TEA — Texas Education Agency

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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.

[X] Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines:

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

Applicant Information

Name: Education Service Center, Region 20   CDN or Vendor ID: 015950   ESC #: 20   Campus #: [ ]   DUNS #: 074605890

Address: 1314 Hines Avenue   City: San Antonio   ZIP: 78208   Phone: 210.370.5200

Primary Contact: Regina Hillis   Email: regina.hillis@esc20.net

Secondary Contact: Nicole Smith   Email: nicole.smith@esc20.net

Certification and Incorporation

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

[X] Grant application, guidelines, and instructions

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

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title: Dr. Jeff Goldhorn, Ex. Dir.   Signature: *[signature]*   Date: 03/09/2018

Grant Writer Name: Susan Forthman   Signature: *[signature]*   Date: 03/09/2018

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

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

701-18-105-073

Shared Services Arrangements

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

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

[ ] SSAs are not permitted for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Increase internal, qualified applicants for principal/assistant principal positions in each LEA in the ESC-20 SSA to at least one per open position.	Grant funds will support 81 principal residents in the ESC-20 SSA LEAs to successfully complete their master's degree and principal certification by the end of the 2018-2019 school year. This will provide high-performing candidates to fill principal/assistant principal positions within their respective LEAs.
Increase length of time high-performing principals/assistant principals remain in the the LEAs in the ESC-20 SSA to at least 4 years.	The 81 principal residents, who have existing ties to their LEAs and communities, will sign a Memorandum of Understanding (MOU) committing to remain in their LEAs for a minimum of 4 years.
Increase number and types of successful, authentic experiences in which principal residents engage while completing their internship.	Ongoing collaboration and coordination between the EPP and the member LEAs will ensure resident experiences are aligned with LEA needs and priorities in addition to Texas State Board for Educator Certification Standards, preparing the residents for the actuality of the principalship in their LEA.

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 the end of the 2018-2019 academic year, 90% of the 81 principal residents who are currently employed as teachers by the LEAs in the ESC-20 Principal Preparation SSA will be certified by the Texas State Board for Educator Certification as principals, enabling them to serve as high-performing assistant principals/principals in their current LEAs.

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:

Demographic information of principal residents will demonstrate a reflection of the student population/communities served.

81 principal residents within a total of 12 LEAs will be enrolled in a principal certification program/master's program.

81 principal residents will engage in authentic learning experiences in their LEAs as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

81 principal residents will demonstrate successful progress based on data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

81 principal residents will engage in authentic learning experiences in their LEAs as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

Residents will report satisfaction with the EPP and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively.

Third-Quarter Benchmark:

81 principal residents will demonstrate successful progress based on data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

81 principal residents will engage in authentic learning experiences in their LEAs as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

Residents will report satisfaction with the EPP and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively.

Project Evaluation and Modification

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

The ESC-20 Coordinator of Educator Preparation Certifications will serve as the project director and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the designated LEA contacts and EPP staff. Results will be disaggregated by LEA and LEA size and compared to region-wide performance. Results will be shared at ESC-20 Regional Advisory Committee (RAC) meetings with SSA superintendents and instructional leaders. In addition, ESC-20 staff hold quarterly Division, Component, and Leadership Team Meetings where current projects and the data that tells the story about the successes and challenges of each program is shared, analyzed, and discussed. Plans and services for the Principal Preparation Grant Program will be reviewed at these meetings and adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion of certification by the principal residents and their commitment, through a signed Memorandum of Understanding, to remain in the district for at least four years. These participants will receive ongoing support from LEA instructional leaders and ESC-20 instructional specialists. The principal residents, as current teachers in the LEAs in the ESC-20 SSA, have established ties to the community and are representative of the diversity in those communities.

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.

Through ongoing coordination with the ESC-20 EPP - the Cohort of Leadership Associates (CoLA) - and the mentors assigned to principal residents, each LEA in the ESC-20 SSA will provide sustained and rigorous clinical learning experiences in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve significant problems and challenges in their assigned schools. Experiences will span several domains in which principals work and lead in the following areas: instructional leadership; school leadership; home and community involvement; school finance and policy/law; and teacher evaluation. Some examples of the authentic experiences provided include:

1. Evaluating a lesson plan showing alignment of state standards, objective, activities, and assessment and evidence of the proper deconstruction of the TEKS.

2. Developing a PLC agenda and facilitating a PLC meeting where formative and summative assessments are analyzed against lesson design.

3. Accompanying an administrator on a teacher walkthough, gathering evidence, and creating a post conference plan. Using coaching strategies, conducting teacher feedback sessions, and analyzing student work samples as a data source.

4. Implementing a plan to improve grade level/department team dynamics.

5. Meeting with the principal and/or leadership team to identify a campus system in need of improvement. Determining the reason it is ineffective and creating a redesign of the system. Presenting the recommendation to the principal/ leadership team for feedback.

6. Assisting the campus leadership team in creating the master schedule.

7. Assisting with updates, training, and drills for the campus emergency plan.

8. Creating a Mental Health Reference Guide for teachers that describes mental health disorders, indicators, and interventions.   Planning and presenting a professional development session on the topic.

9. Identifying a student/family need. Researching community resources that address the need and creating a partnership with the agency to provide services and support.

10. Meeting with a group of representative students to discuss school rules, discipline procedures, and recommendations for improvement. Analyzing the findings and developing recommendations.

11. Assisting with the campus budget.

Experiences will be tailored based on the specific needs of each LEA and of the principal resident. In addition, principal residents will initiate and implement a campus initiative based on a campus need that will result in positive change and directly impact student achievement.

Statutory/Program Requirements (Cont.)

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

LEAs in the ESC-20 SSA have recruited and selected principal residency candidates based on the following criteria:

1. Positive impact on student achievement as measured by STAAR results, college entrance exams, student accomplishments such as certifications/special recognitions, and student evaluations of teacher performance.
2. Good standing with human resources department.
3. Principal recommendation/high achievement on teacher evaluations.
4. Participation in school activities and experience as a teacher-leader.

The LEAs have also considered the diversity of the residents as a reflection of the student population and the community.

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

The Educator Preparation Program (EPP) for this project is the ESC-20 Cohort of Leadership Associates (CoLA). The scope and sequence is attached and addresses all Texas State Board of Educator Certification requirements, principal certification exam domains, and specific needs of the LEAs in the ESC-20 SSA. For example, during the needs assessment process for this application, LEAs expressed that the quality of candidates/new hires for principal positions is often hindered by their lack of understanding/experience in what the position requires on a day-to-day basis. Therefore, ESC-20 has increased the number and types of authentic experiences provided for principal residents that are aligned to observed weaknesses of previous hires by the LEAs. The scope spans the domains of instructional leadership, school leadership, home and community involvement, school finance and policy/law, and teacher evaluation. ESC-20 partners with the University of the Incarnate Word as an option for residents who are concurrently completing a master's degree and the principal certification.

Required readings include, but are not limited to:

Bambrick-Santoyo, Paul. Get Better Faster: A 90 day Plan for Coaching Teachers
Cottrell, David. Listen Up, Leader! Second Edition
Rath, Tom. Strengths Finder 2.0

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.

Principal residents (named associates in the CoLA program) will be evaluated by use of several means. Prior to their practicum, associates, a peer, and their supervisor will complete a pre-assessment to determine the associate's disposition. This assessment will be repeated in the same manner at the end of the program to measure growth. After each session, associates are required to submit a reflection/assignment to demonstrate a proficient understanding of the material covered. The standard reflection expectation is to provide a summary of the session, alignment to principal competencies, and future implications. Short benchmark assessments are provided after each course where associates must respond to principal scenarios as found on the TExES Principal exam. They are used to measure the associates knowledge and understanding of the principal competencies. In addition, checkpoints have been integrated into the program to assess progress towards the acquisition of individualized program goals, administrative attributes, practicum experiences, and a performance-based, action research project through mandatory conferences, observations, and self evaluations.

CoLA Field Supervisors have been trained in the practices outlined in the state mandated training, Field Supervisor Coaching for Advanced Degree Candidates. They use the POP observation protocol - Pre-Conference, Observation, and Post Conference. Pre-Conferences are structured using the goal-setting map from the training- clarify outcomes (standards based); determine success indicators and evidence; identify approaches, strategies, decisions; and professional goal focus. Post Conferences are structured using the reflecting map from the training - summarize impressions and supporting data, analyze cause/effect relationships, construct new learning, and commit to new application. A minimum of three site-based observations will be conducted, accompanied by pre- and post-conferences to include coaching.

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) 81   CDN or Vendor ID 015950

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.	EPP Tuition and Principal Intern Conference/Professional Development/Resource Materials	673,677
2.	Mentor Stipends	81,000
3.	Travel Costs for TEA Institute	160,000
4.	Substitutes for Principal Intern	46,357
5.	Certification Exams	17,256
6.	Supplies and Materials for Data Collection and Reporting	1,000
7.	Indirect Costs (5.87%)	61,811
8.	Administrative Costs - Project Director	11,899
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	Total grant award requested	1,053,000

Education Service Center, Region 20
2018-2019 Principal Preparation Grant Program

Required Attachments

Attachment #1

Scope and Sequence

Coursework and Program Timeline

Course	Timeline	Clock Hours
PRINCIPALSHIP	Summer I	45 hours
INSTRUCTIONAL LEADERSHIP	Summer I	45 hours
HOME /SCHOOL / COMMUNITY RELATIONS	Fall	45 hours
SCHOOL LEADERSHIP	Spring	45 hours
SCHOOL FINANCE, POLICY AND LAW	Summer II	45 hours
STATE APPRAISAL CERTIFICATION DEVELOPMENT	Summer I	45 hours
TExES 268 Principal Exam – Preparation	Summer II	12 hours
TOTAL COURSEWORK/TRAINING HOURS		**282 hours**

COHORT 21 PLANNING CALENDAR 2018-2019

CoLA — COHORT OF LEADERSHIP ASSOCIATES, ALTERNATIVE PRINCIPAL CERTIFICATION PROGRAM

JUNE 2018
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JUNE 2019
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JULY 2019
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Course Schedule

COURSE	# DAYS	STARTING	ENDING
PRINCIPALSHIP	8	June 15, 2018	June 26, 2018
INSTRUCTIONAL LEADERSHIP	8	July 2, 2018	July 23, 2018
HOME/SCHOOL/COMMUNITY RELATIONS	9-11	Sept. 11, 2018	Nov. 7, 2018
STATE CERTIFICATION AND APPRAISAL DEVELOPMENT	6	June 2018	July 2018
INTERNSHIP/PRACTICUM I	1st sem.	Aug. 6, 2018	Dec. 14, 2018
SCHOOL LEADERSHIP	9-11	Jan. 15, 2019	April 16, 2019
INTERNSHIP/PRACTICUM II	2nd sem.	Jan. 7, 2019	May 31, 2019
SCHOOL FINANCE, POLICY AND LAW	8	June 10, 2019	June 19, 2019

Session Times:

Summer - 8:30-3:30 with 1-hour lunch

Fall/Spring - 5:15pm -8:15 pm on scheduled evenings, ZOOM availability;

8:30am- 3:00 pm on Saturdays with 30 min. lunch

Note: 1-2 sessions may be scheduled during the school day.

Program Orientation (mandatory)- June 15

TExES 268 Exam- Preparation Sessions and Practice Test:
May 14, June 21 and June 24

Dates are tentative and are subject to change. Calendars will be issued prior to the start of a new course.

Attachment #2

Course Syllabus

Principalship

Course Description: This course focuses on the K-12 school leader's personal characteristics and attributes as they begin to lay their leadership foundation. Associates will study "The Principal's Story" from the Wallace Foundation. They will also identify their personal strengths and educational philosophy, prior to learning how to collaboratively develop a vision and mission statement for their campus. Guest speakers will include principals with varying levels of experience. They will speak to the principal's role and how they promote a positive school culture on their campus. Other pertinent topics covered include: emotional intelligence, problem analysis, time management, and the goal setting process.

Course Overview: Students will learn about the role of the principal in regards to school culture. They will be able to apply their personal strengths in everyday situations. Other leadership topics covered will include: time management, to include creating systems and processes, goal setting, and problem solving skills.

Course Outcomes: completion of the course, students will be able to:

- Create a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals. (Domain 1 Competency: 1 Specificity: (a))
- Use consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (Domain 1 Competency: 2 Specificity: (c))
- Engage in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow. (Domain III Competency: 5 Specificity:(e))
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high quality decisions (Domain IV Competency: 8 Specificity:(c))
- Use effective planning, time management, and organization of work to support attainment of school district and campus goals. (Domain IV Competency: 8 Specificity: (e))
- Establish structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes. (Domain V Competency: 9 Specificity: (b))
- Implement policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247) (Domain VI Competency: 11 Specificity: (a))

Upon	Assessment: The objectives will be assessed by:	FASL Connections:
Identifying steps to develop a campus vision and mission statement to include creating a plan to monitor its implementation	Task #1- creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement	
Identifying Emotional Intelligence principles individual strengths and challenges	Task #1- creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement	
Analyzing StrengthFinder Online Assessment results, Utilizing the TPESS Goal Setting Form to create realistic goals to develop leadership skills	Task #1- #3- leading by example to create a culture of growth for all stakeholders, recognizing and appreciating strengths of self and others to effectively move initiatives forward; practicing goal setting process	
Identifying problem solving techniques Collaboratively solving real life campus scenarios in teams	Task #1 and #3- creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement; gathering information to collectively resolve campus problems as a team	
Developing a CoLA Practicum Calendar, that includes dates for program component deadlines and tracking of practicum leadership hours, as well as individual campus responsibilities	Task #1- #3- using effective planning and organization skills to be able to support attainment of goals; campus and personal.	
Creating a plan, a methodology for Action Research Project implementation	Task #1 - creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to and increase in student achievement; establishes structures that outline and track progress	
Creating a plan, to include professional development needed, for ensuring ethical standards are implemented campuswide	Task #1 - #3- modeling ethical behaviors and ensuring ethical practices are being followed in all areas	

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specificity	Assessment
Principal's Role/Story	Associates will hear from current school administrators and gain insight into the role of today's school principal, to include tips on how to best handle everyday situations. During the afternoon, we will look into the lives of two principals: a novice, and a veteran, who serve different student demographic communities through "The Principal's Story" from the Wallace Foundation. We will see how these two principals leverage their leadership style to build relationships and empower others. In essence, creating campus cultures that promote the importance of data driven decision making, team collaboration, family engagement, teacher growth and support, and ultimately student achievement.	6 hours	Domain I-School Culture, Domain II- Leading Learning, Domain III- Human Capital, Domain IV- Executive Leadership, Domain V- Strategic Operations, Domain VI-Ethics, Equity, and Diversity			Reflection paper
Developing Strengths in Self and Others: Strengths Finder	Participants will learn the importance of knowing their personal strengths and developing them to further their success. They will take the StrengthsFinder online assessment and analyze their results to determine their five strengths. In addition, they will learn the impact collaborating with others of differing strengths has on any team or campus	3 hours	Domain III- Human Capital			Analyze StrengthsFinder Online Assessment results

Topic	Description	Hours	Domain	Competencies	Outcome
Creating a Vision and Mission to promote a Positive School Culture	A school's vision is a public declaration used to describe their high-level goals for the future-what they hope to achieve if they successfully fulfill their organizational purpose or mission. The principal is charged with collaboratively creating a shared vision based on a set of core beliefs to which the school community can commit. In addition, school improvement priorities must also be in alignment with the school vision. In this session, attendees will first reflect on their own core beliefs and develop a personal vision statement. The difference between vision and mission will be discussed along with the steps involved in creating a collaborative vision statement on their campus.	6 hours	Domain I-School Culture Domain VI-Ethics, Equity, and Diversity	C1: establish and implement a shared vision... C2: work with stakeholders as key partners... C5: focus on improving student outcomes through effective... school leadership by advancing for children and ensuring student access to effective educators, program, and services. C3: establish and implement a shared vision... C5: focus on improving student outcomes through effective school leadership by advancing for children and ensuring student access to effective educators, program, and services. C11: provide ethical leadership by advancing the... C10: creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals. (b) uses emerging issues, recent research, demographic data, knowledge of systems (e.g., school improvement process, strategic planning, recent research, and planning for implementing the vision. (e) facilitates the implementation of a plan that clearly articulates objectives and strategies for implementing a campus vision; (c) uses consensus-building, conflict-management communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning. (d) ensures that parents and other members of the community are an integral part of the campus culture C11(a) promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) (b) articulates the importance of education in a free, democratic society	Identify steps to develop a campus vision and mission statement. Collaboratively create a plan to include creating a plan to implement
Judgment/Problem Analysis	Participants will explore problem analysis definitions, problem analysis models, ways to approach problem formulation and determine strategies that lead to problem solutions.	3 hours	Domain I-School Culture Domain IV- Executive Leadership Domain VI-Ethics, Equity, and Diversity	C2: work with stakeholders as key partners... C5: focus on improving student outcomes through effective... management C11: provide ethical leadership by advancing for children and ensuring student access to effective education, program, and services. C2(c) Uses consensus-building, conflict-management communication, and information gathering strategies to involve various stakeholders in planning process that enable the collaborative development of a shared mission focused on teaching and learning C3 (c) shares and yes, and creatively resolves campus problems using effective problem-solving techniques to make directly high-quality decisions;	Identify problem solving techniques. Collaboratively solve a real life problem
Time Management	Handling multiple priorities is essential in school administration. But how do you meet deadlines, set priorities, handle discipline and still have a life? In this interactive session, participants will learn way to increase their daily results both on and off the job in less time with less stress. Attention is focused on understanding the work environment, identifying priorities, and creating systems and processes to ensure effective time management. Incorporating the principles of planning, personal organization, and the management of multiple priorities participants will learn to recognize and avoid self-defeating behaviors and become more effective in using time both professionally and personally.	6 hours	Domain III- Human Capital Domain IV- Executive Leadership	C5: focus on improving student outcomes through effective management... C10 establishes procedures to assess and modify implementation plans to promote achievement of the campus vision. C6(c) levels and manages time to promote the development, support, and improvement of the staff to maximize student outcomes. C8(d) develop, implement, and evaluate systems and process for organizational effectiveness to keep staff improved and focused on the campus vision; (e) post effective planning, time management, and organization of work to support alignment of school district and campus goals	Develop a CALA Priorities Calendar
TPESS: Goal Setting	Participants will gain an understanding of the new state principal evaluation instrument and rubric designed to guide principals in strengthening their leadership skills through meaningful dialogue and feedback, self-reflection, goal-setting, and professional growth.	6 hours	Domain III- Human Capital	C5: provide feedback, coaching and professional development to each through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. C8(e) engages in ongoing and meaning full professional growth activities, reflect on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow.	Utilize the TPESS Goal Setting Form to create evaluate goals to develop
Action Research Project Process	A campus administrator must collaboratively be able to assess current campus needs based upon evidence and data to determine priorities and goals in which the ultimate outcome will be the campus improvement plan. In addition, they must establish processes to assess and modify the plan to ensure outcomes improve teacher effectiveness, and student achievement. In essence, the principal is the primary steward of developing, implementing, and evaluating change processes for organizational effectiveness. In this session, attendees will learn the knowledge and skills necessary to conduct their own campus action research project. Components include: defining a problem, reviewing related literature and research, determining methodology, and collecting data to form results.	3 hours	Domain I-School Culture Domain II- Leading Learning Domain III- Human Capital Domain IV- Executive Leadership Domain V: Strategic Operations	C1: establish and implement a shared vision... C2: work with stakeholders as key partners... C4: collaboratively develops and implements high-quality... C5: provide feedback... C7: develops relationships, and strives to grow professionally... C8: focus and improves student outcomes through organizational effectiveness... C9: plan strategically for particular outcomes and organizational effectiveness; and C10: provide clear vision and direction through goals and implement program to C2(c) facilitate the design, implementation, coordination, and evaluation of campus action research-based process in the development, implementation, and evaluation of campus curricular decisions and programs to fulfill academic, development, social, and cultural needs C3(e) collaboratively develop, implement, and evaluate processes, data, organizational systems, and campus resources C9(a) facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus C10 develop, implement, and continuously model effective goals and implement program to	Action Research Project draft plan, literature, and develop
Leading with Emotional Intelligence	This session will provide participants with an overview of how to lead, make decisions and hold conversations with emotional intelligence as a filter. Participants will receive information, awareness, and training in topics and issues relevant to leadership and campus morale. Learn how to use principles of emotional intelligence to maximize your effectiveness in leadership.	3 hours	Domain I-School Culture Domain IV: Executive Leadership	C1: establish and implement a shared vision... C2: work with stakeholders as key partners C7: develop relationships with internal and external stakeholders, including including in being appropriate C11: focus on improving student outcomes through appropriate development of personal student access support C9(a) promotes collaborative, and collegial (b) serves as champion for social, emotional, and physical well-being of staff and students	Identifying Emotional Intelligence principles, strengths and challenges
Educator Code of Ethics	The purpose of the Texas Educators' Ethics Training is to provide Texas educators and administrators, as well as other school personnel, with an understanding and awareness of what behavior constitutes inappropriate educator conduct, as well as strategies to recognize, prevent, and respond to inappropriate conduct. The training is designed to strengthen educators' knowledge of appropriate educator relationships with students within the classroom and community, as well as provide context and processes that encourage acquiring, refining, and sustaining learning and	6 hours	Domain VI-Ethics, Equity, and Diversity	C11: provide ethical leadership by advancing for children and ensuring student access to effective education, program, and services. C11(a) provide ethical leadership by advancing the... C9(b) serves as champion for social, emotional, and physical development of students through appropriate modeling C11(a) provide ethical leadership by advancing C11(b) implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247); (b) models and promotes the highest standard of conduct, ethical principle, and integrity in decision making, actions and behaviors	Create a provider plan, to include: professional development model, for ensuring ethical standards are maintained followed

Transformational Leadership		3 hours			Reflection paper

Transformational Leaders are change agents. They can be defined as leaders who "transform" groups or organizations by motivating them to high levels of performance. They lead by example, and engage followers through their rapport, inspiration, and empathy. They empower others to develop their own leadership potential. In this session, participants will learn about the positive impact this leadership style has on a campus through the experiences of a retired principal.

Domain I- School Culture
Domain II- Leading Learning
Domain III- Human Capital
Domain IV- Executive Leadership
Domain V- Strategic Operations
Domain VI- Ethics, Equity, and Diversity

C 1: establish and implement a shared vision.
C 2: work with stakeholders and key partners
collaboratively develop and implement high quality
curricula.
C 3: provide feedback, coaching and professional
development to staff through evaluation and supervision,
driven from data collected through an in-depth own practice, and
strive to grow professionally.
C 5: develop relationships with internal and external
stakeholders, including working with and through
constituencies on and off the permanent site as part
of the district collaboration, voluntary, and change
management.
C 6: focus on improving student outcomes through
organizational, policy implementation, and coordination of
school operations and programs to ensure a safe
learning environment.
11: provide ethical leadership by advocating for
children and ensuring student access to effective
educators, programs, and services.

C 1 (a) creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the
implementation and achievement of campus initiatives and goals;   C 2 (d)
ensures that parents and other members of the community are an integral part of the campus culture.   C 3 (a) prioritizes
instruction and student achievement by understanding, sharing and promoting a clear definition of high quality
instruction based on best practices from recent research.   C 4 (a) monitors instruction routinely
by visiting classrooms, observing instruction, and attending grade level department, or team meetings to provide
evidence-based feedback to improve instruction. (b) reads, per the curriculum collaboratively to guide teachers in
aligning content across grades and ensures that curricular scope and sequences meet the particular needs of their
diverse student populations (considering sociological, linguistic, cultural and other factors). (c) supports staff in
developing the capacity and item to collaboratively use classroom formative and summative
assessment data to inform effective instruction practices and interventions.
C 5 (f) Seeks assistance (e.g. dnector, central office) to ensure effective and reflective decision making and works
collaboratively with campus and district leadership.   C 7 (d)
establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and
support campus goals;   C 8 (a) demonstrates awareness of
social and economic issues that exist within the school and community that affect campus operations and student
learning; (c) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to
make timely, high quality decisions. (e) uses effective planning, time management, and organization of work to support
attainment of school district and campus goals.   C 10 (g) collaborates with district staff to ensure the
understanding and implementation of district policies and advocates for the needs of students and staff.
C 11 (b) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making,
actions, and behaviors; (c) advocates for all children by promoting the continuous and appropriate development of all
learners in the campus community; (d) implements strategies to ensure that all students have access to effective
education and continuous opportunities to learn. (e) promotes awareness and appreciation of diversity throughout the

Instructional Leadership

Course Description: This course provides contemporary instructional leadership elements necessary for K-12 school leaders to foster a culture of collaboration on their campus, effectively use educational data to inform decisions, and lead change efforts towards continuous improvement.

Course Overview: Students will learn about the role of the principal in regards to being a strong instructional leader and change agent. Leadership topics covered will include: team dynamics, professional learning communities, data driven decisions, continuous improvement cycle, professional development effectiveness, and impactful technology use.

Course Outcomes	Assessments
Upon completion of the course, students will be able to:	**The objectives will be assessed by:** / **PASL Connections**
Prioritize instruction and student achievement by understanding, sharing and promoting a clear definition of high quality instruction based on best practices from recent research, and implement a rigorous curriculum aligned with state standards (Domain II Competency 3 Specificity (a) (d)	Evaluation of lesson plan showing alignment from state standards, objective, activities, and assessment and application of TEKS unwrapping skillset. — Task #2 -providing professional development to improve instructional practices
Support staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instruction practices and interventions (Domain II Competency 4 Specificity (e)	Development of PLC agenda and facilitation of PLC meeting where formative and summative student work is analyzed against lesson design. — Task #2 & #3-working in collaborative teams and providing professional development to improve instructional practices
Assess the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plan; establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes (Domain V Competency 9 Specificity (a)(b)	Development of Action Research Project Proposal and methodology. — Task #1 & #3- collaboratively planning for and implementing change on a campus that directly leads to an increase in student achievement; establishing structures that outline and track progress.
Collaborate to develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data. (Domain III Competency 5 Specificity (c)	Creation of a professional development action plan to address a campus need (connect to Action Research Project). — Task #1 -#3 - collaboratively planning for and implementing change on a campus that directly leads to an increase in student achievement; working as a team to address campus needs by providing professional development to improve instructional practices.
Support staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instruction practices and interventions. (Domain II Competency 4 Specificity (e)	Creation of a data meeting agenda, action plan and script. — Task #2 - providing professional development to improve instructional practices.
Communicate expectations to staff and uses multiple data points (e.g., regular observations, walk throughs, teacher and student data, and other sources) to complete evidence based evaluations of all staff, coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities. (Domain III Competency 5 Specificity (a) (b)	Accompany administrator on a teacher walkthrough, gather evidence and create post conference plan. Using strategies learned, conduct teacher feedback session. Analyze student work samples as a data source. — Task #2 - conducting teacher observations and providing specific feedback to improve instructional practices
Acknowledge, recognize, and celebrate the contributions of all stakeholders toward the realization of the campus vision, implement strategies to ensure the development of collegial relationships and effective collaboration: Domain 1 Competency 2 Specificity (a) (b)	Implementation of a plan to improve grade level/department team dynamics. — Task #1 & #3- implementing change on a campus that directly leads to an increase in student achievement; working in collaborative teams.

Session Title	Description	Domain	Competency	Specificity	Assessment
Instructional Leader	Instructional Leaders are change agents and must guide, monitor and evaluate these practices as this is the key to ensuring student achievement and teacher success. In this session, participants will dive into the competencies of Domain II- Leading Learning and Domain IV Executive Leadership with emphasis on what quality instruction and best practices look like within the classroom.	Domain I-School Culture; Domain II- Leading Learning; Domain IV- Executive Leadership; Domain VI-Ethics, Equity, and Diversity	C1: establish and implement a shared... C2: work... C3: collaboratively develop and implement high quality instruction. C4: conduct and implement classroom instruction to promote continuous improvement and student... C8: improve student outcomes through collaboration, resiliency, and management. C11: provide ethical leadership for children and ensuring student access to effective education, programs, and services.	(see specificity text)	Applying unwrapping of TEKS skillset in analyzing a report and arriving at a report; lesson's lesson plan; Ensure alignment from state standard/district S OLS; and objectives in research based activities and assessment, in include student assessment; Share skillset with grade level/department assessment. Discuss results with administrator.

Course Total Hours: 6 hours   **Course Total Hours: 45**

Topic	Hours	Domains	Standards	Deliverable
Data Analysis for Instructional Planning — Now we have the data, how do we use it for planning purposes? This session will provide opportunity for aspiring school administrators to develop an awareness of various data sources available to them- demographic, student learning, perceptional, and school processes- and how to best utilize each to guide instructional decision-making on their campus, using the Plan, Do, Study, Act process. In addition, participants will learn the basics of conducting data meetings using student learning data sources, such as, teacher observations, lesson plans, and student work to improve teacher effectiveness and increase student achievement.	6 hours	Domain I-School Culture Domain II- Leading Learning Domain III- Human Capital Domain IV- Executive Leadership Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity	C1 (b) uses emerging issues, recent research, demographic data, knowledge of systems (e.g., school improvement process, strategic planning, etc.) and various types of data (demographic, student learning, etc.) to collaboratively develop a shared campus vision and plan for implementing the vision; (b) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture... C4 (e)... C5 (a)... C6... C8... C9... C11 (b) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior.	Create a data meeting agenda, meeting signals, action plan and script.
CNA/CIP- PDSA Continuous Improvement — Schools across the country face a diverse array of challenges. One of the roles of the campus administrator is to collaborate with campus stakeholders to observe, monitor, and evaluate current campus practices and programs to determine their effectiveness. Such data is used to create a Campus Needs Assessment, and ultimately a Campus Improvement Plan that include objectives, goals, strategies, resources and timelines to address such needs. In this session, participants will learn how to develop and facilitate the use of a campus needs assessment, based on state statute, and use the findings to create a living Campus Improvement Plan. Participants will review different CIPs as well as practice creating sample pages of a CIP.	6 hours	Domain I-School Culture Domain II- Human Capital Domain III- Executive Leadership Domain IV- Executive Leadership Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity	C1 (a) creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals; (b) uses emerging issues, recent research, demographic data, knowledge of systems... C4... C5... C6... C8... C9... C10... C11 (b) models and promotes the highest standard of conduct, ethical principles, and integrity...	Serve as the leadership team that facilitates the CNA/CIP development, implementing, and monitoring, and evaluation of a process- Reflection, Action Research Project proposal and methodology on limitation.
Professional Learning Communities- Building Collaboration — PLC stands for Professional Learning Community and is defined as a community of diverse individuals, with unique perspective, working together to build and sustain an inspired environment for growth and learning. Designing a PLC is an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research. This is done to unify instructional strategies and best practices, in a focused effort, around one common goal—to meet the needs of each individual child. This session will provide participants an overview of how a PLC's function on a campus within workgroups as well as provide you with insight on how to create effective collaborative teams using the PLC framework as an effective tool.	6 hours	Domain I-School Culture Domain II- Leading Learning Domain III- Human Capital Domain VI-Ethics, Equity, and Diversity	C1 (a) creates a positive collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals... C2 (b)... C3- collaboratively develop and implement high quality instruction... C4 (b)... C6 (b) facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve effective teaching and learning in the school, individually, use classroom formative and summative assessment data to inform effective instruction... CR #3	Development of PLC agenda and facilitation of PLC meeting where formative and summative student work is analyzed against lesson design.

Session	Description	Hours	Domains	Standards	Activities
Improving Teacher Quality through PD	Professional development has the ability to transform theory into current best teaching practices. In order to provide teachers with effective professional development, there are many variables that must be considered by the school principal. These may include: teacher beliefs and capacity, the school culture, and available local resources and support. When campus administration focus on linking effective professional development to teacher quality, the results yield student success. Through this session, participants will learn the process of developing, implementing, monitoring, and evaluating a professional development plan.	3 hours	Domain I-School Culture Domain II- Leading Learning Domain III- Human Capital Domain IV- Executive Leadership Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity		Create a professional development action plan to address a campus need connect to Action Research Project.
SBDM	Participants will receive a comprehensive overview of the roles and responsibilities of both the district and campus Site-Based Decision Making committees. During this session, participants will gain an deeper understanding of the statutory requirements regarding those committees as well as considerations that must be made in the development of Campus and District Improvement Plans.	3 hours	Domain I-School Culture Domain III- Human Capital Domain IV- Executive Leadership Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity		Serve on campus SBDM committee. Submit reflection paper.
Leading Effective Groups	Effective campus leaders recognize the importance and benefits of working with groups of individuals to collaborate and collectively move initiatives forward. In this session, theories will be presented that help leaders understand how to maximize and facilitate increased productivity in task-oriented groups of adults. Participants will examine concepts of group dynamics as well as problems that may arise when working with adult groups. Session outcomes include: development of skills and strategies to use when working with adult groups.	3 hours	Domain I-School Culture Domain III- Human Capital Domain IV- Executive Leadership		Use data to analyze your grade level/department team dynamics. Create a plan to apply one strategy learned to be positively impact your team's materials. Implement the plan and discuss with your administrator.
Impact Coaching Part I	Highly skilled coaches improve staff goals and staff in reach their full potential and positively impact performance at all levels of the organization. Learn and apply the specialized skills, tools, and competencies necessary to coach and motivate staff and overcome. Improve goal setting, planning, reflective practices, and create high impact action steps which yield immediate results.	6 hours	Domain I-School Culture Domain III- Human Capital Domain IV- Executive Leadership		Accompany administrator on a teacher walkthrough, gather evidence and create post conference plan. Using strategies learned, conduct another feedback session. Analyze student work samples as a data source.

Course	Description	Hours	Domain	Standards/Indicators		Reflection paper
Early Reading Literacy Foundations	Participants will be introduced to the basics of phonemic awareness and phonics with an emphasis on how to support students with reading difficulties and disabilities. Participants will leave this session with an understanding of the components of basic reading and with practical application strategies to meet the needs of diverse learners.	3 hours	Domain I-School Culture Domain II- Leading Learning Domain VI-Ethics, Equity, and Diversity	C4. consistently develop and implement high-quality instruction. C4- mentor and coach... classroom instruction to promote effectiveness and student... C11 ... ethical leadership by advancing the ... and ensuring student access to resources, programs, and services.	C4 (d) ... to effective teaching and learning and supports expectations, levels and needs. C3 (a) ... by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research. C4 (f) promotes instruction that supports growth of individual students and student ... supports equity and works to reduce the achievement gap ... II (c) advocate for all children by promoting the resources and appropriate direct ... of all learners in the campus community;	Reflection paper
Leading Change Digital Age	What is the added value of a teacher in an age where a wealth of information is available at your fingertips? Join us for an engaging conversation on how you can help transform traditional classrooms into modern learning environments. Become an agent of change in the digital age. In order to make the most effective use of our time together, we will use a flipped approach. Before the session, please watch Alan November's video on Myths and Opportunities: Technology in the classroom at https://vimeo.com/3930740. Come prepared to discuss the three myths that Alan shares in the video, whether you agree or disagree, and your reasons why. You are strongly encouraged to bring your mobile device. This will be a gran (paperless) session.	3 hours	Domain I-School Culture Domain II- Leading Learning Domain IV- Executive Leadership Domain VI-Ethics, Equity, and Diversity	C1- establish and implement a shared vision... C2- work with stakeholders in key partners ... C4- collaboratively develop and implement high quality instruction. C4- mentor and ... provide ... classroom instruction to promote ... for the effectiveness and student achievement. C7- ... relationships with the internal and external stakeholders, including informing appropriate stakeholders. C11- provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and ...	C1 (b) implements an effective strategic plan to systematically protect input from all stakeholders, supporting innovative thinking and an inclusive culture; C2 (d) ... are an integral part of the campus culture C3 (c) facilitates the use and integration of technology... C4 (d) promotes instruction that supports learning ... supports growth of individual students and student groups, supports equity and works to reduce the achievement gap; C7 (a) ... C7 (c) communicate in meaningful ways to meet the needs of various audiences; C11 (b) articulates the importance of education in a free, democratic society	Reflection on limitations: Have you integrated technology into your classroom/into your campus. How has it enhanced student learning?

School Leadership

Course Description: This course prepares K-12 leaders to effectively lead school wide programs (Gifted and Talented, Special Education, Bi/ESL, etc.) and creating a collaborative school environment, organizational management, and campus safety.

Course Overview: Students will learn about the role of the principal in regards to implementing effective programs (Gifted and Talented, Special Education, Bi/ESL, etc.) and creating a collaborative school environment, in order to meet the needs of all students. In addition, they will learn about school safety requirements and organizational management.

Course Outcomes:						
completion of the course, students will be able to:	Upon					

Emphasis will be placed on legal requirements for special programs, organizational management, and campus safety.

Develop, implement, and evaluate systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision. (Domain IV, Competency 8, Specificity (d)

Promotes awareness and appreciation of diversity throughout the campus community (e.g. learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) (Domain VI, Competency 11, Specificity c)

Promotes instruction that supports growth of individual students and student groups, supports equity, and works to reduce the achievement gap. Domain II, Competency 4, Specificity (d)

Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high quality instruction based on best practices from recent research. (Domain II, Competency 3 Specificity (e)

Allocates resources effectively (e.g. staff time, master schedule, dollars and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning. (Domain V, Competency 9, Specificity (c)

Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (Domain 1, Competency 1, Specificity (f)

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specificity	Assessment
					The objectives will be assessed by:	**PASL Connections**
					Meet with the principal and/or leadership team to identify a campus system in need of improvement. Determine the reason it is ineffective and create a redesign of the system. Present the recommendation to the principal/leadership team for feedback.	Task #1- #3- using effective organization skills and creating systems to be able to support attainment of goals.
					Create a Mental Health reference guide for teachers on your campus describing the mental health disorders discussed, indicators, and interventions. Prepare a professional development presentation and present at a teacher inservice or faculty meeting. Submit reflection and evaluations.	Task #2 - providing professional development to improve instructional practices.
					Participate in various special program meetings. Reflect on the experiences and describe how the meetings' effectiveness could be improved to better meet students needs.	Task #3- working in collaborative teams
					Make arrangements to observe a Headstart or Pre K classroom in your campus/district. Submit a reflection paper citing how program components are implemented.	Task #2 - conducting teacher observations.
					Assist campus leadership team in creating the master schedule. Submit a reflection describing your experience.	Task #3 - working in collaborative teams.
					Obtain your campus emergency operations plan and review it with your administrator. Assist with updates, training, and drills. Submit a reflection describing your experience.	Task #3 - working in collaborative teams.

| Organizational Management | Serving as a campus principal is an increasingly demanding job. The relationship between the principal's use of time and efforts and their school's educational effectiveness is paramount. Join us as we hold this interactive session, and hear from two experienced district administrators on school policies and common practices among successful school leaders. Discussion topics include: curriculum and instruction, professional development, schedules, staff, budgeting and managing the physical plant. | 3 hours | Domain III: Human Capital, Domain IV: Executive Leadership, Domain V: Strategic Operations | | | |
| Mental Health Awareness | This impactful session will help participants with the identification of mental or emotional disorders; understand the characteristics of the most prevalent mental or emotional disorders among children, implement effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports; and provide, in compliance with Section 38.010, notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services. The session-based research used in this section is from the Mental Health Association, Texas Tech University Health Science Center, Myles Cooley, Howard Adelman, Linda Taylor, Rick Auger, Frank Kline and Larry Silver. | 6 hours | Domain I: School Culture, Domain II: Leading Learning, Domain III: Human Capital, Domain VII: Ethics, Equity, and Diversity | | | |

Topic	Description	Hours	TPESS Domains	Standards
School Safety/ Emergency Operations Plan	Every day parents entrust school with their children. Once a student steps onto a campus or a bus, the school is legally and ethically responsible for them until they are picked up by a parent or returned home. This responsibility means, even when disaster strikes. In this session, participants will become aware of critical school safety planning, prevention, and response. Expected outcomes include knowing how to develop an Emergency Operations plan, an Emergency Response and Reunification plan, as well as, how to plan and respond to an active shooter.	6 hours	Domain I: School Culture; Domain IV: Executive Leadership; Domain V: Strategic Operations	*(standards text not legible)*
Spec. Ed for Admin	Session will focus on Special Education mandates, requirements, and the identification process, as well as examining implications in meeting the needs of students. Topics discussed will include: state and federal laws and regulations, administrator responsibilities as they pertain to the ARD process, and handling discipline for students with disabilities.	6 hours	Domain II: Leading Learning; Domain V: Strategic Operations; Domain VI: Ethics, Equity, and Diversity	*(standards text not legible)*
504/RTI	This session will provide an overview of the RTI process and 504 guidelines, laws and requirements as well as what the administrative role is when ensuring their effective use and implementation on a campus.	3 hours	Domain II: Leading Learning; Domain IV: Executive Leadership; Domain V: Strategic Operations; Domain VI: Ethics, Equity, and Diversity	*(standards text not legible)*
Chapter 89/LPAC Framework	The population of Texas is made up of many cultures, ethnicities, and languages. Every child has unique qualities that school must recognize in order to meet individual learning needs and styles. In this session, participants will examine the role the LPAC committees play on a campus, to include the rules and regulations that pertain to English Language Learner (ELL) identification, admission, annual assessment, and dismissal procedures.	3 hours	Domain II: Leading Learning; Domain V: Strategic Operations; Domain VI: Ethics, Equity, and Diversity	*(standards text not legible)*

Topic	Description	Hours	Domains
Dyslexia	The information presented during this Foundation module course of the Texas Dyslexia Identification Academy will explore the elements of reading, what dyslexia is and is not, and the process for dyslexia evaluation. The primary resource referenced throughout the course is *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders*. By the end of the course, participants will be able to: define dyslexia, its characteristics, and related disorders; identify the common risk factors for dyslexia; understand the elements of reading; and be familiar with the dyslexia assessment and the identification process.	6 hours	Domain II- Leading Learning, Domain V- Strategic Operations, Domain VI-Ethics, Equity, and Diversity
Headstart	Head Start is a federal program established in 1965 that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. Through this session, participants will learn about the program's vision and perspective, the program components, their partnership model, and the principal's role in successful program implementation.	3 hours	Domain I-School Culture, Domain II- Leading Learning, Domain IV- Executive Leadership, Domain V- Strategic Operations, and Diversity
GT for admin	Participants will be immersed in various techniques and new technologies to assist in coaching teachers when mentoring G/T strategies. Participants will also be introduced to the home grown Socha Kahn model developed by Dr. The grit approach developed by Dr. will assist in staff development with staff and will also help counselors when working with Gifted Students. The goal of the day is to become a better asset for your teachers and staff when helping with the dynamic special population. Come learn about the best development in Gifted Education. It is recommended that you bring charged technology to this session.	6 hours	Domain II- Leading Learning, Domain V- Strategic Operations, Domain VI-Ethics, Equity, and Diversity
Master Scheduling	This session is designed to help administrators build course offerings, bell schedule, projected enrollment, and class loads. Participants will learn a process to build a master schedule with the fewest number of conflicts possible.	3 hours	Domain IV- Executive Leadership, Domain V- Strategic Operations, Domain VI-Ethics, Equity, and Diversity

PEIMS					
	In this session, participants will review the data reporting and management requirements for the PEIMS system used for accountability in Texas.	3 hours	Domain III- Human Capital Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity	C1 - collaboratively develop and implement high quality instruction... C1 b - provide instructional leadership through common... assessment of... alignment of school operations and programs... C11 - provide school leadership by advancing... for culture and creating... to ensure effective education, programs, and services. C3.o identifies the use and integration of technology, telecommunications, and information systems that enhance learning; C10 (e)uses technology to enhance school management (e.g., attendance systems, teacher grade book, shared drives, and messaging system), C11 (b) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (g) applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities.	Reflection paper

Home, School, and Community Relations

Course Description: This course provides the K-12 leader with skill necessary to maximize effective relations with and between the campus faculty and staff, parents and guardians, and the community in developing the whole child. Topics covered will include: cultural awareness, servant leadership, parental engagement, child find, counseling services and effective communication.

Course Overview: Students will learn about the role of the principal in regards to building relationships and engaging the community in developing the whole child. Topics covered will include: cultural awareness, servant leadership, parental engagement, child find, counseling services and effective communication.

Course Outcomes	Upon completion of the course, students will be able to:	Assessment				PASL Connection
Provides awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) (Domain VI, Competency 11, Specialty (e)	Meet confidentially with one or more teachers of differing racial groups to assess their concerns and recommendations for a positive culturally diverse climate in the district/school. Include summary of interview in reflection paper.					Task #1 - creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement.
Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (Domain I, Specialty (e)	Serve as a volunteer at the San Antonio Food Bank Haven for Hope Kitchen.					
Demonstrates awareness of social and economic issues that exist within the school and community and the effect campus operations and student learning; (Domain IV, Competency 8, Specialty (a)	Provide a summary of your experience in a reflection paper.					Task #1 - creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement.
Ensure that parents and other members of the community are an integral part of the campus culture. (Domain I, Competency 2, Specialty (d)	Identify a student/family need. Research community resources that can address the need and create a partnership with the agency to provide services and support.					Task #1 - creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement.
Understands how to effectively communicate a message to different members of the community are an integral part of the campus group of representative parents.	Create a survey questionnaire addressing school topics. Distribute the survey to a group of representative parents.					Task #1 - gathering data from all stakeholders.
various audiences. (Domain VI, Competency 7, Specialty (e)	Create a memo to the faculty/staff. Survey five individuals and obtain feedback on its organization, clarity, and intent. Elicit recommendations for improvement. Include the memo and survey results in your reflection paper.					Task #1 - #3 - using effective communication skills to be able to support attainment of goals.

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specialty	Assessment
Creating Cultural Responsiveness and Perspectives in Leadership	Cultural responsiveness is a critical concept for leaders and is essential in urban schools. What is it and how do you achieve it? This session will include multiple perspectives in defining that concept. Dr. Kimberly McLeod will share her research findings as a member of case studies with participants. The afternoon session will begin with a student panel consisting of high school age students from across the region. The day will wrap up with panel discussions with San Antonio area practitioners. These discussions will include area superintendents, campus principals, and College of Education faculty from San Antonio area Universities. Discussions will focus on the unique challenges of effective leaders.	6 hours	Domain I: School Culture
Domain II: Leading Learning
Domain III: Human Capital
Domain IV: Executive Leadership
Domain V: Strategic Operations
Domain VI: Ethics, Equity, and Diversity			
Impact Coaching Part II	Highly skilled coaches impact and guide staff to reach their full potential and positively impact performance at all levels of the organization. Learn and apply the specialized skills, tools, and competencies necessary to coach and transform staff and outcomes. Improve goal setting, planning, effective practices, and create high impact action steps which yield immediate results.	6 hours	Domain I: School Culture
Domain III: Human Capital
Domain IV: Executive Leadership			
Child Find/PPCD	Eligible children with disabilities, ages 3-21, are entitled to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Act (IDEA). Each state must have comprehensive systems of child find in order to identify, locate, and evaluate children with disabilities residing in the state and create appropriate systems of special education and related services. In Texas, school district Preschool Programs for Children with Disabilities (PPCD) provide special education and related services for eligible children with disabilities ages 3-5, in a variety of settings such as prekindergarten, resource, and self-contained classrooms or in community settings such as Head Start and pre-school. In this session, participants will learn about the child find process, PPCD services, and the administrator's role in each.	3 hours	Domain I: School Culture
Domain IV: Executive Leadership
Domain V: Strategic Operations
Domain VI: Ethics, Equity, and Diversity			Reflection Paper

Session	Description	Hours	Domain	Standards	Reflection Paper
Family Engagement Symposium	This symposium will provide participants with information that promotes student success through family engagement. Sessions include topics such as home-school relationships, family engagement, social and emotional issues, understanding school systems, and community resources.	6 hours	Domain I: School Culture Domain II: Leading Learning Domain IV: Executive Leadership Domain VI: Ethics, Equity, and Diversity	*(detailed standards text illegible)*	Serve as a volunteer at the San Antonio Food Bank Haven for Hope Kitchen. Provide a summary of your discussion in a reflection paper.
Servant Leadership/Love Your People/Crucial Conversations Overview and Volunteer Activity	Education is a service oriented business. It is our role as educators to provide our customers (parents and students) with the best service possible. In this session, we will explore how Servant Leadership impacts a school administrator... *(text partially illegible)* ...Participants will experience what it is like to genuinely serve others by volunteering at the San Antonio Food Bank Haven for Hope Kitchen, a non-profit organization that serves our greater San Antonio area community, schools and district.	6 hours	Domain I: School Culture Domain III: Human Capital Domain IV: Executive Leadership Domain VI: Ethics, Equity, and Diversity	*(detailed standards text illegible)*	
Counseling/CCR/HB 5/ Bullying	This session will examine the role of the counselor and service they provide within school/districts while walking through relevant resources. Participants will also receive an overview of the College and Career Readiness guidelines/requirements in practice and that are aligned within the latest Texas accountability system.	6 hours	Domain I: School Culture Domain II: Leading Learning Domain IV: Executive Leadership Domain V: Strategic Operations Domain VI: Ethics, Equity, and Diversity	*(detailed standards text illegible)*	Interview your campus counselor to discuss her role on campus. Summarize your discussion in a reflection paper.
H/S/C Resources	This session will provide the K-12 school leader with an opportunity to learn about a variety of community programs and other services and/or resources they provide to families and schools. By tapping into community resources, the leader can be successful at providing support for the families and staff within the school community... *(text partially illegible)*	3 hours	Domain I: School Culture Domain II: Leading Learning Domain IV: Executive Leadership Domain VI: Ethics, Equity, and Diversity	*(detailed standards text illegible)*	Work with your campus counselor to identify a community resource/family need. Research community resources that can address the need and create a partnership with the agency to provide service and support.
Making Connections through Technology	Communicating with parents is one of the most challenging and potentially stressful tasks that teachers and administrators face on a daily basis. Research has shown that establishing strong communication and relationships with parents can have positive and tangible effects on a student's success in school. This session will explore parent communication through the lens of 21st century technology applications.	3 hours	Domain I: School Culture Domain II: Leading Learning Domain IV: Executive Leadership, and Domain VI: Ethics, Equity, and Diversity	*(detailed standards text illegible)*	Evaluate your school website and district policies for updating and maintaining accurate content. Provide recommendations for improvement to the administrator and leadership team and a plan.

| Parental Engagement/Title I | This session will focus on the administrators serving as a role model to promote the importance of family outreach and engagement. Participants will learn about the difference between parental involvement vs. parental engagement and why they are both important; as well as, what needs to occur for parental engagement to take place. Participants will walk away with a combination of tips and strategies to increase communication and help them create a successful school/home partnership. | 3 hours | Domain I-School Culture Domain II- Leading Learning Domain IV- Executive Leadership Domain VI-Ethics, Equity, and Diversity | *(competency standards – largely illegible)* | Create a survey questionnaire addressing topics such as school policy, instruction, homework, discipline and parent engagement. Distribute the survey to a group of representative parents. Share findings with your administrator and leadership team. Include a summary of your experience, survey, and the results in your reflection paper. |
| Creating Effective Partnerships | What would it feel like to be a leader that inspires, empowers, motivates and unlocks the potential of students, family members, community stakeholders, faculty and staff? Effective communication is the key to achieving that vision. Join us as we actively engage in communication strategies that will create a positive school culture and a family oriented campus. We will explore why cohesions are more important to the home than higher order thinking skills and how this knowledge can impact relationships. | 3 hours | Domain I-School Culture Domain II- Leading Learning Domain III- Human Capital Domain IV- Executive Leadership Domain VI-Ethics, Equity, and Diversity | *(competency standards – largely illegible)* | Create a memo to the faculty/staff relaying information on the progress of your Action Research Project. Survey at least five individuals who received the memo, asking for their feedback on its organization, clarity, and intent. Elicit suggestions for improvement. Include the memo and survey results in your reflection paper. |

School Finance, Policy and Law

Course Description: This course provides the K-12 leader with necessary knowledge and expertise in order to maintain compliance with district policies and state/federal laws and mandates.

Course Overview: Students will learn about the role of the principal in regards to ensuring campus programs are implemented in compliance with district policies and state/federal laws and mandates. Topics covered will include: school law and legislative updates, federal programs, budgeting, human resources and student discipline.

Course Outcomes:

Upon completion of the course, students will be able to:

Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity, and that legal requirements are met (e.g., due process, SPED requirements) (Domain V, Competency 10, Specificity (h)

Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff. (Domain III, Competency 6, Specificity (d)

Aligns financial, human, and material resources to support implementation of a campus vision and mission; (Domain 1, Competency 1, Specificity (d)

Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff; (Domain V, Competency 10, Specificity (g)

Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community; (Domain VI, Competency 11, Specificity c)

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specificity / Assessment / Reflection Paper
			The objectives will be assessed by:	**Assessment:**	**PASL Connections:**
			Review board policy and school handbook and the student code of conduct. Discuss current practice with the administrator responsible for discipline. Summarize discussion in a reflection paper.		Task #1-#3- implementation of effective, appropriate and legal strategies in all areas
			Interview a professional in your human resources department. Discuss requirements and issues related to the planning, recruitment, selection, induction, compensation, evaluation, and dismissal of personnel. Summarize your discussion in a reflection paper.		Task #1-#3- implementation of effective, appropriate and legal strategies in all areas
			With your administrator to review the campus budget and understand how it is created and managed using technology applications.		Task #1 & #2- resource allocation to support campus initiatives
			Interview a professional responsible for federal programs. Discuss the principals responsibilities in regards to compliance. Summarize your discussion in a reflection paper.		Task #1-#3- implementation of effective, appropriate and legal strategies in all areas
			Meet with a group of representative students to discuss school rules, discipline procedures, and recommendations for improvement. Share with administrator responsible for discipline. Include summary of experience in reflection paper.		Task #1- gathering data from all stakeholders.

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specificity	Assessment / Reflection Paper
Texas School Law/ Legislative Updates	This session focuses on ethical initiatives commonly faced by campus administrators as related to the Educator Code of Ethics. Topics to be addressed include: ethical standards, relevant rules of practice, and legal implications. In this session, participants will review school law topics / cases and legislative updates.	6 hours	Domain III- Human Capital Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity			Reflection Paper
Student Discipline and the Law/ Chapter 37-Student Code of Conduct	HB 1952 requires principals or other administrators who oversee student discipline to, at least once every three years, attend professional development training regarding school discipline laws, including distinctions between a principal's discretionary discipline management technique and a teacher's discretionary authority to remove a disruptive student.	3 hours	Domain I-School Culture Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity			Review board policy and school handbooks and the student code of conduct. Discuss current practice with the administrator responsible for discipline. Summarize
Effective Employee Practices	More and more, educators are placed in the role of investigators, whether it's determining if a student has violated a discipline rule or documenting employee or performance deficiencies. In this interactive course, administrators will learn how to conduct investigations of allegations of wrongdoing by personnel or student, when and how to document, the different types of documentation, and an understanding of the legal framework in which the documentation process takes place.	6 hours	Domain I-School Culture Domain III- Human Capital Domain IV- Executive Leadership Domain V- Strategic Operations Domain VI-Ethics, Equity, and Diversity			Interview a professional in your human resources department. Discuss requirements and issues related to the planning, recruitment, selection, induction, compensation, and

Topic	Description	Hours	Domain	Reflection Paper
Accountability Updates	Do you know where the state is in the development of the latest Accountability reports as outlined in HB 22? In this session, we will talk about where we are as a state in the development of the three Domains which will determine an A-F rating for your district and a Met Standard and Improvement Required Label for your campuses. We will review the latest information shared by TEA, including the related set of indicators and analysis, and what that looks like for your school(s).	6 hours	Domain I-School Culture / Domain V- Strategic Operations	*(standards text illegible)*
Budgeting Fundamentals	Mastering the basics of school bookkeeping is an essential skill for the principalship. Yet, even the most competent administrator can be tripped up by accounting procedures. In this session, participants will develop an understanding of the principles and procedures for meeting and spending school funds. Fiscal management issues are discussed at the basic level and participants will form the basic accounting processes that are the responsibility of the principal. Hands on activities involving school activity funds provide the participant with the concepts and vocabulary necessary to communicate effectively.	6 hours	Domain I-School Culture / Domain V- Strategic Operations / Domain VI-Ethics, Equity, and Diversity	*(standards text illegible)*
Federal / State Programs/ Early Childhood Grants	An overview of the various federal and state programs will provide the participants a better understanding of the guidelines that must be followed on a campus and the administrator's role to ensure compliance with these programs.	6 hours	Domain V- Strategic Operations / Domain VI-Ethics, Equity, and Diversity	*(standards text illegible)*
Restorative Discipline Overview/ PBIS/ Bullying for Administrators	The complimentary characteristics of restorative discipline and PBIS present an opportunity for educators to attain the benefits of both. In this session, attendees will receive an overview of how to integrate restorative practices into a framework of PBIS. It is within these systems they will receive foundational information needed to create a safe culture and climate that will support a bullying prevention program. Along with this session, we will provide information on future trainings that participants can choose to attend based on their campus needs.	6 hours	Domain I-School Culture / Domain IV- Executive Leadership / Domain V- Strategic Operations / Domain VI-Ethics, Equity, and Diversity	*(standards text illegible)*

| School Board Governance | 3 hours | C7- develop relationships with internal and external stakeholders, including soliciting and applying appropriate communication strategies for continued confidence. C7(c) develop and implement a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies. C8- focus on improving student outcomes through organizational collaboration, resiliency, and change management. C8 (a) demonstrate an awareness of social and economic issues that exist within the school and community that affect campus operations and student learning. C9- C10 (a) implements local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g. student services, food services, health services and transportation). C10- provide leadership in the operations of school operations and programs (e.g. student services, food services, health services and transportation). (c) collaborate with districts staff in C10a- ensure the understanding and implementation of district policies and advocates for the needs of students and staff. C11- provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment. C11(b) articulate the importance of education in a free, democratic society; (c) advocates for all children by promoting the continuous and appropriate development of all learners in the campus community. C11- provide ethical leadership by advocating for children and meeting student needs to effective education, programs, and services | Attend a school board meeting. Submit reflection paper to include the agenda and notes indicating outcome from each item. |

Appraisal Development

Course Description: This course will focus on participation in the two state required training workshops necessary to become certified teacher appraisers in Texas, Advancing Educational Leadership (AEL) and Texas Teacher Evaluation Support System (T-TESS).

Course Overview: Students will learn about the positive impact the development of soft skills has on the role of the principal through AEL training. The goal of the AEL training is to provide practical and relevant examples from the field with a balance of research to allow participants to engage in the difficult decisions and challenges faced by the 21st-century school leader. In addition, students will learn about the principal's role as an appraiser through T-TESS training. The T-TESS appraisal process seeks to develop habits of continuous improvement, through evidence-based feedback and ongoing dialogue and collaboration between the teacher and the appraiser. Participants will become Texas Certified Teacher Appraisers upon completion of both trainings and satisfactory performance on the online TTESS certification exam.

Course Outcome:	Upon completion			
of the course, students will be able to:				

Required Textbook: Participant Guides (instructor will provide)

	Assessment:			
Create a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals. Domain 1 Competency 1 Specificity (a)	Creation of action plan to determine next steps towards implementation of new skill area.			

The objectives will be assessed by:

PASL Connections:

Task #1 - creating a positive school culture to be able to collaboratively plan for and implement change on a campus that directly leads to an increase in student achievement.

Communicate expectations to staff and use multiple data points (e.g. regular observations, walk throughs, teacher and student data and other sources) to complete evidence based evaluations of all staff, through and develop teachers by facilitating teacher self assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individual and professional growth opportunities.

T-TESS Certification Exam

Task #2 - conducting teacher observations and providing specific feedback to improve instructional practice.

Session Title	Description	Course Total Hours: 45	Domain	Competency	Specificity	Assessment
Advancing Educational Leadership (AEL)	Now more than ever, effective school leaders are critical to successful student outcomes. As the state of Texas moves towards the implementation of a new Texas Teacher Evaluation and Support System (T-TESS), administrators will need training that will provide support in the implementation of impactful strategies designed to improve instruction and student performance at the campus and district level. Administrators must have knowledge/expertise in execution and instruction, and be skilled in data gathering and analysis, must be able to set goals, building skills and conflict resolution skills, and have team-coaching skills. In order to meet these expectations, the Texas Education Agency and ESC Region 13 have developed Advancing Educational Leadership (AEL). It, along with the T-TESS evaluation training, will be the new requirement for teacher appraisers in the state of Texas.	21 hours	Domain I: School Culture Domain III: Human Capital Domain IV: Executive Leadership			Group discussions and reflections as participants develop in the development of their guide. Align beliefs with values to create a personal video statement; creation of action plan to determine next steps towards implementation of new skillset.
Texas Teacher Evaluation and Support System (T-TESS)	The appraiser has a vital role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance. The Texas Teacher Evaluation and Support System (T-TESS) requires that all teacher appraisers successfully complete this appraisal training and pass a certification exam prior to conducting formal observations. Upon conclusion of the three-day face-to-face training, appraisers must successfully complete an online certification test to assume the role of certified appraiser. The online certification process includes two steps: viewing/scoring a lesson and post-conference response.	24 hours	Domain I: School Culture Domain II: Leading Learning Domain III: Human Capital Domain IV: Executive Leadership Domain V: Strategic Operations Domain VI: Ethics, Equity, and Diversity			T-TESS Certification Exam

Attachment #3

Instructional Coaching Protocols

Instructional Coaching Protocols

The Cohort of Leadership Field Supervisors have been trained in the practices outlined in the state mandated training, *Field Supervisor Coaching for Advanced Degree Candidates*. CoLA uses the POP observation protocol - Pre Conference, Observation, and Post Conference. Pre Conferences are structured using the goal setting map from the training and are identified as follows:

- Clarify outcomes (standards based)
- Determine success indicators and evidence
- Identify approaches, strategies, decisions
- Identify a professional goal focus

Post Conferences are structured using the reflecting map from the training and are identified as follows:

- Summarize impressions and supporting data
- Analyze cause/effects relationships
- Construct new learning, and commit to new application.

It is the expectation of the CoLA program for all Associates to have on-going opportunities to use the POP observation protocol process in a variety of scenario based settings. With the intent of the Associate gaining automaticity in the utilization and application of the process.

Attachment #4

Evaluation Process and Metrics

Applicant Evaluation Processes and Metrics

All candidates must submit a completed application and supporting documents by the application deadline in order to be considered for program participation. All application documents are reviewed by program staff and must fulfill minimum requirements to determine whether the candidate meets admission requirements. Once all application documents have been processed and the candidate meets all requirements, they will be sent an invitation for admission. Admission letters must be returned within 5 days with the candidate's signature indicating they intend to participate. Once accepted, candidates must attend a program orientation

Application Document	Metric
University Transcript	Degree must be confirmed with a GPA of at least 3.0 from an accredited university.
Reference survey	Three professional references; no negative responses.
Letter of Recommendation (current principal)	Letter from principal indicating their recommendation of the applicant into our principal certification program.
Interview questionnaire	Applicants answer 16 questions showing their ideologies around self-motivation, building relationships and school impact. A rubric is used to score responses. Minimum score required is 25/30.

Candidate Evaluation Processes and Metrics

Instructional Leader Pre/Post Assessments

Associates will be evaluated by use of multiple means. Prior to their practicum, Associates, a peer, and their supervisor will complete a Pre Assessment to determine their leadership disposition. This assessment will be repeated in the same manner at the end of the program to measure growth.

Session Summative Assessments

After each session, Associates are required to submit a reflection/assignment to demonstrate a proficient understanding of the material covered. The standard reflection expectation is to provide a summary of the session, alignment to principal competencies, and future implications on their role as an instructional leader.

Course Summative Assessments

Short benchmark assessments are provided after each course where Associates must respond to principal scenarios similar to those found on the TExES Principal exam. They are used to measure the Associates knowledge and understanding of the principal competencies.

Formative Checkpoints

Checks for understanding have been integrated into the program to assess progress towards the acquisition of individualized program goals, administrative attributes, practicum experiences, and action research project application through mandatory conferences, observations, and self-evaluations.

Cohort of Leadership Associates
Site Supervisor Feedback Form

ESC★20 *Serving the Educational Community*

CoLA COHORT OF LEADERSHIP ASSOCIATES ALTERNATIVE PRINCIPAL CERTIFICATION PROGRAM

September	November	January	March	May

(Circle one)

Associate Name _____

Site Supervisor _____

Campus _____ School District _____

Date and Time of Contact: _____

Meeting Location: _____

Standards addressed (check all that apply)

Instructional Leadership (Principal Standard 1) **Leading Learning** (Principal Certification Standard 2)	School Culture (Principal Standard 4 and Principal Certification Standard 1)	Human Capital (Principal Standard 2 and Principal Certification Standard 3)	Executive Leadership (Principal Standard 3 and Principal Certification Standard 4) **Ethics, Equity, and Diversity** (Principal Certification Standard 6)	Strategic Operations (Principal Standard 5 and Principal Certification Standard 5)

Principal Leadership Responsibilities discussed (check all that apply)

	Culture		Communication		Relationships
	Order		Outreach		Change agent
	Discipline		Input		Optimize
	Resources		Affirmation		Ideals/beliefs
	Involvement in Curriculum, Instruction, and Assessment		Knowledge of Curriculum, Instruction and Assessment		Contingent rewards
	Focus		Monitors/evaluates		Situational awareness
	Visibility		Flexibility		Intellectual stimulation

Progress towards Program Goals ADD Progress towards Action Research Project

Goal 1:	Goal 2:	Goal 3:

Major topics or discussion items: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Next Scheduled Contact: _____

Topic(s) for next contact _____

_____

_____

_____

_____   _____
Associate signature   Date

_____   _____
Site Supervisor signature   Date

Associates must ensure meetings are held and this completed form is submitted to the CoLA Office by the last working day of the following months: September, November, January, March and June = 5 TOTAL

Cohort of Leadership Associates
Site Visit Observation Form

Associate Name _____

Field Supervisor _____

Campus _____ School District _____

Pre Conference Date: _____ Method of Delivery: _____

Observation Date _____ Start Time _____ End Time _____

Pre Conference Notes- Identified Area(s) of Focus

Administrative Activity observed: _____

Principal Leadership Responsibilities observed (check all that apply)					
	Culture		Communication		Relationships
	Order		Outreach		Change agent
	Discipline		Input		Optimize
	Resources		Affirmation		Ideals/beliefs
	Involvement in Curriculum, Instruction, and Assessment		Knowledge of Curriculum, Instruction and Assessment		Contingent rewards
	Focus		Monitors/evaluates		Situational awareness
	Visibility		Flexibility		Intellectual stimulation

Standards addressed (check all that apply)				
Instructional Leadership (Principal Standard 1) **Leading Learning** (Principal Certification Standard 2)	**School Culture** (Principal Standard 4 and Principal Certification Standard 1)	**Human Capital** (Principal Standard 2 and Principal Certification Standard 3)	**Executive Leadership** (Principal Standard 3 and Principal Certification Standard 4) **Ethics, Equity, and Diversity** (Principal Certification Standard 6)	**Strategic Operations** (Principal Standard 5 and Principal Certification Standard 5)

Field Supervisors must provide copies to the: Associate, Site Supervisor, CoLA Admin. Specialist, and Certification Office.

Actions observed	Evaluation
Was prepared (materials, presentation, etc.)	
Interactions with others	
Asked/answered questions as appropriate	
Knew standards involved	
Appropriate content for occasion	
Incorporated best practices for occasion	
Other:	

P= Proficient   D= Developing   ND/NI= Not Demonstrated/Needs Improvement

Post Conference Feedback

Progress towards Program Goals

Goal 1:	Goal 2:	Goal 3:

Associate signature _____   Date _____

Field Supervisor signature _____   Date _____

Site Supervisor/Mentor signature _____   Date _____