



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

NOGA ID

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

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

Application stamp-in date and time

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**Grant Information**

Grant Period  to   
 Program Authority

- 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  CDN or Vendor ID  ESC #  Campus #  DUNS #   
 Address  City  ZIP  Phone   
 Primary Contact  Email   
 Secondary Contact  Email

**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  Signature  Date   
 Grant Writer Name  Signature  Date

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

701-18-105-065

**Shared Services Arrangements**

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
  - The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
  - SSAs are not permitted for this grant.

**Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Small number of qualified applicants for principal position in the district	Recruit individuals that are tied to the community and use grant funds to off set costs of education so they are loyal to the district.
Need principals that match the student demographic and are committed to the community and school.	Recruit individuals that are tied to the community and are Hispanic and/or come from a economically disadvantaged background because the district is 75% Hispanic and 70% economically disadvantaged using grant funds.
Need principal candidates who understand the need and can implement the use of data and systematic implementation of best practices	Promote the use of data and the use of best practices by partnering with a university that has a proven record of using mentorships and authentic learning experiences.

**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.

By May 2020, O'Donnell ISD will have 3 principal candidates completing a rigorous preparation program that exposes them to authentic issues in running a school and has also instructed them on how to disseminate and use data to promote overall improvement in a school.

**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:

By August, 2019, 3 principal candidates will be enrolled in Tech LEAD at Texas Tech University. The enrollment information will be submitted to the Superintendent. Before August the Superintendent will contact each participant and will recruit others if necessary. There will be a focus on recruiting individuals that are committed to the community. These recruits will be present staff members that have shown and interested in leadership and have demonstrated success in the classroom.

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

By January 2019, the 3 candidates will have completed 12 hours in the program which will be on the transcripts provided to the Superintendent's office. There will be a meeting with the candidate, the mentor and the university contact to discuss progress of classes and residency. An action plan will be developed if needed. The equity audit information will be used to present information to the other district employees.

**Third-Quarter Benchmark:**

By May 2019, the three principal candidates will have completed 18 hours of the program as demonstrated on transcripts submitted to the superintendents office. At that time, a 2nd meeting will be completed with the candidate, the mentor and the university contact to discuss progress of the classes and residency. An action plan will be developed if needed. The candidate will begin Phrase three of 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.

O'Donnell ISD will monitor the principal candidates progress in the program by 1. Submission of enrollment/transcripts, 2. Mentor Feedback, 3. University, candidate and mentor discussion. At any point issues arise, the collaborate group will work together to resolve. The district is committed to providing a rigorous clinical learning experience for the candidates but will not allow them to be put in a difficult position that derails the opportunity. The Superintendent of schools will oversee the implementation including the assigning of mentors and will be the primary contact for the grant for the university.

**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.

O'Donnell ISD is committed to providing the principal candidates a rigorous clinical experiences with substantial leadership responsibilities. The district will assign a mentor that they will see daily. They will also and allow the candidates to have time during the day to practice what they are learning. Meaning they will have significant opportunity to influence practice and student learning and provide effective and continuous professional support for struggling teachers. They will be assigned opportunities such as leading PLC's, Data meetings, professional development meetings, and other issues that they determine from the equity audit. The District will not inhibit their exploration of learning opportunities such as the focus on improving school culture and community. The candidates will be encouraged by the district to select an issue and be provided the support and encouragement needed to lead change for improvement.

O'Donnell ISD will be partnering with Texas Tech University, an institution that has developed a Fellows program that provides authentic learning experiences. The Tech LEAD program, although not the same as the Fellows program is similar in that it is focused on rigorous, authentic exploration. The District will provide a support network that allows the principal candidates to have time during their work day to explore leadership opportunities. The opportunities will then be weaved into the required learning experiences at Tech LEAD.

**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Recruitment of individuals with the same demographic background as the students is a high priority to the district. But also important is to recruit individuals that are committed to the community and have demonstrated success in the classroom. Individuals must also have leadership skills and have proven themselves to be teacher leaders in their present work arrangement. The individuals selected will be present employees of the district and ones that have shown a willingness to adjust and learn from others.

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.

O'Donnell ISD will be partnering with Texas Tech University in the Principal Preparation Program, Tech LEAD. Tech LEAD is a two year Master's program in Educational Leadership designed with five years of research and development gleaned from the knowledge gained in growing Principal Fellows in full time residence through the Supporting Effective Educator Development (SEED) federal grant. The TechLEAD Masters of Educational Leadership Competency Pillars are designed to meet the needs of schools with diverse populations, achieve lesson mastery, progress monitor accountability and real world competencies for preparation of the school leader. Competencies are refined by Texas Tech Educational Leadership Faculty Coaches in virtual, face to face and group learning synchronous settings. Texas Tech faculty have years of expertise in growing aspiring administrators in rural, suburban and urban school contests across the state. The TechLEAD Masters curriculum is aligned to both Texas and National Principal Standards to drive research and best practice in schools. Aspiring students in the program develop competency and skills through desegregation of multiple forms of teacher, student, school and district data. Competencies are developed through data analysis of an equity audit, and instructional coaching of a complete Pre and Post Observation cycle through TTESS and Texas Tech framed instructional coaching. We provide our graduates a leadership edge in growing teachers and leadership competency as they are trained to utilize SMART goals and implement the Texas Accountability Information System (TAIS). Our graduates are proficient in progress monitoring struggling teachers and work pro-actively to examine quarterly progress measure for our most at risk students. Tech LEAD graduates are competent aspiring leaders who will be an asset to the leadership team from day one in the complex role of a school leader. Textbooks include Jim Knight Instructional Coaching: A Partnership approach to Improving Instruction and E Aguilar, The Art of Coaching; Effective Strategies for School Transformation among many others.



**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.

O'Donnell ISD will be collaborating with Texas Tech University, Tech LEAD. The Principal Certification program at Texas Tech University is rigorous and allows students to explore authentic experiences in the school system so that they are prepared when they complete the program. The teachers in this program will be pushed to improve their own teaching and student mastery over the year of the grant so that they have the confidence and experience to coach and grow other teachers. In a year, they will have the foundation and skills to be a strong intern and understand the elements of the new 268 Exam and the PASL requirements which they will take the following year.

Tech LEAD's Instructional Protocols provide layers of feedback using conference rubrics. Protocols focus on instruction, teacher content knowledge, and knowledge of curriculum, a focus on the learner and the mastery of the lesson. The instructional coaching protocols and work is informed by Jim Knights research, T-TESS rubric and dimension knowledge to improve instructional practices of teachers to improve student learning. Candidates are required to actually perform in an administrative capacity, i.e., implement and evaluate data - driven campus change, identify leadership styles and capacity, evaluate and coach personnel and the information gleaned from their authentic practice is weaved into the output through discussion, Online checks, feedback sessions and site visits performed by the university.

**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)

CDN or Vendor ID

**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. Tuition - 3 Candidates	33,000
2. Stipend for Principal	2,000
3. Travel	2,500
4. Certification Exam	1,500
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Total grant award requested

Scope and Sequence:

The curriculum and courses in the TechLEAD Masters program are aligned and sequenced to the new 268 Domains, Performance Assessment for School Leaders (PASL) Tasks and the College of Education Phases of Learning.

- The Phases of Learning in the College sequence Student Learning Outcomes (SLOs) into three phases: Phase 1 includes Knowledge Development and Skills of Leadership Content,
- Phase 2 includes Comprehension and Simulation of Leadership Instruction with Principal Mentor, Teachers and Students in schools, and
- Phase 3 includes the Application of Leading Learning in Real World Settings, which includes implementing a TAIS plan on selected teachers and Special Education and English Language Learner students.

In Phase 3 of Learning Masters students also complete a full Pre-Observation-Post (POP) TTESS Cycle which includes the practice and growth in instructional coaching skills, and providing effective lesson feedback to the teacher. The video capture of the POP Cycle and leading learning in teams provides the data, artifacts, and evidence to provide just-in-time curriculum support to the graduate student as she/he plans and provides professional learning for the teacher and PLC teams for student impact and results. The Scope and Sequence Provided in Appendix A provides the Masters of Educational Leadership courses aligned to 268 Domains, PASL Tasks, College of Education Learning Phases and provides an overview of Skills, Objectives, and Assignments Faculty Instructors develop in each course. The outline provide the course sequence for Summer, Fall, and Spring semesters, and the scaffolding of learning in through Phases and coursework in our program.



Masters TechLead Program Scope and Sequence for Summer 2018 Cohort C - "Charlie Cohort"

<b>SUMMER 2018</b>	<b>268 &amp; PASL Summer 2018 8 weeks</b>	<b>Apply &amp; Evaluate (A&amp;E) Demonstrate mastery</b>	<b>Phase 1 Knowledge Acquisition</b>	<b>Skills &amp; Assignments</b>
EDLD 5306 School Based Lead Domain I --Culture VI – Ethics & Equity	8 weeks		Phase 1 Begins	Foundations of Leadership TX Principal Standards -- Introduce TPESS- Intro Principal Log Black Board Portfolio Program
EDLD 5310 Instructional Supervision Domain I School Culture Domain II Leading Learning Domain III Human Capital	8 weeks	Planning and Process – Leading Instructional- Instructional Coaching/Super	Phase 1 Ends	Diagnose and Analyze Root Cause of Instruction Deep Knowledge of Classroom Instruction/ Pedagogy/Content Identify Root Cause
<b>FALL 2018</b>				
EDLD 5320 Data Driven Domain II leading	8 weeks	Measure Learning Objective at the end of Phase 1 Scaffold of synthesize Learning Classroom Infographic Data Snapshot	Knowledge & Comprehension thru Simulations  Phase 2 Begins Plan Organizer	Equity Audit Intro Data for Teacher Growth Intro Data to Lead Teams Intro to TAPR/Basics of Quant & Qual Campus Wide Data Forty Group Comparison
EDLD 5340 Ed Law & Policy Domain V- Strategic Operation Domain VI Ethics & Equity	Fall 2018			TAIS- SPED /ELL School Board Online Policy Local V State Advocating for ELL, SPED, Site Based Decision Making
<b>Spring 2019</b>				
EDLD 5325 Decision Making Domain II Leading Learning	Spring 2019			Leverage Leadership Book Introduce Action Research- Task 1

**Masters TechLead Program Scope and Sequence for Summer 2018 Cohort C - "Charlie Cohort"**

					<p>Intro Problem of Practice on campus and decision making for instructional coaching</p> <p>Leaders Using Data to Inform Coaching Teachers – Data Growing A (one) Teacher- Growing Your Students- A SPED, ELL, Campus Wide Perspectives</p> <p>Site Based Decision Making- School Improvement Plan</p> <p>TAIS- Quarterly Goal Planning – Action research—did it make an impact?</p> <p>Write out the Plan for PD Task 2 &amp; 3</p>
<p>EDLD 5385 Leading Teams</p> <p>Domain I – School Culture</p> <p>Domain II – Leading Learning</p>	<p>Spring 2019</p>		<p>Phase 2 Ends</p> <p>TAIS Plan</p>	<p>Learning from leading Content/Grade Level Team</p> <p>PLC Dept Leadership</p> <p>Artifacts from Meetings</p> <p>Shadowing PLC/Dept Meetings</p> <p>ILT Meetings</p> <p>Reflective Best Practices on Communication</p>	
<p><b>Summer 2019</b></p> <p>EDLD 5351 Com for School Lead</p> <p>Domain I – School Culture</p> <p>Domain IV – Executive Leadership</p>	<p>Summer 2019- 8 weeks</p>		<p>Phase 3 Begins</p> <p>Application of Knowledge in Real World Settings</p>	<p>Norms &amp; Socio Linguistics</p> <p>Online Social Media</p> <p>Appropriate Communication with Internal and External Stakeholders</p> <p>Rexamine Equity Audit for Teacher and student selection conversation with Mentor Principal</p>	
<p>EDLD 5350 Finance &amp; Personnel</p> <p>Schools</p> <p>Domain V – Strategic Operations</p> <p>Domain VI – Ethics, Equity &amp; Diversity</p>		<p>Measure Learning Objective at the end of Phase 2</p>		<p>Resource Allocation</p> <p>Board Meeting Budget</p> <p>Interview Secretary/PIEMS/ for Budget- Go To</p> <p>Interview District &amp; Support Staff- Go To</p>	

Masters TechLead Program Scope and Sequence for Summer 2018 Cohort C - "Charlie Cohort"

<p><b>Fall 2019-</b></p> <p>EDLD 5392 Internship A – 68%          Domain I – School Culture (22% - 23%)          Domain II – Leading Learning (41% - 45%)          Domain III - Human Capital (18%- 19%)          Domain IV- Executive Leadership (5%-6%)          Domain V- Strategic Operation (5%- 6%)          Domain VI Ethics &amp; Equity (4%-6%)</p> <p>EDLD 5361 Process of Change</p>	<p>ID Are of Refinement Full POP Cycle Coaching a teacher- Pre, Obs, &amp; Post Goal Setting Quarter Planning Plan PD Lead Teams</p> <p>Monitor Progress of action research - problem ID</p>			<p>Equity Audit to Examine Current Data for Teacher and Student Growth          TASK 1-PASL School Leader Plan-          Task 2- PASL Post Professional Development – Leading Learning -Feedback Survey-          TASK 3- PASL Video Capture &amp; Feedback of Instructional Coaching –</p> <p>Equity Audit for P3 and Internship          Documentation of best practices for designated campus          Plan of action and quarterly TAIS planning for selected teachers and students          Instructional Coaching</p>
<p><b>Spring 2020</b></p> <p>EDLD 5392 Internship B – 32%          Domain I – School Culture (22% - 23%)          Domain II – Leading Learning (41% - 45%)          Domain III - Human Capital (18%- 19%)          Domain IV- Executive Leadership (5%-6%)          Domain V- Strategic Operation (5%- 6%)          Domain VI Ethics &amp; Equity (4%-6%)</p>	<p>Spring 2020 ID Are of Refinement Coach and grow a teacher Goal Setting Quarter Planning Plan PD Lead Teams</p>	<p>Measure Learning Objective at the end of Phase 3</p>		<p>PASL School Leader Plan- TASK 1          Video Feedback &amp; Capture- TASK 3          Post Professional Development Feedback Survey- Task 2</p>

**Masters TechLead Program Scope and Sequence for Summer 2018 Cohort C - "Charlie Cohort"**

<p>EDLD 5370 Implementation Challenges Domain III - Human Capital</p>				<p>Learning Showcase- 3 TASKS with Mentor Principal and Facul Coach Evidence of Leading PLC- Evidence of impact on Teacher and Students Evidence of Instructional Coaching- Impact on Teacher and Students Evidence of Leading Learning- Impact on Student</p>
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**Course Phases and Scope and Sequence Alignment to 268 Domains**

**Domain 1 School Culture (22-23%)**

- P1 5306,
- P2 5385,
- P2 5351

- P3 5392B

**Domain, 2 Leading Learning- Instructional leadership – (41-45%)**

- P1 5310
- P1 5320
- P2 5385
- P2 5325

**Domain 4 Executive Leadership (5-6%)**

- P2 5351

**Domain 5 Strategic Operations (5-6%)**

- P1 5340
- P2 5350

**Domain 6 Ethics, Equity, & Diversity ( 4 – 6%)**

**Domain 3- Developing Human Capital (18-19%)**

- P3 5370
- P3 5392A

- P1 5306
- P1 5340
- P2 5350

Course Syllabus

The EDLD 5392A Principal Internship in Education course syllabi is a document reviewed by the Principal Mentor, the Texas Tech Faculty and the Principal Intern on the selected campus. The EDLD 5392 course syllabus provides the student learning outcomes and learning guide for the Principal Intern. In EDLD 5392 the graduate students uses the action research learned during the program:

- Data disaggregation skills to present an Equity Audit framed action plan to the principal on the struggling teacher selected for instructional coaching and the Special Education and English Language Learner students advocated and supported during the year.
  - Discussion and co-selection meeting with Mentor Principal and Principal Intern in August to articulate coaching support of struggling teacher and selected Special Education and English Language Learner students to grow for the year.
  - The Principal Intern will schedule a Pre-Conference, Classroom Observation and Post-Conference with selected teacher during the first six weeks and capture video evidence of the conferences.
  - Teacher planning, instruction, and learning environment will be examined by Principal Intern and data patterns and trends will be identified and used by the Intern to develop appropriate feedback and professional learning for the teacher.
  - Intern will assess the demonstrated mastery of students in the lesson and co-plan with struggling teacher to plan appropriate and timely interventions for students.
- Appendix B includes a copy of the EDLD 5392 Principal Internship in Education Course Syllabus and examples of the resources used to support the learning objectives of the course.

**TEXAS TECH UNIVERSITY  
COLLEGE OF EDUCATION  
EDLD 5392 A- Principal Internship  
Fall 2018**

**INSTRUCTOR INFORMATION (FALL 2016)**

Name: Dr. Fernando Valle, Associate Professor  
Office location: College of Education Room # 316  
Office telephone: (806) 834-3670 C: 956-533-9676  
Office E-mail: [f.valle@ttu.edu](mailto:f.valle@ttu.edu)  
Office Hours: Tues & Wed : 1:00 – 4:00 pm Hours By appointment

**COURSE INFORMATION:**

**Course credit:** 3 hours

**Class meeting time and locations:** This course is online delivery. A combination of TTU approved platforms: Blackboard, Lync, & Mediasite and exploration of free education applications like the Educreation App are used to connect students to the course, instructor and each other.

**Course Description:** This course is designed for persons working toward a master of education (M.Ed.) degree in educational leadership. This course focuses on the study and application of school improvement through the processes of school change. Data driven instructional leadership analyzes system cultures, school culture and teacher and students culture in schools. This course examines layers of school leadership through a process of school change. The mindset which directly impacts Teachers, Teacher Leaders (Coaches, Dept. Chairs), and Assistant Principals & Principals is examined to use data effectively, support student masters and apply best practices and interventions in the field.

**Relation to the Conceptual Framework**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how educators are prepared. Reforming teacher and educational leadership education means rethinking the entire educational process. Many aspects of these reforms are found throughout this course—reforms designed to help you become an exceptional educator.

- (1) You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher-level skill and product competencies you will develop.
- (2) You will learn what is valued by employers and education professionals. (State and national standards, professional literature, and a variety of focus groups, and potential employers were all involved in determining the learning outcomes for this course.)
- (3) Instruction will be connected to the achievement of school community stakeholders you will be leading.



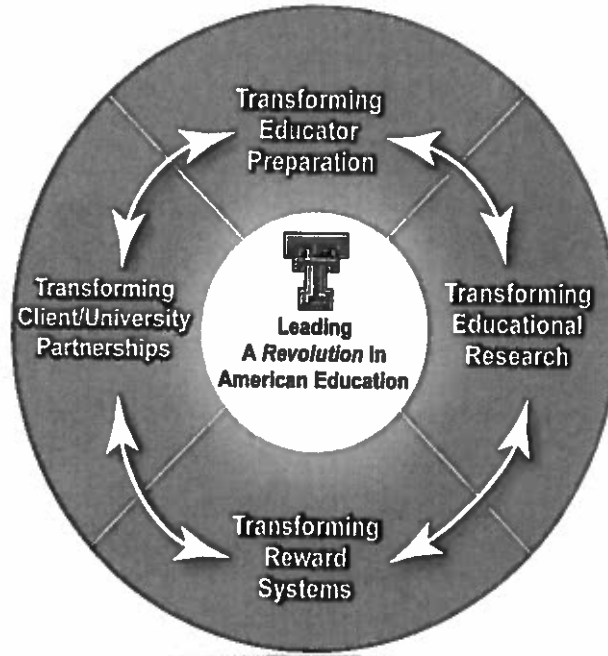
This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

**RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking & reframing how educators are prepared. The College of Education at Texas Tech University seeks to be a leader of a “*revolution*” in educator preparation. Becoming leaders means we must rethink and evaluate how we teach, what we teach, what we value, and what we research. *Doing so*

*will transform Texas Tech educator preparation programs from maintainers of the status quo to innovative leaders preparing educators to meet the academic and economic challenges of the 21<sup>st</sup> Century.*

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.



1. You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher-level skill and product competencies you will develop.
2. You will construct a research focus which will add knowledge to the existing body of research in educational leadership, assess professional literature, and give reasons for selecting appropriate methodologies for your research focus.
3. Research and Writing will be connected to K-12 issues in educational leadership, educators and the achievement of students in schools and/or districts you will be leading.
4. You will develop an understanding of research frameworks and draw on literature reviews to formulate a research platform.

This course does not stand alone, but is part of an integrated leadership graduate program that has well-articulated and distinctive outcomes.

## **Course Purpose**

The EDLD curriculum is divided into three interrelated phases. Each phase is designed to assist students in developing competencies and skills: Phase 1; Gain knowledge and skills, Phase 2: Comprehension and Simulation; Phase 3: Application in real world setting to produce the complex skillset that school leaders possess.

### **Phase 3 (P3) Course Connection to Program Trademark Outcome (TO)**

This Phase 3 (P3) Educational Leadership course focuses on candidates applying the knowledge and skills developed in Phase 1, 2, and 3 classes via an internship in real world settings (i.e., school district) under the guidance of a mentor principal and university supervisor. Applying and internalizing the knowledge and skills emphasized in previous EDLD courses will be an important final step toward demonstrating mastery of the Educational Leadership M.Ed. Program's Trademark Outcome (TO): "Preparing Performance-ready Principals for Struggling Schools".

### **Educational Leadership (EDLD) M.Ed. / Principal Program Curriculum Design Threads**

- \* Instructional Leadership
- \* Data-driven Decision Making – Leading Learning – (PASL Task 1)
- \* Communication of Best Practices for Change- Leading Professional Learning ( PASL Task 3)
- \* Results for All Students- Leading Teams (PASL Task 2)

The Educational Leadership M.Ed. program track's Trademark Outcome ("Preparing Performance-ready Principals for Struggling Schools") is operationalized concretely through the above four curriculum design "threads" which are incorporated into the specific learning components and articulated A&Es for individual courses in all phases of the Educational Leadership M.Ed. program. (See Appendices B and C.)

## **Driving Questions**

- (1) What knowledge and skills do aspiring principals apply to facilitate instructional leadership to bring fruition to a coherent school vision and mission that the school stakeholders internalize and support?
- (2) How do aspiring principals who are not specialists in all community, instructional, and administrative programs including the school plant under their supervision learn to navigate confidentially and move successfully through the many communication opportunities, assessment, financial, implementation, and legal requirements they routinely face on a daily basis?

## STUDENT LEARNING OUTCOMES

### Principal Fellows/Principal Interns Learning Outcomes

(1) Candidates/Interns in this course will review, internalize, and apply national and state school leadership standards relating directly to instructional leadership and course learning projects embedded in an internship;  
Candidates/Interns in this course, will address the following key concepts/student learning outcomes related to the competencies/standards outlined by the Texas State Board for Educator Certification: TExES Principal (068) Certification Exam.

#### Required Texts

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well*. Penguin.

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.

#### Recommended Readings

Fullan, M., & Knight, J. (2011). Coaches as system leaders. *Educational leadership*, 69(2), 50-53.  
[http://www.rti-innovations.com/uploads/1/0/8/2/10825600/coaches\\_as\\_systems\\_leaders.pdf](http://www.rti-innovations.com/uploads/1/0/8/2/10825600/coaches_as_systems_leaders.pdf)

Fullan, M. (2006). Leading professional learning. *School Administrator*, 63(10), 10.  
<http://schools.ednet.ns.ca/avr/b/070/tawebb/HortonPD/leadingprolearning.pdf>

Hord, S. M., & Sommers, W. A. (Eds.). (2008). *Leading professional learning communities: Voices from research and practice*. Corwin Press.

Preparation Information/Manual for the TExES Principal (268) Certification Exam.  
Online at: <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/>

### National and State Educational Leadership Standards of Practice

EDLD 5392A provides an internship in the principalship under the guidance and supervision of a school principal and university supervisor. This course affords interns with a variety of experiences in real world settings around educational leadership standards (national and state) of practice (i.e., the Educational Leadership Constituent Council [ELCC] Standards and the TExES Principal [268] Framework) supported with online Blackboard synchronous and asynchronous

class discussions and Activity & Evaluate (A&E) assignments that align to PASL Tasks and 268 Domains. See Blackboard-Course Content to view the ELCC and TExES (268) Standards respectively.

Professional Standards for Educational Leaders (PSEL) 2015 (formerly ISLLC Standards 2008/2011)

<http://www.npbea.org/wp/wpcontent/uploads/2014/11/PSELWebinarPowerPointSlides.pdf> or  
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

Texas Education Agency (TEA) 268 Principal Competencies.  
Texas Examination of Educator Standards (TExES). Available at:  
[cms.texas-ets.org/files/5913/4193/2573/principal\\_068\\_TAAG.pdf](http://cms.texas-ets.org/files/5913/4193/2573/principal_068_TAAG.pdf)

## Assignments

### Assignment #1

**Six Week Assignment Forms (Max 30 points) – Click on hyperlink to open form.**

1<sup>st</sup> Six Weeks Assignment POP Cycle ( 10 Points) –

Complete during August 22<sup>nd</sup> – September 2<sup>nd</sup>

*Planning session with selected teacher*

*Pre Conference video capture*

*Observation of Teacher Lesson*

*Post Conference video capture*

*Portfolio Evidence for PASL TASK 1*

2<sup>nd</sup> Six Weeks Assignment form (10 points) –

Complete during September 26<sup>th</sup> – September 30<sup>th</sup>

*Planned Interventions and TAIS Plan Goals with Selected Teacher for*

*Special Education Student*

*English Language Student*

*Portfolio Evidence for PASL TASK 1 & 2*

3<sup>rd</sup> Six Weeks Assignment form (10 points) –

Complete during November 7<sup>th</sup> – November 11<sup>th</sup>

*Leading Selected PLC*

*Video Capture the leading of PLC*

*Teacher Use of Data- Evidence*

*Student Artifacts- Evidence*

*Portfolio Evidence for PASL TASK 3*

## **Assignment #2**

**Click on the hyperlink to open form. The rubric for these self-reflection assignments are attached below.**

1<sup>st</sup> Six Weeks Self-Reflection form – (10 points)  
*Texas Accountability Information System – TAIS Plan*  
*Complete SMART GOAL on Selected Teacher during September 26 -30<sup>th</sup>*

2<sup>nd</sup> Six Weeks Self-Reflection form – (10 points)  
*TAIS Plan and SMART Goal for*  
*Special Education Student*  
*English Language Learner*  
Complete during October 24 -28<sup>th</sup>  
2nd Six Weeks Self-Reflection

3<sup>rd</sup> Six Weeks Self-Reflection form – (10 points)  
Complete during November 28 – Dec 2<sup>nd</sup>  
*Cumulative work with PLC and Leading Teams*  
*Video Evidence of leading teams*  
*Collection of Teacher and Student Artifacts*  
*Portfolio Evidence of PASL TASK 1, 2 & 3*

## **Assignment #3**

### **Internship Log (Max 40 points)**

Blackboard Portfolio: Add internship log 4 times per semester to Blackboard Electronic Portfolio. These logs will need to be submitted by midnight on the following dates. To submit: attach and send the current .doc(x) file to your Blackboard page and copy instructor at: [f.valle@ttu.edu](mailto:f.valle@ttu.edu)

Submission Dates:

Aug 30<sup>th</sup> - (10 points)

September 30<sup>th</sup> - (10 points)

October 28<sup>th</sup> - (10 points)

Dec 2<sup>nd</sup> – Final Submission (10 points)

## **Assignment #4**

### **Self-Reflection Forms (Max 30 points) –**

The self-reflection

Practicing Various Forms of Writing- Reflective on the Structured Responses on the 268

- *Relevant Contextually rich scenarios that reflect common situations school leaders face in Texas schools*
- *Represent rural, urban and suburban in various grade levels*

- *Various student groups are represented*
- *High Leverage aspects of school leadership*
- *Root Cause and Data Analysis*
- *Examine longitudinal and multiple data sets*

### **Practice Examination TExES (268) – Principal**

To be determined during the semester.

## **Evaluation, Grading, and Instructor Policies**

### **Attendance Policy**

Students are expected to maintain high standards of ethical and professional conduct in this course, including being adequately prepared, regularly and appropriately contributing to chat/Blackboard discussions, submitting graduate-caliber work, and representing your own work fairly and honestly. All written assignments should adhere to the sixth edition of the *Publication Manual of the American Psychological Association*.

### **Late Assignments**

A final course grade of “Incomplete” is appropriate solely for circumstances involving illnesses, death in the family, or other major personal or professional circumstances that prevent a student from completing the work of the course. A final course grade of “Incomplete” cannot be given for academic reasons but, instead, must be directly tied to causes beyond the student’s control.

### **Assignments**

- **Assignments 1-3—20 points each: 60 points total.**
- **Threaded Black Board Posts & Discussions—40 points.** Talking with one another and with the instructor is an important part of this online class. You will be expected to contribute regularly to threaded discussions and to *teach* concepts to your peers. Referencing the text, the minefields of decision making, and the strategies to avert them in your discussions is important.

### **Grading**



### **Total Course Requirements:**

Assignments	60 points
<u>Threaded Conversations</u>	<u>40 points</u>

Total: 100 points

Grades will be assigned according to the following criteria:

- For an A:
  - Receive at least 90 points out of 100
  - Written work is neat, concise, correctly spelled and grammatically correct. APA 6<sup>th</sup> edition format.
- For a B:
  - Receive at least 80 points out of 100
  - Written work is neat, concise, correctly spelled and grammatically correct. APA 6<sup>th</sup> edition format
- For a C:
  - Receive at least 70 points out of 100
- For a D:
  - Receive at least 60 points out of 100
- Any points below 60 will result in failing the course

### **Procedures for Establishing Reasonable Accommodation for Students with Disabilities (OP 34.22, in part)**

- a. Faculty members are required to announce the following within the first two class periods: "I would appreciate hearing from anyone who has a disability that may require special accommodations. I am sure we can work out whatever arrangements are necessary. Please see me during my office hours."
- b. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

### **Student Absence for Observance of a Religious Holy Day (OP 34.19)**

1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the

- absence.
3. A student who is excused under Section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

### **Academic Dishonesty (OP 34.12, in part)**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

- a. “Cheating” includes, but is not limited to:
  1. Copying from another student’s test paper;
  2. Using during a test materials not authorized by the person giving the test;
  3. Failing to comply with instructions given by the person administering the test;
  4. Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
  5. Using, buying, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test, test key, homework solution, or computer program;
  6. Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
  7. Discussing the contents of an examination with another student who will take the examination;
  8. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
  9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  10. Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
  11. Falsifying research data, laboratory reports, and/or other academic work offered for credit; and
  12. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

b. "Plagiarism" includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

e. "Misrepresenting facts" to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

### **Grade Appeals**

Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the university. Please see the university website for a link to this policy.

### **National and State School Leadership Professional Standards**

*Educational Leadership Constituents Council (ELCC) Standards (2011).* National Policy Board for Educational Administration. Available at: <http://npbea.org/wp-content/uploads/2012/06/ELCC-District-Level-Standards-2011.pdf>

*Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008/2011).* Available at: [http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

*Texas Education Agency (TEA) 268 Principal Competencies.* Texas Examination of Educator Standards (TExES). Available at: <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/>

<b>PURPOSE for Phase 1</b>	To prepare performance ready principals for struggling school and develop skills to instructional coach and lead learning with a reflective teacher.
<b>LEARNING OBJECTIVE(S)</b>	<p>By the end of phase 1, students will be able to:</p> <ol style="list-style-type: none"> <li>1) identify leadership skills and high leverage instructional leadership that lead to improved teaching,</li> <li>2) Identify leadership skills that create a culture of educational reform through instructional coaching and feedback,</li> <li>3) use and identify multiple forms of data in TAIS Goals and Action Plans for , and</li> <li>4) identify the skills and practices that will cultivate culturally responsive school environments</li> </ol>

**TechLEAD Educational Leadership (EDLD) M.Ed. / Principal Program  
Learning Threads**

- T-TESS & TAP Rubric for Instructional/School Improvement
- Data Utilization
- Challenges of Educational Reform/School Improvement
- Cultivating Culturally Responsive School Environments

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## **Appendix A**

### **Additional information on the A&E assignments for this course**

#### **T-Chart: Our Goal, Desired Skills, and Knowledge**

Why hire a TTU graduate in Educational Leadership? Because we pledge to teach our students to be principals:

- who go into schools and tell faculty that things are not going to be the same; who identify beliefs that hold back change, and who cultivate culturally responsive school environments.
- who go into schools and cultivate high performing teachers/teacher teams; who create dissatisfaction with the status quo, who cultivate interdisciplinary cooperation around TEKS.
- who create disruption of existing school and community norms; who hire the right candidate, and who manage teacher performance.

The graduate students in the TechLEAD Masters program learn to provide layers of feedback through Texas Tech Pre and Post Conference rubrics in instructional coaching. The rubrics have been developed through federal grant research and development, partnership with the National Institute for Excellence in Teaching and the field testing and expertise of Texas Tech Educational leadership faculty. Protocols focus on instruction, teacher content knowledge, and knowledge of curriculum, a focus on the learner and the mastery of the lesson, needs of all student including (English Language Learners, Special Education, Gifted), and the classroom environment. The instructional coaching protocols and work is informed by Jim Knight's research, T-TESS rubric and dimension knowledge to improve instructional practices of teachers to improve student learning. • Pre- Conference Process- • Observation of Lesson- • Post- Conference Process

#### Example of Texas Tech University Pre-Conference Rubric Indicator

- Lesson Objective - Concepts and difficult points of the lesson objective are addressed. Relationship to previous and future lessons are
- (5) Exemplary – Administrative Intern asks teacher to clearly state and discuss specific learning objective for upcoming lesson. Lesson sub-objectives are clearly discussed and relate to student needs of the specific class period.
- (3) Proficient- Administrative Intern asks teacher to state and discuss the learning objective for the upcoming lesson.
- (1) Approaching – Administrative Intern asks teacher to discuss learning objective and teacher responds at random and in general or learning objective is not addressed.

#### Example of Texas Tech University Post- Conference Rubric Indicator

- Administrative Intern and Teacher Self-Reflection
- (5) Exemplary – Teacher is provided with numerous opportunities for reflection. Applies information from self-reflection to focus relevant segments of the post conference. Analyzed student results significantly impact post conference discussion. Student artifacts are present.
- (3) Proficient- Teacher is provided some opportunities for reflection. Teacher discusses self-reflection constructively. Analyzed student results are referenced during the post conference discussion and student artifacts are present.
- (1) Approaching- Teacher is provided minimal opportunities for reflection. Administrative Intern references the self-reflection in some manner or not at all. Student results are not discussed. No student artifacts are present



Evaluation Process and Metrics

**Texas Accountability Information System (TAIS)-**

The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. Students in the TechLEAD program are taught to implement and lead teacher and student growth through the TAIS process. TAIS offers a common framework that each student utilizes to identify five areas of need at their campus. The program utilizes TAIS system to measure progress of each identified SMART (specific, measurable, attainable, relevant, time bound) goal through aligned support. Through TAIS, growth is tracked using a differentiated support based on each area's identified needs.

TAIS provides clearly articulated commitments and support systems needed to engage in thoughtful and holistic school improvement and is used to synthesize school improvement research based on the seven critical success factors. Through TAIS metric, we track our students' success by requiring purposeful actions and thoughtful planning based on: analyzing data, determining needs, developing targeted plans for improvement, and monitoring the implementation and impact of those plans to ensure a focused, data-driven approach. (TAIS, 2017).

Instructional Coaching Metric-

The work during the TechLEAD program encourages interns to implement critical self-reflection of their own TTESS planning and preparing of quality lessons, a rubric based self-examination and reflection of lesson delivery and reflection of teachers own student lesson mastery based on set SMART goals.

This process in our program creates the internal reflection and pathway for instructional coaching. The internship semester includes the identification and instructional coaching of a struggling teacher.

SMART goals are developed with an identified struggling teacher to implement and impact student achievement and progress monitored learning outcomes every quarter.

TechLEAD students complete a video captured pre-conference with the selected teacher. The video is self-analyzed and shared with Faculty Coach and Principal mentor for additional coaching and feedback.

The lesson is observed and a post-conference session is video captured where the teacher and TechLEAD intern are able to examine class data, student mastery, and examine if the lesson objective was met and to what degree.

TechLEAD students also implement quarterly progress goals for a Special Education and English Learner student. The TAIS goals, instructional coaching through pre-and post

conferences are progress monitored over the course of the two semesters of the principal internship which spans across the academic school year. These metrics allow for the interns to examine the degree of impact they are having with the teacher and student learning outcomes. The metrics allow for readjustment of interventions and planning to progress toward the learning goals of the teacher and student.