 teachers, as well as, 174 students.	To increase the amount of campus administrators, Ki Charter Academy will partner with an IHE to provide participating teachers an opportunity to become principals (campus administrators). This opportunity, will in turn increase the low percentage of the campus administrators that are currently seen at the campus.

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.

Ki Charter Academy analyzed the needs of the targeted campus by utilizing information garnered from data produced by the 2016–2017 Texas Academic Performance Report (TAPR). This data was utilized to create a SMART goal. The Charter broke down each category in the SMART goal in the following way: SPECIFIC: To increase the number of campus leaders by providing principal residencies. MEASURABLE: There is a high teacher turnover rate at the Charter. The goal is to provide principal residency program opportunities to reduce this rate by 10%. ACHIEVABLE: The goal is achievable when considering the Charter is only targeting 10 teachers. RELEVANT: The goal is relevant because the charter has suffered from having a high teacher turnover rate. TIMELY: By continuously monitoring the benchmarks and goal in comparison to the timeline, the Charter ensures the campus will be able to reach their goal in a timely manner.

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:

Ki Charter Academy will target ten (10) teachers that have demonstrated success in the classroom. These teachers currently do not have their Master's Degree. Therefore, the program will enable them to complete their Principal Certification and their Master's Degree. To ensure the teachers are on track to completing the required credentials, and the Charter is meeting the process and implementation goals defined for the Principal Preparation Grant, Ki Charter Academy has created three (3) separate benchmarks to track progress. The first benchmark will consist of the following six (6) activities: Determining the demographic information of teachers; Ensuring there are at least ten (10) teachers applying for the principal residency; Tracking the courses taken, conferences attended, and the number of partnering organizations; Selecting at least ten (10) teachers that mirror the student demographic; Selecting at least three (3) current principals/ school leaders to serve as mentors; and Conducting performance evaluation data on the teachers.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

The second benchmark has multiple activities to it as well. These activities are described below:

- Provide a principal residency program that is at least one-year in length (Assurance 1);
- Have at least 80% of the teachers complete the program within a timely manner;
- Have the teachers average a minimum test score of 240 on their principal certification test; and
- Have Texas State University provide the charter with a description of the authentic leadership opportunities that are being provided to the participating staff.

Third-Quarter Benchmark:

The third benchmark will be utilized to measure the progress of the program. The benchmark will be split into five (5) activities, which include:

- Ensuring at least 80% of the teachers finish the Principal Preparation Program with their Master's Degree;
- Ensuring at least 80% of the teachers finish the Principal Preparation Program with their Principal Certification;
- Ensuring the participating teachers, mentor principals/school leaders, and a Texas State University representative will be present at TEA Principal Preparation Summer Institute.
- Maintaining post-residency placement information for all teachers; and
- Ensuring at least 80% of the teachers are satisfied with how the partnering IHE and mentor principals/school leaders assisted them during the program.

Project Evaluation and Modification

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

Describe how you will use project evaluation data to determine when and how to modify your program.

Throughout the term of the grant, stakeholders will meet at least quarterly to review project evaluation data. The stakeholders will be provided a quarterly progress report, which will be prepared by the mentor principal/school leader. The reports will help them to determine the status of the following: If benchmark one, two, and three of the grant are showing progress; If the summative SMART goals are showing progress; What the strengths and weaknesses of the program are; and The level of grant compliance the charter is in. Based on this data, the stakeholders will be able to determine when and how to modify the program, if deemed necessary.

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

As seen above, the evaluation processes should be able to determine if the benchmarks or summative SMART goals are not showing progress. If Ki Charter Academy is not meeting their goals based on this evaluation data, the Charter will take into consideration the recommendations of stakeholders and training providers to determine the best way to modify the program. This method will ensure sustainability, as well as, long-term support towards the program.

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.

As per 2016-2017 TAPR report, Ki Charter Academy's enrollment is at 174 and falls under the 500-student enrollment which enables the Charter to receive the 10 additional priority points. With the student enrollment being so low and the remote location of the Charter, it is very difficult to employ qualified principals. Therefore, during the grant funding period the Charter will provide participating staff members with on-going support from effective mentor principals/school leaders who will ensure the participants are exposed to substantial leadership opportunities (Assurance 4).

These mentors/school leaders, in collaboration with the partnering Institution of Higher Education (IHE), and Charter, assure that the recruited participants will be provided with:

- Rigorous clinical learning in an authentic school setting (i.e. on the campus);
- Substantial leadership responsibility (i.e. the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning and will take part in curriculum, student behavior, budget, and campus facility decision-making.);
- The skills necessary to facilitate stakeholders' efforts to build a collaborative team within the school. Thus, improving instructional practice, student achievement, and the school culture (i.e. tuition and fees plus book that are needed to take the Texas State University courses); and
- The skills necessary to produce effective professional development. (Program Requirement 1)

Moreover, to ensure all the participating residents, the mentor principals/school leaders, and a Texas State University representative are all on the same page and properly trained, they will attend a conference held by TEA. This conference, Principal Preparation Summer Institute, will be held on or around June 6-8, 2018. (ESC Principal Institute and TEA Summer Institute Assurance 5)

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.

Ki Charter Academy will develop a systematic and informed targeted recruitment and selection process to ensure the most qualified and deserving staff members are selected to participate in principal residencies (Program Requirement 2). The recruitment and selection process will be based off the following criteria:

- If the applicant already has a principal certification in the state of Texas (Assurance 3);
- How well the applicant's students have performed academically (student's state exams, student's report cards, benchmarks, etc.);
- How strong the applicant's interpersonal leadership is;
- The applicant's mindset on the importance of growing the number of certified principals; and
- How the applicant mirrors the student population.

Ki Charter Academy will work collaboratively with Texas State University to affirm equitable access to all teachers that wish to participate in the program, while, still emphasizing a need to recruit a diversity of participants that mirror the student population. This recruitment process will ensure high-quality individuals are selected, as well as, ensure quality in the future principal pool.

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.

Prior to submitting the Principal Preparation Grant, Ki Charter contacted TSU multiple times. During these discussions with TSU, Ki Charter requested the following items for the Principal Preparation Grant: Scope and sequence; Topics that will be discussed; and Reading/textbooks that will be required (Program Requirement 3). Both the topics and scope/sequence are discussed extensively within the document attached to the grant labeled "Appendix A". The textbooks that will be required for this program include: The Alchemist; Turning to One Another: Simple Conversations to Restore Hope to the Future; Teaching and Leadership for Social Justice and Social Responsibility; and Publication Manual of the American Psychological Association.

Additionally, these discussions also included some of the items that participants will be provided. These include but are not limited to: In-person and on-site coaching and evaluation with a minimum of three visits per year; Evidence-based coursework; Opportunities to practice and be evaluated in a school setting; and Once complete, a principal certification (Assurance 2)

Statutory/Program Requirements (Cont.)

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

As referenced above, the Charter communicated to TSU extensively in preparation for the grant. During these discussions with TSU, the Charter requested the following items for the Principal Preparation Grant: Instructional coaching protocols that will be utilized; The tools used to identify the highest leverage action steps for the principal resident (monthly activity logs aligned with SBEC Principal Standards); and The Protocol that TSU uses to conduct feedback sessions (Program Requirement 4). Both the instructional coaching protocols and the protocol used to conduct feedback sessions are elaborated on within the document attached to the grant labeled "Appendix A".

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 105-803

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.	Professional development/curriculum for residents	93,000
2.	Substitute costs for resident teachers	4,000
3.	Stipends for principal mentors	10,000
4.	Certification exam costs for residents	4,000
5.	Travel for residents for IHE training or coaching purposes	6,000
6.	Technical Assistance Consultant Provider	10,234
7.	Indirect Cost	2,766
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	Total grant award requested	130,000

APPENDIX A

SCOPE AND SEQUENCE

EDCL 6387 – FALL 2017

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

EDCL 6388 – SPRING 2018

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

Educational Leadership (EDCL) Schedule of Classes

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

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

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

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

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

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

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

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

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

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

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

EDCL 5345: Understanding People: Professional Development

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

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

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

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

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

EDCL 5348: Supervision and Instructional Leadership

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

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

EDCL 6342: Curriculum Design

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

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

EDCL 6344: Campus Leadership

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

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

EDCL 6348: Public School Law

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

- Case Studies, readings, briefings and reflections on local, state, and federal laws and policies
- Developing a comprehensive TINA plan for a campus educator
- Written paper and/or presentation on an area of school law
- Practice in developing corrective memos

EDCL 6352: School as the Center of Inquiry

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

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

EDCL 6358: Integrative Seminar

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

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

EDCL 6387/6388: Principal Practicum I & II

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

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

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

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

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

COURSE SYLLABUS

TEXAS STATE UNIVERSITY
INTERNSHIP IN EDUCATIONAL LEADERSHIP
EDCL 6387/6388
2017-2018

Texas State University Supervisors:

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

Rationale and Goals

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

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

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

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

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

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

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

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

Timeline, Admission and Requirements

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

Admission:

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

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

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

Honor Code: To support the goal of maintaining a climate of academic integrity, Texas State University has adopted the Texas State University **Honor Code**. The Honor Code applies to all academic activities and academic work, whether these take place on-campus, off-campus, or online. Texas State expects students to engage in all academic pursuits in a manner that is

beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action. Information on the Honor Code and related processes is located at http://www.txstate.edu/honorcodecouncil/

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

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

Roles and Responsibilities: The Field-Based Practicum

The Site Mentor (School Principal)

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

The University Supervisor

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

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

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

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

Course Expectations

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

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

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

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

As an outcome of the fall meeting, the Practicum Proposal must be signed and dated by the intern, the site mentor, and the Supervisor. A signed copy shall be provided to the Supervisor. In the spring meeting, the intern, mentor, and supervisor will review the Practicum Proposal with the student's written evaluations of his/her experiences. The intern is expected to lead the

conversation, which will focus on the execution of the Practicum Proposal and on evaluation of the effectiveness of the Practicum experience in developing essential leadership skills and attributes. Signatures of all three participants on this document will signify a successful completion of the Practicum (though not of the coursework).

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

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

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

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

Interns are advised to keep everything during their practicum year. This includes any data gathered as part of individual assignments, documentation of conversations or feedback,

reflections, artifacts from events or activities, etc. The format is flexible and should represent the uniqueness of the individual. Some supervisors may request hard copy portfolios in three-ring binders, while others may try electronic portfolios to present your body of work. It is highly recommended that you create an electronic portfolio using any Web 2.0 tools such as Livebinder.com, or a web-based portfolio utilizing a free website builder such as Weebly or Wix, as many potential employers utilize electronic systems that are paperless.

Mandatory entries:

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

Additional suggested entries may include:

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

Aspiring School Leaders Action Research Symposium (Poster Fair)

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

EDCL 6387 – FALL 2017

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

EDCL 6388 – SPRING 2018

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

INSTRUCTIONAL COACHING PROTOCOLS

ASSESSMENT BY SITE MENTOR
(to be sent in late April-early May)

Dear Intern Site Mentor:

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

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

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

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

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

Intern Supervisor

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

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

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

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

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

6) Additional comments (optional):

2015 – 2016 Contact Hours for Principal Practicum

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

TEXAS STATE UNIVERSITY®

Administrative Intern:	
Administrative Mentor:	
University Supervisor:	
Semester:	

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

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

EVALUATION PROCESS AND METRICS

Process:

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

Principal Program Grade Point Averages

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

Field/Clinical Experiences

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

Field/Course Experiences

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

Principal Certification Exam

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

TEXAS STATE UNIVERSITY

EDCL 6387/6388 PRINCIPAL PRACTICUM

( ) University Supervisor

SITE Visit FEEDBACK FOR:

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

SITE VISIT DOCUMENTATION FORM

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

Field Supervisor Name:	XXXXXXXXXXX	**Intern Name:**	XXXXXXXXXX
Internship Semester:	Fall 2017/Spring 2018	**Intern's TEA ID#:**	XXXXXXXX

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

To my knowledge, the above information is correctly documented.

Texas State Supervisor Signature: _____

Intern Signature: _____

Site Mentor Signature: _____