



# 2018-2019 Principal Preparation Grant Program

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

NOGA ID [redacted]

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

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

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
MAR 13 7 PM 3:21  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

## Grant Information

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

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

Pre-award costs are permitted.

Pre-award costs are not permitted.

## Required Attachments

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

The following four attachments, listed in the program guidelines:

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

## Applicant Information

Name **Pearsall ISD** CDN or Vendor ID **082903** ESC # **20** Campus # [redacted] DUNS # **019823941**

Address **318 Berry Ranch Road** City **Pearsall** ZIP **78061** Phone **830.334.8001**

Primary Contact **Sonya Martinez** Email **sonya.martinez@pearsallisd.org**

Secondary Contact **Dr. Nobert Rodriguez** Email **nobert.rodriguez@pearsallisd.org**

## Certification and Incorporation

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

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Dr. Nobert Rodriguez** Signature *Nobert Rodriguez* Date **03/06/2018**

Grant Writer Name **Sonya Martinez** Signature *Sony Martinez* Date **03/06/2018**

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

701-18-105-003

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

**Shared Services Arrangements**

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

**Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
As per the TAPR, the average total years of experience with the district for PISD campus administrators is about 4 years, while the State average is over 10 years.	The District will target building instructional leaders through continued professional development opportunities, such as bi-monthly Leadership Academies, bi-monthly Principal Meetings, attending Professional Conferences, and summer Administrative Professional Development.
As per local data, PISD's main campus administrators have an average of less than 3 years of experience in administration.	The District will target building instructional leaders through continued professional development opportunities, such as bi-monthly Leadership Academies, bi-monthly Principal Meetings, attending Professional Conferences, and summer Administrative Professional Development.
As per local data, there is a 1.25 year average among current campus instructional leaders (principals).	The District will target building instructional leaders through continued professional development opportunities, such as bi-monthly Leadership Academies, bi-monthly Principal Meetings, attending Professional Conferences, and summer Administrative Professional Development.

**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 2018-19, 100% of grant participants will participate in a year-long instructional leadership residency leading toward principal certification. The residency will provide participants with ongoing professional development opportunities for continuous growth and relevant experiences, which will build instructional leadership capacity across the District.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

By the end of the first quarter, PISD will recruit and identify ten grant participants. Once identified, grant participants will be introduced to the grant requirements and expectations of the residency and campus-based experiences. Grant participants will also begin their appropriate coursework leading to principal certification.

Furthermore, PISD will review and modify the partnership(s) regarding the Principal Preparation Program. Principal mentors will also be identified and introduced to their expectations as mentors in line with the grant program.

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

By the end of the second quarter, grant participants will have completed some coursework and proceeding forward with additional coursework leading to principal certification. PISD will also review grant participant progress with the IHE and mentors.

Additionally, grant participants will begin the year-long residency requirements through Leadership Academies and participating in relevant campus based experiences, by engaging in professional development, PLCs, data analysis, state assessment procedures, special programs, master scheduling, budgeting, site-based decision making, and improvement planning processes.

**Third-Quarter Benchmark:**

By the end of the third quarter, grant participants will have completed additional coursework and proceeding forward with additional coursework leading to principal certification. PISD will once again review grant participant progress with the IHE and mentors.

Additionally, grant participants will continue with the year-long residency requirements through Leadership Academies and participating in relevant campus based experiences, by engaging in professional development, PLCs, data analysis, state assessment procedures, special programs, master scheduling, budgeting, site-based decision making, and improvement planning processes.

**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.

Each quarter, grant participants will review their coursework degree plan with IHE and/or District representatives accordingly to ensure they remain on track to complete their degree and/or certification as planned. Degree plans will be modified as needed. The scores for practice and actual certification exams, as well as the number of attempts, will be reviewed accordingly to determine if adjustments to the grant program need to be made. If grant participants do not show progress with their degree plans and/or certification exam, adjustments to the grant program will be discussed with the IHE to determine a plan of action for the grant participants.

PISD will gather data based on the project evaluation indicators, to include observations and teacher surveys, instructional leadership opportunities engaged in through the Leadership Academies and campus based experiences, post-residency placement information, demographics of grant participants, principal program completion rate, program satisfaction rate through surveys, and certification test scores.

The District will collect and review the program data quarterly to revise the program as needed to sustain over time. The grant program will serve as a pilot program to sustain in future years through the use of other local funds by continuing mentorship opportunities for educational leaders, Leadership Academies, and relevant campus-based opportunities.

**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.

PISD has a history of low student achievement scores due to three main factors: high teacher turnover (26% teacher turnover as per the 2016-17 TAPR), high administrator turnover (100% principal turnover in 2013-14 as per local data), and high economically disadvantaged populations (82% economically disadvantaged students as per the 2016-17 TAPR). Therefore, the District feels it is vital for emerging leaders to engage in activities as the rest of the instructional leaders across the District. This will provide them with relevant real-world experiences to be able to address and resolve significant problems and challenges in the school that influence practice and student learning.

Grant participants will have the opportunity to engage in, as well as help deliver and facilitate, professional development sessions that are coordinated locally within the District. The Summer Leadership Professional Development is typically a three-day session where all District administrators come together to collaborate, discuss, and plan for the upcoming school year. These types of professional development opportunities will provide grant participants with skills needed to establish and support effective and continuous professional development with teaching staff across the District as assigned. They will also be expected to participate in bi-monthly Leadership Academies and Summer Leadership Professional Development sessions. The Leadership Academies will provide them with the opportunity to learn about leadership topics and build a custom portfolio with tasks related to those topics. The types of topics that will be discussed throughout the ongoing Leadership Academies include, but are not limited to:

1. Professional Goals
2. Educational Philosophy
3. Vision Statement
4. Mission statement
5. Instructional Leadership
6. Administrator/Manger/Leadership Position Roles and Responsibilities
7. Instructional Management
8. Organizational Climate
9. Personnel Management
10. Facilities Management
11. Fiscal Management
12. Student Management
13. Student Performance
14. Parental Engagement
15. Community Relations
16. Professional Development

Additionally, grant participants will be provided opportunities to help coordinate and engage in parent and community engagement events, to include but not limited to our annual Back to School Bash, open house nights, report card nights, literacy nights, math nights, science fair events, music programs, motivational speaking events, award and recognition events. They will also be invited to participate in various committees and assist with improvement planning processes the District initiates. Improvement planning processes will allow them the opportunity to review relevant District data, to include but not limited to climate surveys, student achievement data, student discipline data, and student and staff attendance data.

**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.

Shortly after the Principal Preparation grant opportunity was announced, but prior to the release of the application, the District took initial steps to begin identifying interested employees and potential candidates. The District utilized an interest survey that was sent out to all teachers, which included asking them about their short-term and long-term goals.

Any individuals that included as part of their goals seeking an instructional leadership role across the District were invited to our first Leadership Academy session. At the first Leadership Academy session, guests were introduced to the purpose of the the academy and the Principal Preparation grant the District was currently seeking.

Interested participants will be asked to submit a short essay explaining why they should be considered for the grant program. The essay, along with other data such as student achievement data, evaluations/appraisals, interpersonal leadership qualities, response to feedback and their growth mindset will all be reviewed to narrow down the participant pool to ten grant participants.

The selection of the candidates will assist in meeting the need of leveraging the existing talent pool within the District and increase the diversity of the leadership to better match the District's student demographics. All grant participants that are selected will submit an MOU to the District stating they agree to continue employment with the District for a minimum of three years. This agreement will enable the District to improve the turnover and experience rates of professional employees.

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.

Since the grant opportunity was first announced, PISD has been collaborating with Sul Ross State University (SRSU) to create a unique learning experience for potential grant participants. The scope and sequence of courses for the School Administration Masters in Education and Principal Certification along with the required textbooks is outlined below:

- EDUC 5301: Research Methodology (Educational Research: Quantitative, Qualitative, and Mixed Approaches; Publication Manual of the American Psychological Association)
- EDUC 5316: The Multicultural Learner (Multicultural Education in a Pluralistic Society)
- EDUC 6304: Organization and Theory in School Administration (The Fifth Discipline: The Art and Practice of the Learning Organization)
- EDUC 5302: The Principalship (Texas public School Organization and Administration)
- EDUC 5318: Administration of Personnel Services (The Essentials of Human Resources Administration in Education)
- EDUC 5319: School Law (The Educator's Guide to Texas School Law)
- EDUC 5336: Advancing Educational Leadership
- EDUC 5338: Texas Teacher Evaluation & Support System (T-TESS: Texas Teacher Evaluation and Support System)
- EDUC 6307: School Public Relations (Public Relations in Schools)
- EDUC 6315: Curriculum Theory and Development (Contemporary Issues in Curriculum; The Principal as Curriculum Leader: Shaping What is Taught and Tested)
- EDUC 7313-01: First Semester Practicum
- EDUC 7313-02: Second Semester Practicum

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

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

The primary function of the School Administration program at SRSU is to provide a productive teaching-learning environment wherein students acquire a liberal and professional education. The optimum outcome goal is to provide the school districts in the service region with capable leaders. Students are guided through a program closely tied to the competencies established by the Texas Education Agency. The capstone experience for students in the program is a comprehensive oral exam conducted by graduate faculty. Additionally, students must achieve 80% mastery on practice certification exams before being eligible to take the State certification exam.

Students implement their learning through a field-based practicum under the direction of a practicing principal (school supervisor) and a university supervisor. The practicum will provide interns the opportunity to implement knowledge, skills, and attitudes obtained in the program coursework and develop a professional improvement program for her/himself. During the practicum it is the responsibility of the intern to manage her/his preparatory program in such a way that, upon its completion, she/he will have identified and secured the competencies and skills necessary to assume a position as a school principal. Additionally, interns will be required to develop an acceptable project plan consisting of one major project for the school each semester, which should be agreed to by the school supervisor and the intern. The project outline and a final report of each project will be presented to the university supervisor. Furthermore, the intern, school supervisor and university supervisor will meet to complete the intern's Professional Needs Assessment instrument. The completion of this instrument is designed to determine the intern's current level of competencies and skills deemed necessary to perform adequately in all aspects of the principalship, which include Instructional Leadership, School and Organizational Climate, School and Organizational Improvement, Effective Communication Skills, Administration and Fiscal Facilities Management, Personnel Management, and Professional Development and Growth.

Finally, both the school and university supervisors will guide the intern through the use of coaching and observations. The intern will be provided with opportunities to shadow the school supervisor, observe other instructional leaders, and to engage in other campus-based experiences. A log of the interns activities will be reviewed monthly by both supervisors to ensure adequate progress. The university supervisor will conduct a series of observations on the intern in activities demonstrating leadership skills and follow-up by giving constructive feedback through the use of a grading rubric.

**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.

**Request for Grant Funds**

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

Description of Activity or Cost	Amount Budgeted
1. Participant Tuition (Masters and Certification)	75,000
2. Mentor Stipends	10,000
3. TEA Principal Preparation Summer Institute (Travel and Hotel)	10,000
4. Substitute Costs	5,000
5. Principal Certification Exam Fees	6,100
6. Advancing Educational Leadership Training (Registration and Travel)	4,800
7. T-TESS Appraiser Certification Training (Registration and Travel)	4,800
8. T-PESS Appraiser Certification Training (Registration and Travel)	4,300
9. Curriculum Textbooks as part of the IHE Coursework	6,000
10. Local Residency Coaching Materials (Leadership Academics and Campus Based Experiences)	4,000
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
Total grant award requested	130,000

# **Masters of Education in School Administration Principal Specialization**

## **Rio Grande College**

The Rio Grande College of Sul Ross State University (RGC), with sites in Castroville, Del Rio, Eagle Pass, and Uvalde, serves thirteen counties in Southwest Texas. Sometimes referred to as the Southwest Texas Badlands, this area is known for its fields of purple sage and its Old West ambiance. In this atmosphere, the College works continually towards higher standards of excellence in teaching and learning. The Rio Grande College is located on the Texas-Mexico border. The area includes two of the five highest-volume ports to our southern neighbor. The College offers junior, senior, and graduate coursework with programs in Humanities, Natural and Behavioral Sciences, Business, and Education at all sites.

Begun originally as the Sul Ross University Study Center, the College was renamed the Uvalde Study Center in 1985, and again the Uvalde Center in 1989. Recognizing its service to the broad area of the Middle Rio Grande and Wintergarden regions of Texas, the Legislature renamed it Sul Ross University Rio Grande College in 1995. Sul Ross and the Southwest are closely tied. The blending of the Hispanic and Anglo heritages makes Sul Ross-RGC perfect for anyone who seeks intellectual development with emphasis on the mutual culture that all Americans share. The student body consists of multi-cultural, traditional, and non-traditional students. Rio Grande College is one of the largest producers of Hispanic teachers in the state and Sul Ross State University is regularly recognized as one of the outstanding education institutions for Hispanic students.

## **Graduate Programs in Education at Sul Ross Rio Grande College**

At the graduate level, the primary objective of the Department of Education is to enable students to further their study in chosen specialized fields, with this study resulting in both greater breadth and depth of knowledge. Realization of this objective is sought by providing varied master's degree programs. Students may obtain a Master's degree in General Education. Within the General Education Master's degree, students may select a general master's degree with specialization areas of Bilingual Education, and College Teaching. Other master's programs leading to professional certification may be obtained in Counseling, School Administration- Principal, and Reading Specialist. In addition, School Superintendent Certification is offered. Students may also elect to increase their breadth of knowledge by electing to take graduate hours in an academic subject. Admission criteria to be accepted into the graduate program in Education are explained in the RGC catalog. All Master's degree programs require a comprehensive oral examination, which must be taken during the last semester of required coursework. All graduate programs are fully accredited by Southern Association of Schools and Colleges and the Texas Education Agency.



## **Overview of Sul Ross RGC School Administration (Principal) M.Ed.**

The primary function of the School Administration program, within the philosophy of the University, is to provide a productive teaching-learning environment wherein students acquire a liberal and professional education. The optimum outcome goal is to provide the school districts in the service region with capable leaders. Students enter the Master of Education-School Administration program, hopefully, to obtain certification from the State of Texas to be a school principal. Students are guided through a program closely tied to the competencies established by the Texas Education Agency. Completion of the preparation program results in a graduate degree (Master of Education) from Sul Ross State University. This, coupled with successful completion of the TExES Principal Certification exam, allows the student to become a certified school principal in Texas.

### **Curriculum Design and Delivery**

At the graduate level, the primary objective of the School Administration (Principal) program is to enable students to further their study in chosen specialized fields, with this study resulting in both greater breadth and depth of knowledge. Realization of this objective for students specializing in school administration is sought by providing a foundation in graduate level education discourse with a specialized curriculum focusing on school leadership. All students completing this program are required to have coursework in research techniques, multicultural/philosophical educational studies, and curriculum theory, as well as, courses specializing in the principalship and supervision, personnel issues, school public relations, teacher appraisal, and organizational mechanics. The curriculum is delivered at all three sites (Del Rio, Uvalde, and Eagle Pass) with the schedule designed to alternate the course offerings so that all courses would be available at any one site at least twice during a two year rotation. Some courses that are common with the other graduate degree plans are offered more frequently. All faculty associated with the Principal program travel to other sites to teach every semester. Students implement their learning through a field-based practicum under the direction of a practicing principal and a University supervisor. The capstone experience for students in the School Administration (Principal) program is an oral exam conducted by graduate faculty.

### **Graduate Program Objectives**

The primary objective of the Graduate Program at Sul Ross Rio Grande College is to enable students to further their study in chosen specialized fields; with this study resulting in both greater breadth and depth of knowledge. This objective is echoed in the Principal preparation program through several means. The main goal (objective) of the program is to produce competent, skilled, and Texas certified Principals for the schools of Texas. One of the driving forces for this goal is the Principal Domains and Competencies (Appendix Exhibit F) that have to

be mastered. The state certification exam is the culminating test where students have to demonstrate at least 80% mastery to secure certification in Texas.

A sampling of some of the objectives of the coursework required of the students in the Principal preparation program is listed below as the total course objectives for all courses in the program would be too lengthy to list for the purpose of this review.

**Student Objectives:**

Upon successful completion of this course, students will be able to understand, value, and:

- articulate the importance of education in a free democratic society.
- ensure that parents and other members of the community are an integral part of the campus culture.
- utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data and other information to develop a campus vision and plan to implement the vision.
- acknowledge, recognize, and celebrate the contributions of students, staff, parents and community members toward the realization of the campus vision.
- demonstrate effective communication through oral, written auditory, and nonverbal expression.
- implement effective strategies to systematically gather input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents to be engaged in the education of their children.
- establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.
- respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- demonstrate proficiency in communicating and collaborating with members of the school community (teachers, students, parents, community) on instructional issues that ensure student success.

- demonstrate the ability to implement a staff evaluation and development system to improve the performance of all school staff members based upon research data and educational best practice.
- demonstrate the ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

As can be seen from the sampling of course objectives above, the objectives of the Principal program are congruent with the University Mission and functions. A more detailed investigation would reveal that all of the Principal preparation coursework objectives align very well with the mission and function of the university.

### Principal Program Student Demographic Profile

The following tables portray the student data that is available for the Principal preparation program from years 2010-2016. Each table will be followed by a short explanation of any major findings.

**Table 1-Enrollment by Year, Gender, and Ethnicity**

	2010	2011	2012	2013	2014	2015	2016	Total
MEd School Admin	40	30	35	31	37	30	20	223
Female	26	21	17	21	27	19	15	146
Male	14	9	18	10	10	11	5	77
Hispanic	30 (76%)	26(87%)	30(86%)	28(91%)	34 (92%)	29(97%)	N/A	

The statistic that is most noticeable from Table 1 is the fact that about 65% of the student enrollment is female with 34% being male. These percentages indicate that twice as many females (approximately) as males are taking their career from the classroom to school administration (Principal). As can be seen from the Ethnicity chart, the Hispanic presence in the Principal program has steadily increased (percentage) for the population served. It should also be noted that the 2016 data is incomplete as it only goes through December, 2016; not the academic year (September-August) of 2016-2017. Complete data was not available at the time of this review.

**Table 2-Number of Degrees Conferred Annually with  
Number of Certification Completers**

Number of Certification Completers

Academic Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
Degrees Conferred	15	11	14	14	8	15	19	96
Certification Completers	14	3	4	-	-	8	8	37

The first observation that should be noted (as far as student retention, time-to-degree, and graduation rates) from the two charts above is that, in any year, approximately one-third to one-half of the enrolled students graduate and are replaced by approximately the same number of incoming students. Without tracking individual students for a period of time from first enrollment to graduation, this is the best conclusion that can be drawn from the statistics available.

When it comes to certification as Principals, there are a significant number of students that earn degrees in the program, but do not seek certification; as reflected in the above chart. In interviewing students that do not pursue certification, the author has discovered these main reasons:

- Student wants the Master’s degree to access a higher pay scale in the district that they teach.
- Students want the experience and knowledge that the coursework offers (Example: School Law concepts) but they only seek a supervisory position in the employing district.
- Students want the degree; they do not want to be a Principal.

Although the faculty encourages the students to become school administrators, a significant number just want the degree for now (on their timeline).

Another observation from the above chart is that in the 2012-2013 and 2013-2014 years, there were no students that tested for certification. This time frame was when Texas school districts were experiencing a severe reduction in state funding that resulted in schools not only not hiring any school administrators, but experiencing reduction-in-force layoffs for lack of

resources. The Texas Legislature has since restored some of the lost funding as schools have experienced some financial stability the last two years.

The overall Texas Principal Certification completion rate for all of the years referenced in the chart above is a total of 41 students that took the state exam with 37 passing for an overall passing rate of 90%.

## **Program Administration**

The Principal program is administered through the Department of Education at Rio Grande College. The Education Department Chair/Director of Teacher Education/Certification office has direct responsibility for all aspects of the program, which includes class schedule-building, budgeting, and staffing. The testing coordinator is responsible for administering all practice exams at all three sites (Uvalde, Del Rio, Eagle Pass) and students must achieve 80% mastery on the practice exam before being eligible to take the state exam. Besides the Uvalde site, there are also faculty and secretary offices located at Eagle Pass and Del Rio that work with the program in advising, tutoring, and curriculum delivery.

The resources for the program (salaries, maintenance and operations, travel, etc.) are embedded in the total annual Education budget for RGC. There are no separate line items for any of the separate graduate programs. There has historically been adequate funding to take care of the resource needs of the Principal program. All sites are equipped with modern classrooms that enable teleconference, as well as face-to-face curriculum delivery. All of the faculty are furnished laptop computers for web-based course delivery also. Individual and adequate office space is furnished for each faculty member at their home site, which enables student advising, tutoring, and other job related functions of faculty.

As per Exhibit G in the Appendix, the Principal program administrative chain of command starts with the Education Department Chair; then goes to the Rio Grande College Dean; then the Rio Grande College Vice President, with the ultimate authority to oversee the program ending with the President of Sul Ross State University.

Sul Ross Rio Grande College Domains/Competencies linked to Courses

EDUC 7313 Internship	X	X	X	X	X
EDUC 6307 School Public Relations	X	X			
EDUC 6315 Curriculum Theory and Development		X		X	X
EDUC 6304 Organizational and Theory in School Administration		X	X	X	
EDUC 5338 Professional Development and Appraisal System					
EDUC 5336 Advancing Educational Leadership	X	X	X	X	X
EDUC 5318 Administration of personal Services	X			X	X
EDUC 5319 School Law		X	X	X	
EDUC 5316 The Multicultural Learner	X	X	X		X
EDUC 5301 Research Methodology	X			X	X
EDUC 5302 The Principalship	X	X	X	X	X
State of Texas Standards					
Domain I/Competency 1 The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supports by the school community					
Domain I/Competency 2 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success					
Domain I/Competency 3 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.					
Domain II/Competency 4 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied					
Domain II/Competency 5 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.					



**SUL ROSS – RIO GRANDE COLLEGE**

**Department of Education  
School Administration Masters in Education  
And Principal Certification Plan**

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Advisor: \_\_\_\_\_

Address: \_\_\_\_\_

**Common Administrative  
Core**

- \_\_\_\_\_ EDUC 5301\* Research Methodology
- \_\_\_\_\_ EDUC 5316 The Multicultural Learner
- \_\_\_\_\_ EDUC 6304 Organization and Theory in School Administration

**Foundation Area**

- \_\_\_\_\_ EDUC 5302 The Principalship
- \_\_\_\_\_ EDUC 5318 Administration of Personnel Services
- \_\_\_\_\_ EDUC 5319 School Law
- \_\_\_\_\_ EDUC 5336\*\* Instructional Leadership (ILD)
- \_\_\_\_\_ EDUC 5338 Professional Development and Appraisal System (PDAS)
- \_\_\_\_\_ EDUC 6307 School Public Relations
- \_\_\_\_\_ EDUC 6315 Curriculum Theory and Development

**Practicum\*\*\***

- \_\_\_\_\_ EDUC 7313-01 First Semester
- \_\_\_\_\_ EDUC 7313-02 Second Semester

**\*Must be taken within the first 12 hours of program.**

**\*\*Must be taken before EDUC 5338**

**\*\*\*Must have (or be enrolled in) at least 24 hours of the program to be eligible  
(including EDUC 5302)**

**Must have at least 3 yrs. creditable (service record) Texas teaching experience before certification.**

Admission to the School Administration program will be based on Full Admission to the Graduate School. No grade lower than "B" will be counted toward certification. Comprehensive Oral Exam must be successfully completed in last semester before graduation.

Master's Degree w/Principal Certification \_\_\_\_\_ Principal Certification only \_\_\_\_\_

\_\_\_\_\_  
Chair, Department of Education

\_\_\_\_\_  
Date



## Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Sul Ross-Rio Grande College

Page 1

Name of Primary Department, Academic Program, or Discipline: Education

Academic Term(s) Included: Fall, 2016

Date Form Completed: April 25, 2017

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Course Taught
Clay Baulch, Ed.D. (F)	EDUC 5302-The Principalship, 3 (G) EDUC 5336-Advancing Educational Leadership, 3 (G) EDUC 6314-Curriculum Theory and Development, 3 (G) EDUC 4300-Internship in Teaching, 3 (UT)	Doctorate in Educational Leadership (Stephen F. Austin State University) - 66 hours Graduate Education coursework  Master's in Education Administration (Sul Ross State University) - 45 hours Graduate Education coursework  Bachelor of Arts (Southwest Texas State University) English/Mathematics	Certified instructor for Instructional Leadership Development (PK-12) and Teacher Appraisal (PK-12) in Texas  Certified Mid-Management Administrator (PK-12) in Texas  7 years as School Principal: 11 years Higher Education teaching

<p><b>Maria Gear, Ed.D. (F)</b></p>	<p>EDUC 3300-Foundations in Education, 3(UT)  EDUC 5301-Research Methodology, 3 (G)  EDUC 4601-Student Teaching in Elementary Schools, 6(UT)  EDUC 4605-Student Teaching in Secondary Schools, 6 (UT)  EDUC 4607-Student Teaching in Early Childhood through Sixth Grade, 6 (UT)  EDUC 4312-Methods and Classroom Management in Secondary Schools, 3 (UT)</p>	<p>Leadership (University of Texas-San Antonio) – 60 hours in Graduate Education coursework  Master’s in School Counseling (Sul Ross State University) – 36 hours Graduate Education and Counseling coursework  Bachelor of Science (The University of Texas at Austin) - Education</p>	<p>(PK-12) in Texas: Certified Teacher for Spanish (6-12), Physical Science (6-12), and Physics (6-12) in Texas; Certified School Counselor (PK-12) in Texas  10 years Public School teaching; 16 years School Counselor; 4 years Adjunct instructor at UTSA; 3 years higher Education teaching</p>
<p><b>Dorman Moore, Ph.D. (F)</b></p>	<p>EDUC 5319-School Law, 3 (G)  EDUC 7311-Superintendent Internship, 3 (G)  EDUC 7306- School Finance, 3 (G)  EDUC 7313- Administration Internship, 3 (G)</p>	<p>Doctorate in Educational Administration (University of Texas at Austin) – 52 hours Graduate Education coursework  Master’s in School Administration(Angelo State University) – 45 hour Graduate Education coursework  Superintendent Certification (Abilene Christian University) – 15 hours Graduate Education coursework  Bachelor of Science (Angelo State University – Math Education</p>	<p>Certified Mid-Management Administrator (PK-12) and Superintendent (PK-12) in Texas  4 years School Principal; 17 years School Superintendent; 19 years Higher Education teaching</p>

Miriam Muniz Quiz, Ph.D. (F)

EDUC 3300- Foundations in Education, 3 (UT)  
EDUC 4601-Student Teaching in the Elementary School 4-8, 6 (UT)  
EDUC 4605- Student Teaching in the Secondary School, 6 (UT)  
EDUC 4607-Student Teaching in Early Childhood through Sixth

Doctorate in Education  
Administration (New Mexico State University) – 75 hours Graduate Education coursework  
Master's in School Administration (Sul Ross State University) – 45 hours Graduate Education

Certified Mid-Management Administrator (Grades P-12); Elementary reading teacher (Grades 1-8), and Elementary teacher (Grades 1-8) in Texas  
9 years Public School teaching; 17 years Higher Education

# Texas Principal Domains and Competencies

## Domain I – School Community Leadership

*Competency 001: The Principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community\*.*

The principal knows how to:

SCL1 – A. Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

SCL1 – B. Ensure that parents and other members of the community are an integral part of the campus culture.

SCL1 – C. Implement strategies to ensure the development of collegial relationships and effective collaboration.

SCL1 – D. Respond appropriately to diverse needs in shaping the campus culture.

SCL1 – E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

SCL1 – F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

SCL1 – G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

SCL1 – H. Align financial, human, and material resources to support implementation of a campus vision.

SCL1 – I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

SCL1 – J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

SCL1 – K. Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

\*School Community includes students, staff, parents/caregivers, and community members.

*Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests, and needs, and mobilize resources to promote student success.*

The principal knows how to:

SCL2 – A. Communicate effectively with families and other community members in varied educational contexts.

SCL2 – B. Apply skills for building consensus and managing conflict.

SCL2 – C. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

SCL2 – D. Develop and implement strategies for effective internal and external communications.

SCL2 – E. Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

SCL2 – F. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

SCL2 – G. Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

SCL2 – H. Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

SCL2 – I. Respond to pertinent political, social, and economic issues in the internal and external environment.

*Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.*

The principal knows how to:

SCL3 – A. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

SCL3 – B. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices of Texas Educators.

SCL3 – C. Apply knowledge of ethical issues affecting education.

SCL3 – D. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

SCL3 – E. Apply laws, policies, and procedures in a fair and reasonable manner.

SCL3 – F. Articulate the importance of education in a free democratic society.

SCL3 – G. Serve as an advocate for all children.

SCL3 – H. Promote the continuous and appropriate development of all students.

SCL3 – I. Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

## Domain II – Instructional Leadership

*Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum instruction, instruction, resources and assessment; and promote the use of varied assessments to measure student performance.*

The principal knows how to:

IL4 – A. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

IL4 – B. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular, and extracurricular programs.

IL4 – C. Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

IL4 – D. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

IL4 – E. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.

IL4 – F. Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

---

IL4 – G. Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

*Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.*

The principal knows how to:

IL5 – A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

IL5 – B. Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

IL5 – C. Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

IL5 – D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

IL5 – E. Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

IL5 – F. Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

IL5 – G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.

IL5 – H. Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.

IL5 – I. Analyze instructional needs and allocate resources effectively and equitably.

IL5 – J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

IL5 – K. Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

*Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.*

The principal knows how to:

IL6 – A. Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

IL6 – B. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

IL6 – C. Allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

IL6 – D. Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

IL6 – E. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

IL6 – F. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

IL6 – G. Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

*Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.*

The principal knows how to:

IL7 – A. Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

IL7 – B. Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.



IL7 – C. Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

IL7 - D. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

IL7 – E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

IL7 – F. Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

## Domain III-Administrative Leadership

*Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.*

The principal knows how to:

AL8 – A. Apply procedures for effective budget planning and management.

AL8 – B. Work collaboratively with stakeholders to develop campus budgets.

AL8 – C. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

AL8 – D. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

AL8 – E. Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.

AL8 – F. Develop and implement plans for using technology and information systems to enhance school management.

*Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.*

The principal knows how to:

AL9 – A. Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

AL9 – B. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

AL9 – C. Develop and implement procedures for crisis planning and for responding to crises.

AL10 – D. Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

# **SCHOOL ADMINISTRATION PROGRAM**

**Sul Ross – Rio Grande College**

**Principal Practicum Handbook**

**EDUC 7313**

For students fulfilling the requirement of practicums for Principal certification

Dorman Moore, Ph.D.

Professor of Education

Sul Ross – Rio Grande College

2623 Garner Field Rd.

Uvalde, Texas 78801

830.279.3020

[dmoore@sulross.edu](mailto:dmoore@sulross.edu)

## INTRODUCTION

The administrative practicum in School Administration at Sul Ross – Rio Grande College (RGC) is a cooperative venture involving the intern, the school district, and the Education Department at RGC. It provides an opportunity for the intern to develop and implement a program of professional development under the joint supervision of an experienced, practicing school administrator and a university supervisor. Because of the complexity of the job of administering today's schools, the Texas Education Agency (TEA) and the supervising instructor has established rigorous requirements for the practicum that are spelled out in this handbook. The handbook is assembled as an attempt to provide each of the parties to the practicum a thorough understanding of the role and expectations of all of the other parties and thereby ensure the best possible practicum experience for the intern.

## ADMINISTRATIVE PRACTICUM PREREQUISITES

The practicum (EDUC 7313) is the field experience where the intern can implement knowledge, skills, and attitudes obtained in the program coursework and develop a professional improvement program for her/himself. It is required that the student:

- Obtain written permission of the RGC instructor to take the course. Before permission is granted, the intern must identify a school administrative supervisor who is willing to assume that role each semester (2) of the practicum.
- Obtain written permission from her/his Superintendent and campus Principal(s) to complete the practicum in the district and campus. (Form located in appendix)

## ROLE OF THE INTERN

It is the responsibility of the intern to manage her/his preparatory program in such a way that, upon its completion, she/he will have identified and secured the competencies and skills necessary to assume a position as a school Principal. The efficiency with which the program is managed determines the level of satisfaction, confidence, and competency the intern takes to her/his initial position in administration. Specifically, the intern's responsibilities for the practicum are to:

- Meet all prerequisites identified in this handbook
- Attend all of the required meetings of the class called by the university supervisor
- Develop an acceptable project plan (at least one major project for the school each semester). The plan is considered acceptable when agreed to by the school supervisor (signature required) and the intern. The project outline will be presented to the university supervisor at the second scheduled meeting (at the latest) of the interns. A final report of each project (signed by the school supervisor as completed) will be presented to the university supervisor before the end of each semester.
- Schedule a meeting with the school supervisor, intern, and university supervisor within the first 6 weeks of the initial semester for the purpose of completing the intern "needs assessment" instrument (Form is located in Appendix). The intern and school supervisor will complete the exercise while the university supervisor observes. The activity will count as the first observation.

- Secure a letter from the school supervisor indicating satisfactory completion of the practicum each semester and deliver to university supervisor before semester end.
- All activities in this handbook are required. There will be no exceptions. If any part of the required activities is/are not completed within the semester or 2 semester time frame (depending on the activity), a “PR” grade will be given for that semester and the intern will need to register for the practicum an additional (or longer, if needed) semester to complete the requirements.
- Grading for each semester will be determined by the quality of work submitted to the university supervisor.

## ROLE OF THE SCHOOL SUPERVISOR

It is important that the school supervisor understands that the competency/skill areas identified by the intern and school supervisor as needing experience should be one of the central focus points of the professional development during the practicum. It is hoped that the intern's school supervisor(s) will refer to the competency areas when planning projects and assignments for the intern. It is also desirable that the school supervisor suggest other worthwhile experiences when there is an opportunity for the intern to participate. Each school supervisor brings her/his own unique style, skills, and approach to supervising the intern. Responsibilities of the school supervisor(s) include:

- Insist upon the highest of ethical standards for the intern especially as related to confidential information.
- Encourage the intern to keep up-to-date in the Education field by reading current research and professional journals.
- Permit the intern to shadow them in their daily activities for at least one-half day each semester and more often if agreeable for actual administrative experiences.
- Facilitate the requirements that the intern visit other schools for observations, complete a project per semester for the school supervisor, and participate in professional conferences or workshops.
- Stress the importance of thoughtful planning in completing short and long-term supervisory or administrative assignments.
- Review and sign the daily and monthly logs of the intern's activities, and make other periodic observations in order to evaluate the intern's progress and provide feedback as needed.
- Provide articulation between the school and university and consult with the university supervisor when necessary.
- Sign a final letter furnished by the intern certifying satisfactory completion of the practicum requirements for that particular semester.

## ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor has the following responsibilities:

- Review with each intern the requirements and/or expectations for the practicum experience.
- Meet with the school supervisor and intern as needed to facilitate practicum completion requirements.
- Serve as a resource person to the intern.
- Receive and review monthly logs and other required products of the practicum experience as submitted by the intern.
- Observe the intern's recorded episodes demonstrating leadership/managerial skills and give constructive feedback through the use of a grading rubric developed for that purpose (Form located in appendix).



# APPENDIX

Date: \_\_\_\_\_

Sul Ross – Rio Grande College Education Department  
Permission Form for Principal Practicum

To: Dr. Dorman Moore, University Supervisor

From: \_\_\_\_\_, Superintendent \_\_\_\_\_ ISD

I hereby grant permission for \_\_\_\_\_ to conduct his/her  
practicum on \_\_\_\_\_ (campus) during the \_\_\_\_\_  
and \_\_\_\_\_ semesters, \_\_\_\_\_ (year).

\_\_\_\_\_  
(Superintendent signature)

I hereby grant permission for the above named intern to conduct his/her  
practicum on \_\_\_\_\_ (campus) during the above  
referenced semesters. \_\_\_\_\_ (supervising  
administrator) will supervise the intern during this time.

\_\_\_\_\_  
(Campus Principal signature)

\_\_\_\_\_  
(Supervising administrator signature)

Supervising administrator email: \_\_\_\_\_

# Professional Needs Assessment

The competencies/skills listed below represent those which could be deemed necessary to perform adequately in all aspects of the principalship. This assessment needs to be completed by the school supervisor in conjunction with the intern for the purpose of identifying competencies/skills that hopefully will be acquired by the intern during the course of the practicum. Check the appropriate box for competency/skill level that is applicable.

Intern name: \_\_\_\_\_

School Supervisor name: \_\_\_\_\_

Time in: \_\_\_\_\_

Date: \_\_\_\_\_

Time out: \_\_\_\_\_

SKILL	Proficient	Limited Experience	No Experience
<b>I. INSTRUCTIONAL LEADERSHIP</b>			
A. Ability to supervise instructional programs			
B. Ability to evaluate instructional programs			
C. Ability to set and achieve effective goals			
D. Ability to accept and delegate responsibilities			
E. Ability to establish and implement goals			
<b>II. SCHOOL AND ORGANIZATIONAL CLIMATE</b>			
A. Ability to adapt to a changing environment			
B. Ability to react responsibility under pressure			
C. Ability to manage the discipline of students			
D. Ability to investigate and identify problems before making important decisions			
<b>III. SCHOOL AND ORGANIZATIONAL IMPROVEMENT</b>			
A. Ability to diagnose special needs as they arise			
B. Ability to plan and implement campus goals			
C. Ability to implement district policies related to all areas of education			
D. Ability to assess professional development needs of staff			

SKILL	Proficient	Limited Experience	No Experience
<b>IV. EFFECTIVE COMMUNICATIONS SKILLS</b>			
A. Ability to involve teacher and staff in decision making situations			
B. Ability to interpret and enforce school policies			
C. Ability to foster rapport between school personnel, parents, and community			
D. Ability to represent the school district and its policies			
E. Ability to communicate to the parents the needs of students			
F. Ability to be accessible to teachers, students, and parents			
G. Ability to express fairness in decision making			
<b>V. ADMINISTRATION AND FISCAL FACILITIES MANAGEMENT</b>			
A. Ability to prepare budgets and make recommendations according to district and school priorities			
B. Ability to assure the facilities are maintained and upgraded as needed			
C. Ability to complete reports within an appropriate amount of time			
D. Ability to maintain up-to-date records and documentations			
E. Ability to manage payroll, attendance, accounting, extra-curricular activities and student transportation			
<b>VI. PERSONNEL MANAGEMENT</b>			
A. Ability to interview, hire, and terminate teachers and staff			
B. Ability to reassign teachers and staff			
C. Ability to evaluate teachers and staff			
D. Ability to encourage professional growth among teachers			
<b>VII. PROFESSIONAL DEVELOPMENT AND GROWTH</b>			
A. Have a sound, broad, educational background			
B. Participate in professional organizations			
C. Ability to maintain ethical and professional standards for oneself			

---

School Supervisor signature

Date

---

Intern signature

Date

---

University Supervisor signature

Date

**OBSERVATION RUBRIC-PRINCIPAL PRACTICUM**

<b>NAME:</b>					<b>DATE:</b>	
<b>TOPIC/PROGRAM:</b>					<b>TIME IN:</b>	
<b>QUALITY</b>	Excellent	Good	Fair	Needs Imp.	Minimal	<b>TIME OUT:</b>
<b>GRADING</b>	5 Points	4 Points	3 Points	2 Points	1 Point	<b>COMMENTS</b>
Description of the Program/Activity Staff Involved						
Measures of Success - How and Timeline						
Utilization of Results for Student Achievement						
Candidate's Involvement in the Process						
Overall General Knowledge of the Program/Activity by Candidate						
<b>TOTAL POINTS</b>						
<b>GRAND TOTAL:</b>						
<b>PRINTED NAME</b>		<b>PRINTED NAME</b>		<b>PRINTED NAME</b>		<b>PRINTED NAME</b>
<b>FIELD SUPERVISOR SIGNATURE</b>	<b>DATE</b>	<b>CANDIDATE SIGNATURE</b>	<b>DATE</b>	<b>SITE SUPERVISOR SIGNATURE</b>	<b>DATE</b>	<b>DATE</b>



# Principal Practicum Deadline/Timeline Schedule

## First Semester

\_\_\_\_\_ First meeting: Explanation of Handbook; Expectations

\_\_\_\_\_ Second Meeting:

\_\_\_\_\_ Supt. and Principal completed permission form due

\_\_\_\_\_ Project plan (w/supervisor signature) due

\_\_\_\_\_ Needs assessment completed

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Third Meeting:

\_\_\_\_\_ Video and audio recorded episode (at least one) due

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Fourth meeting:

\_\_\_\_\_ Proof of attendance (notes and write up) at administrative meeting due

\_\_\_\_\_ Shadowing write ups (w/signatures) due

\_\_\_\_\_ Project completion write up (w/signature) due

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Letter of completion by school supervisor (w/signature) due

## Second Semester

\_\_\_\_\_ First Meeting: Expectations

\_\_\_\_\_ Second Meeting:

\_\_\_\_\_ Project plan (w/supervisor signature) due

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Third Meeting:

\_\_\_\_\_ Video and audio recorded episode (at least two) due

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Fourth meeting:

\_\_\_\_\_ Proof of attendance (notes and write up) at administrative meeting due

\_\_\_\_\_ Shadowing write ups (w/signatures) due

\_\_\_\_\_ Project completion write up (w/signature) due

\_\_\_\_\_ Monthly log (w/signature) due

\_\_\_\_\_ Letter of completion by school supervisor (w/signature) due



## Book List Required by the RGC School Administration Masters in Education and Principal Certification Plan

### EDUC 5301 –

Johnson, B., & Christensen, L. (2016) Educational research: Quantitative, qualitative, and mixed approaches (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage. ISBN-978-1483391601

American Psychological Association (2009). Publication manual of the American psychological association (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

### EDUC 5316 –

Gollnick D. & Chinn P. (2013). Multicultural education in a pluralistic society, (Ninth Edition) Pearson Education, Inc. ISBN # 13: 978-0-13-703509-0 or 10: 0-13703509-8

### EDUC 6304 –

Senge, P. 1990/2006. The fifth discipline: the art& practice of the learning organization. Currency Book. Published by Doubleday a division of Random House, Inc. (ISBN: 978-0-385-51725-6

### EDUC 5302 –

Vornberg, J. A. & Hickey, W. D. (Eds.) (2015). *Texas public school organization and administration 2016* (15<sup>th</sup> ed.). Dubuque, IA: Kendall Hunt.

**Supplemental Texts:** *[wait before purchasing one of these]*

Coulter, N. (2010). *Leadership tools for school principals: Organizational strategies for survival and success*. Girard, TX: Moenel Publishing. [1]

Gruenert, S. & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: ASCD. [2]

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass. [3]

### EDUC 5318 -

Rebore, R. W. (2012). *The Essentials of Human Resources Administration in Education*. Boston: Pearson. [This text is economically available electronically on [vitalsource.com](http://vitalsource.com).]

### EDUC 5319 -

Walsh, J., Kemerer, F., Maniotis, L., *The Educator's Guide to Texas School Law*. (8<sup>th</sup> edition), University of Texas Press, Austin. ISBN#: 978-0-292-76084-4.

### EDUC 5338 –

Texas Education Agency (2016). *T-TESS: Texas teacher evaluation and support system*. Austin, TX: TEA.

**EDUC 6407 –**

Kowalski, Theodore J., *Public Relations in Schools*, (5<sup>th</sup> Edition), Pearson Merrill Prentice Hall, Upper Saddle River, NJ. ISBN # 0-13-707245-7.

**EDUC 6315 –**

Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (Eds.) (2015). *Contemporary issues in curriculum* (6th ed.). Boston, MA: Allyn & Bacon. and ONE of the following (wait until the first class for more information)

Glatthorn, A. A., & Jailall, J. M. (2008). *The principal as curriculum leader: Shaping what is taught and tested* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Moreno, J. F. (Ed.) (2003). *The elusive quest for equality: 150 years of Chicano/Chicana education*. Cambridge, MA: Harvard Educational Review.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.