Principal Practicum Handbook

TEXAS A&M UNIVERSITY-COMMERCE

Department of Educational Leadership

Commerce, Texas

2021-2022

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Welcome

Welcome to the Texas A&M University-Commerce principal practicum, EDAD 510. You have absorbed all of that administrative theory, analyzed those tricky case studies, and mentally projected yourselves into key coordinator roles. Now will be your chance to put theory into practice as you work closely with your Site Supervisor in an active leadership situation. This is a time to excel since many high producing practicum students soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

Preparing for the Principal Practicum

Educational Administration 510

1. To take the principal practicum the student should be in the last six hours of the program, with all prerequisites completed.

2. The candidate shall have maintained high academic standards on previous courses.

3. The candidate shall have demonstrated exceptional ethical and moral behavior.

4. Before signing up for the practicum, the student will secure permission from an experienced (3 years or more), qualified (as attested on p. 51) school principal/assistant principal who has agreed to serve as your site supervisor.

5. A letter of verification from the prospective site supervisor will be submitted with the application packet to the university supervisor before the semester begins.

6. After approval, the student will receive clearance to go online and register for the course.

7. The candidate should check before the beginning of the semester to be certain of access to D2L.

Assignments for the Practicum

1. Working with the principal and members of the leadership team, the intern will document at least 160 clock hours of activities that demonstrate proficiency in the Texas Domains/Competencies.

2. The student will submit (electronically), as indicated in the course calendar, 3 logs (containing 160 hours) of administrative activities.

3. The student will submit electronic periodic assignments based on the Texas Competencies. The assignments may be such items as school leadership, curriculum, school-community events, conferences, and self-evaluations.

4. The student will arrange for (three) forty-five minute sessions of practicum leadership demonstration for the university field supervisor's observations (videos). No face to face observations will take place.

5. At the end of the semester the student will submit an electronic copy of his/her portfolio to the university field supervisor containing:

   A. Leadership time log indicating activities, competencies, and time.

   B. Special projects of the intern, including documentation of competency proficiencies.

   C. Reflections of practicum activities based on the Texas Competencies.

   D. Any other items assigned by university field supervisor (professor).

Practicum Project Proficiency Activities

The candidate's log and special projects must document activities demonstrating proficiency with each competency.

TExES 268 Principal As Instructional Leader

Domains and Competencies

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001: **The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

Suggested Activities:
- Create a cultural analysis of the campus
- Review tardy and absentee policies
- Develop a positive reward program for improving tardy and absentee rates
- Participate in student conduct interventions and hearings

Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Suggested Activities:
- Assume a leadership role in principals' meetings with parents and staff
- Assume a leadership role with school-community programs and projects
- Assume a leadership role in PTA and booster meetings where appropriate
- Assume a leadership role in conducting a needs assessment
- Plan activities to increase parent involvement
- Prepare a monthly newsletter to staff and parents
- Prepare news releases or articles for various media
- Prepare written communication for faculty, students, parents and community
- Prepare a plan to market your campus to the community.
- Meet with community agencies concerning available services and funds

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

Suggested Activities:
- Facilitate a PD session centered on benchmark data to needed intervention
- Assume a leadership role in administration of standardized test
- Assume a leadership role in long range planning with your campus/district leaders
- Assume a leadership role in the co-curricular and extra-curricular programs
- Participate in the development of action research
- Assume a leadership role with your curriculum committee
- Assume a leadership role in implementation of a curricular change
- Assume a leadership in discussion of curriculum development with administrators
- Conduct teacher appraisal or walk-through visits
- Present staff development sessions
- Develop a conference or staff development program

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Suggested Activities:
- Conduct teacher appraisal or walk-through visits (with evidence of Pre-Conferencing and Post Conferencing).
- Present staff development sessions based on data analysis of need
- Develop a conference or staff development program
- Analysis/revision of non-certified staff job description

DOMAIN III — HUMAN CAPITAL (Human Resource Management)
Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Suggested Activities:
- Conduct teacher appraisal or walk-through visits (with evidence of Pre-Conferencing and Post Conferencing)
- Present staff development sessions
- Develop a conference or staff development program
- Analysis/revision of non-certified staff job description
- Assist in preparing a master schedule
- Facilitate a training session for implementation of a new curriculum

Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Suggested Activities:
- Conduct interviews with prospective faculty and staff
- Review resumes to select interview candidates
- Conduct a study personnel turnover for the past five years
- Analysis/revision of non-certified staff job description
- Development and revision of rules, requirements and policies

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Suggested Activities:
- Assume a leadership role in principals' meetings with parents and staff
- Assume a leadership role with school-community programs and projects
- Assume a leadership role with PTA and booster meetings where appropriate
- Assume a leadership role in conducting a needs assessment
- Plan activities to increase parent involvement
- Prepare a monthly newsletter to staff and parents
- Prepare news releases or articles for various media
- Prepare written communication for faculty, students, parents and community
- Prepare a plan to market your campus to the community.
- Meet with community agencies concerning available services and funds
- Development and revision of rules, requirements and policies

Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Suggested Activities:
- Serve as mediator for teacher-parent disputes
- Assume a leadership role in site-based decision-making committee meeting
- Suggest strategies to assist teachers with a problem area
- Assist in budget preparation
- Analyzes and prepare/revise student or faculty handbook
- Revie/revise/train on school/district management information systems

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Suggested Activities:
- Assume a leadership role and participate in the development of a campus vision
- Assume a leadership role in the selection and survey of a campus culture
- Create a process for recognizing faculty and students
- Provide and present a written 5-year vision
- Assume a leadership role in the development/revision of the campus improvement plan

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Suggested Activities:
- Complete a thorough overview of the campus facilities and prepare a written report of needs
- Assume a leadership role in the organization and supervision of a school event
- Assume a leadership role in the development and review of safety/health procedures and reports; disaster plans
- Assist in budget preparation as directly relates to school facility

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Suggested Activities:
- Review and analyze the district/campus policy pertaining to ethics and present to staff.
- Review district and school's policies and procedures
- Assume a leadership role in conducting review and submission of all necessary reports of accidents
Review and present on school's legal responsibilities regarding implementation of federal programs

Objectives
Educational Administration Crosswalk of Domains, Competencies, and Principal Standards

Course	Texas Administrative Code Chapter 241 Rule TAC 241.15	Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards	TExES 268 Domains/Competencies
EDAD 507	**(f) Strategic Operations. The principal:** (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional	**Standard 5--Strategic Operations.** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. (A) Knowledge and skills. (i) Effective leaders of strategic operations: (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans; (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)** **Competency 004** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. 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. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional

resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data.

effectiveness and student achievement

D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009

The beginning principal knows how to collaboratively determine goals and

implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. Assesses 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 plans

B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. 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

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and

	(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.	Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.	determine accountability for campus goal attainment

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

EDAD 519	(c) Leading Learning. The principal:	Standard 1--Instructional Leadership.	DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)
		The principal is responsible for ensuring every student receives high-quality instruction.	**Competency 003**
	(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;	(A) Knowledge and skills.	**The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
	(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;	(i) Effective instructional leaders:	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
		(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;	B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
	(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;	(II) implement a rigorous curriculum aligned with state standards;	C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
	(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;	(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;	D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
		(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and	E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning
	(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;	(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.	
		(ii) In schools led by effective instructional leaders, data are used to	

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. | determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions | |

		and to close the achievement gap.	
EDAD 526	**(g) Ethics, Equity, and Diversity. The principal:** (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; (4) models and promotes the continuous and appropriate development of all learners in the campus community; (5) ensures all students have access to effective educators and continuous learning opportunities; (6) promotes awareness and appreciation of diversity throughout the campus community; (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to	**Standard 2--Human Capital**. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. (A) Knowledge and skills. (i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development;	This course will support many pillars and domains. Focus: Special Populations (Instructional and Legal Focus) Mental Health Suicide Prevention Safety Dyslexia Ethics, etc.

	meet individual student needs; (8) articulates the importance of education in creating engaged citizens in a free democratic society; (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and (10) treats all members of the community with respect and develops strong, positive relationships with them. **(d) Human Capital. The principal:** (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes; (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the	(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff. (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school. **(B) Indicators.**	

	effectiveness of teachers and staff; (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities; (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school; (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; (7) collaboratively develops, implements, and revises 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; (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; (9) implements effective, legal, and appropriate strategies for the recruitment, selection,	(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff. (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities. (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.	

	assignment, and induction of campus staff; and (10) plans for and adopts early hiring practices.		
EDAD 515	**(b) School Culture. The principal:** (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (4) supports the implementation of the campus vision by aligning financial, human, and material resources; (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision; (6) acknowledges, recognizes, and celebrates the	**Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. (A) Knowledge and skills. (i) Effective culture leaders: (I) leverage school culture to drive improved outcomes and create high expectations; (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school; (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and (V) treat families as key partners to support	**DOMAIN I — SCHOOL CULTURE (School and Community Leadership)** **Competency 001** The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). 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, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision D. Aligns financial, human, and material resources to support implementation of a campus vision and mission E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision F. Models and promotes the continuous and appropriate development of all stakeholders in the

contributions of students, staff, parents, and community members toward the realization of the campus vision;

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(9) develops and uses effective conflict-management and consensus-building skills;

(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear

school community, to shape the campus culture

G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is

conducive to effective teaching and learning and supports organizational health and morale

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 002

The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

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

		expectations for adult and student conduct and implements social and emotional supports for students. (iii) Intentional family and community engagement. The principal engages families and community members in student learning. (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.	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 **DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)** **Competency 007** The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences B. Develops and implements strategies for systematically communicating internally and externally C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
EDAD 569	**(c) Leading Learning. The principal:** (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a	**Standard 2--Human Capital**. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. (A) Knowledge and skills. (i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)** **Competency 004** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to

clear definition of high-quality instruction based on best practices from recent research; (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;	invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development; (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the	provide evidence-based feedback to improve instruction B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions **DOMAIN III — HUMAN CAPITAL (Human Resource Management)** **Competency 005** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. A. Communicates 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 B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 006

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

		(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.	
EDAD 554	(e) Executive Leadership. The principal: (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve	Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. (A) Knowledge and skills. (i) Effective executive leaders: (I) are committed to ensuring the success of the school; (II) motivate the school community by modeling a relentless pursuit of excellence; (III) are reflective in their practice and strive to continually improve, learn, and grow; (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess	EDAD 554 will remain the capstone course and will include test taking strategies specific to the PASL 268.

and inform multiple constituencies; (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; (9) develops, implements, and evaluates change processes for organizational effectiveness; (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and (11) keeps staff inspired and focused on the campus vision while supporting effective change management.	implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward; (V) keep staff inspired and focused on the end goal even as they support effective change management; (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and (VIII) treat all members of the community with respect and develop strong, positive relationships with them. (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.	

		(B) Indicators.	
		(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.	
		(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.	
		(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.	
		(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.	
EDAD 595	**(c) Leading Learning. The principal:** (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;	**(1) Standard 1-- Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction. (A) Knowledge and skills. (iii) Data-driven instruction and	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)** **Competency 004** C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional

	(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;	interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.	effectiveness and student achievement **DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)** **Competency 003** **The beginning principal knows how to collaboratively develop and implement high-quality instruction.** B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
EDAD 556	**(f) Strategic Operations. The principal:** (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional	**(1) Standard 1-- Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction. (A) Knowledge and skills. (i) Effective instructional leaders: (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the	**DOMAIN III — HUMAN CAPITAL (Human Resource Management)** **Competency 6** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment D. Implements effective, appropriate, and legal strategies for the

resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous

recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 8

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 10

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff. **d) Human Capital. The principal**: (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes; (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff; (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities; (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;	curricula and assessments aligned with state standards, including college and career readiness standards. (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning. (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.	school operations and programs to ensure a safe learning environment. A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan C. Applies 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) D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems) F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal

	(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; (7) collaboratively develops, implements, and revises 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; (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and (10) plans for and adopts early hiring practices.		requirements are met (e.g., due process, SPED requirements)
EDAD 561	**(g) Ethics, Equity, and Diversity. The principal:** (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (2) models and promotes the highest standard of		**DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY** **Competency 011** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. A. Implements policies and procedures that require all campus personnel to

conduct, ethical principles, and integrity in decision making, actions, and behaviors; (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; (4) models and promotes the continuous and appropriate development of all learners in the campus community; (5) ensures all students have access to effective educators and continuous learning opportunities; (6) promotes awareness and appreciation of diversity throughout the campus community; (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; (8) articulates the importance of education in creating engaged citizens in a free democratic society; (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet		comply with the Educators' Code of Ethics (TAC Chapter 247) 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 educators and continuous opportunities to learn E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs 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 H. Articulates the importance of education in a free, democratic society **DOMAIN I — SCHOOL CULTURE (School and Community Leadership)** **Competency 002** The beginning principal knows how to work with stakeholders as key partners to support student learning. A. Acknowledges, recognizes, and celebrates the contributions of all

	the needs of various audiences; and (10) treats all members of the community with respect and develops strong, positive relationships with them.		stakeholders toward the realization of the campus vision B. Implements strategies to ensure the development of collegial relationships and effective collaboration 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
EDAD 510	**(e) Executive Leadership. The principal:** (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; (4) develops and implements a comprehensive program	**Standard 3--Executive Leadership.** The principal is responsible for modeling a consistent focus on and commitment to improving student learning. (A) Knowledge and skills. (i) Effective executive leaders: (I) are committed to ensuring the success of the school; (II) motivate the school community by modeling a relentless pursuit of excellence; (III) are reflective in their practice and strive to continually improve, learn, and grow; (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and	EDAD 510 will remain the full semester practicum course.

of community relations, which uses strategies that will effectively involve and inform multiple constituencies; (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; (9) develops, implements, and evaluates change processes for organizational effectiveness; (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and (11) keeps staff inspired and focused on the campus vision while	are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward; (V) keep staff inspired and focused on the end goal even as they support effective change management; (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and (VIII) treat all members of the community with respect and develop strong, positive relationships with them. (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they	

| | | supporting effective change management. | welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district. | |
|---|---|---|---|

Role of the Practicum Student

1. Arranges for the practicum placement with a qualified school administrator.
2. Registers during the fall or spring semester for the practicum course EDAD 510.
3. Maintains a harmonious, cooperative attitude with the mentor-site supervisor, university field supervisor, and other school personnel.
4. Adheres to the policies and traditions of selected school.
5. Shadows school administrators to learn organizational procedures and strategies.
6. Assumes increasing responsibility for administrative tasks as confidence grows.
7. Submits periodic online assignments related to leadership, organization, and community documenting proficiency in the Texas Competencies
8. Completes 160 clock hours of administrative focus and assignments to document proficiencies in the Texas Competencies
9. Submits an electronic portfolio at the end of the semester

Role of the Site Supervisor

1. Provides an orientation to the faculty and staff of the school concerning the practicum student's role.
2. Plan a work schedule for the practicum student that enhances learning experiences.
3. Integrates experiences that parallel the TExES Domains/Competencies and allows opportunities for the practicum student to demonstrate proficiency in the Texas Competencies.

4. Provides a statement or letter to the university supervisor verifying an agreement to mentor the student.
5. Confers with the university supervisor concerning the practicum students' progress, growth and proficiency in the Texas Competencies.
6. Schedule periodic conferences with the practicum student to explain and clarify administrative strategies and procedures.
7. Submits final assessment forms and participates in summative conference with the university supervisor and the practicum student.

**Role of the University Field Supervisor**

1. Monitors placement of the practicum student in a productive, nurturing administrative environment.
2. Verifies the letter of acceptance by the administrator.
3. Promotes friendly and healthy relations between the practicum student and school and between the school and university.
4. Observes and evaluates (three) forty-five minute administrative leadership activities with the practicum student taking major roles to demonstrate proficiency in Texas Competencies.
5. Maintains lines of communication with the practicum student through emails, telephone, or virtual (Zoom) conferences.
6. Assists in storing practicum records from semester to semester.
7. Submits a final grade for the practicum.

Appendices

Examples of forms to be used during Practicum

&

Practicum Registration

All *asterisked* forms are to be completed by student, signed, scanned as a PDF, and emailed to EducationalLeadership@TAMUC.edu

(note double "LL" in email address)

**Principal Practicum
Self-Evaluation Form**

CWID#_____

Select One

Code	Texas 268 Competency	Outstanding	Proficient	Developing	Basic	Unacceptable
001	Shared vision and culture	☐	☐	☐	☐	☐
002	Stakeholder as key partners	☐	☐	☐	☐	☐
003	Develop and implement high quality instruction	☐	☐	☐	☐	☐
004	Monitor and assess classroom instruction	☐	☐	☐	☐	☐
005	Feedback coaching and professional development	☐	☐	☐	☐	☐
006	High quality teaching using selection, placement and retention	☐	☐	☐	☐	☐
007	Relationships with internal and external stakeholders	☐	☐	☐	☐	☐
008	Organization collaboration, resiliency, and change management	☐	☐	☐	☐	☐
009	Collaboratively develop goals and implement strategies aligned to school vision	☐	☐	☐	☐	☐
010	Physical plant, equipment, and support systems	☐	☐	☐	☐	☐
011	Ethical leadership	☐	☐	☐	☐	☐

Comments / Contacts

_____
_____
_____
_____
_____
_____
_____

Student
Name:_____

Student Signature:_____   Date Completed: _____

Educational Leadership Department

Texas A&M University - Commerce

Total Log Hours: **0**   (160 clock-hours minimum)

The clock-hours of field-based experiences recorded in this log
are a true and accurate accounting of the internship completed by:

Student Signature: _____   Date: _____

Printed Name: _____   CWID: _____

Site Supervisor: _____   Date: _____

School District: _____

Printed Name: _____   Campus Name: _____

Practicum Log

StuNam:			Campus Name:				Site Supervisor:					
Signature:			Campus Code:				Signature:					
CWID:												

Date	C-001	C-002	C-003	C-004	C-005	C-006	C-007	C-008	C-009	C-010	C-011	Activity
Hours	0	0	0	0	0	0	0	0			0	Total Hours: 0

Principal Practicum
Field Supervisor Observation Form

CWID #_____

Name of Intern:_____ Date:_____

Campus:_____ Campus Code:_____ Visit: 1 2 3

Site Supervisor:_____ Time: Start _____ End:_____

Field Supervisor Contact: In Person_____ Virtual Meeting_____ Other_____

Code	*Texas Competency*	*Outstanding*	*Proficient*	*Developing*	*Basic*	*Unacceptable*
001	*Establish and implement a shared vision and culture with high expectations for all stakeholders*					
002	*Know how to work with stakeholders as key partners to support student learning*					
003	*Collaboratively develop and implement high-quality instruction.*					
004	*Monitor and assess classroom instruction to promote teacher effectiveness and student achievement*					
005	*Provide feedback, coaching, and professional development to staff through evaluation and supervision*					
006	*Promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth*					
007	*Develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences*					
008	*Focus on improving student outcomes through organizational collaboration, resiliency, and change management*					
009	*Collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes*					
010	*Provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment*					
011	*Provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.*					

Field Supervisor's Comments _____

Field Supervisor Signature: _____

Site Supervisor Summative Evaluation Form

Practicum Student's Name:_____   Date:_____

Site Supervisors, please rate the practicum student (hereafter referred to as "entry- level principal") on the TEA Principal Competencies denoted below.

5 = Clearly Outstanding

4 = Exceeds Expectations

3 – Meets Expectations

2 – Below Expectations

1 = Unsatisfactory

1. The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

   1   2   3   4   5

   Comments: _____

   _____

   _____

2. The entry-level principal knows how to work with stakeholders as key partners to support student learning.

    1   2   3   4   5

    Comments: _____

    _____

    _____

3. The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

    1   2   3   4   5

    Comments: _____

    _____

    _____

4. The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

    1   2   3   4   5

    Comments: _____

    _____

    _____

5. The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

     1   2   3   4   5

Comments: _____

_____

_____

6. The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

     1   2   3   4   5

Comments: _____

_____

_____

7. The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

     1   2   3   4   5

Comments: _____

_____

_____

8. The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

   1   2   3   4   5

   Comments: _____

   _____

   _____

9. The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

   1   2   3   4   5

   Comments: _____

   _____

   _____

10. The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school

    operations and programs to ensure a safe learning environment.

    1   2   3   4   5

    Comments: _____

    _____

    _____

11. The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

1   2   3   4   5

Comments: _____

_____

_____

My signature below denotes my recommendation of this student for Standard Principal Certification:

_____

Site Supervisor's Signature

EDAD 510 Practicum Registration Information

To be cleared to register for EDAD 510, please submit

ONLY the completed and signed pages 50-53 of this

document in PDF format by email to

EducationalLeadership@TAMUC.edu

by July 1 for each Fall semester or

Nov. 1 for each Spring semester.

Code of Ethics for Texas Educators

Texas Administrative Code
Rule §247.2 Code of Ethics and Standard Practices for Texas Educators

In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are as follows:

Professional Ethical Conduct, Practices and Performance.

A. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
B. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
C. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
D. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
E. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict

the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

F. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
G. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
H. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
I. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
J. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
K. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
L. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
M. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct toward Professional Colleagues

A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
B. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Ethical Conduct toward Students

A. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
B. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
C. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
D. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
E. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
F. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
G. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
H. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
I. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
   i. the nature, purpose, timing, and amount of the communication;
   ii. the subject matter of the communication;
   iii. whether the communication was made openly or the educator attempted to conceal the communication;
   iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   v. whether the communication was sexually explicit; and
   vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

FERPA

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

NOTE: Texas A&M University-Commerce expressly discloses the following:

1. As a provider of teacher education programs, Texas A&M-Commerce must ensure its students demonstrate adherence to the Code of Ethics and Standard Practices of Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction and/or deferred adjudication may result in a student being dismissed from the program.

2. While Texas A&M-Commerce does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in an internship in a Texas public school, you may be subject to a criminal history background check.

3. While Texas A&M-Commerce does not perform criminal history background checks, The Texas State Board for Educator Certification requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.

*FERPA Signature Page

_____   _____

Educator Candidate (Print Name)   CWID

CODE OF ETHICS

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatments to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

_____   _____

   Signature   Date

FERPA

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

I hereby affirm that I have read and thoroughly understand the FERPA and shall abide by all enforceable standards of this rule.

_____   _____

   Signature   Date

HANDBOOK
(Handbook available on certification web site)

I hereby affirm that I have read and thoroughly understand the Program Handbook and shall abide by all enforceable standards outlined in the handbook.

_____   _____

   Signature   Date

Texas A&M University-Commerce
EDAD 510 Principal Practicum Information Form

1. _____
   Last Name   First   Middle   TAMUC ID (CWID)

2. _____
   Mailing Address   City   State   Zip

3. _____   4. _____
   Cell Phone   Email

5. _____
   Position   School District   City

6. _____
   Practicum Campus Name   Address, City & Zip Code

7. _____   8. _____
   Practicum Campus Phone   Name of Certified Principal
                                       with whom you will be working

9. Have you received permission from the above person to do your practicum under his/her supervision?

   Yes _____ Site Supervisor Signature: _____

10. Has the above person signed the permission form (p. 52) and attestation form (p. 53) for you to do your administrative practicum at that school under his/her supervision?

    Yes. _____ (Documents are attached to my application).

**Leading the Learning Community Principal Practicum

EDAD 510

Site Supervisor Permission Form

_____ has enrolled this semester in EDAD 510, Leading the Learning Community Principal Practicum, for the standard principal certificate. The practicum student is required to complete a total of 160 hours, comprised of all domains and competencies outlined in the handbook above. The practicum student is asked to spend a minimum of ten hours per week completing required activities agreed upon between the student and site supervisor. The goal is for the practicum student to spend time actively participating in campus-level and other mid- management experiences under the direct supervision of the site supervisor. These hours may be arranged at the convenience of the public-school site supervisor and the practicum student.

I, the undersigned cooperative administrator (Site Supervisor), do hereby accept the above-named practicum student. Additionally, I understand my responsibilities, as outlined in the Practicum Handbook, include:

- Supervising the Practicum Student during field experiences
- Facilitating the Practicum Student's required classroom observations/video recordings (three 45 minute observations)
- Meeting with the Practicum Student on a regular basis
- Assisting and guiding the Practicum Student, as necessary, in completing the specified field experiences
- Verifying and signing the Practicum Student's Logs (3) to ensure the intern is making adequate progress toward the completion of 160 hours
- Completing the Practicum Student's Site Supervisor Summative Evaluation Form

_____

Administrative Site Supervisor (Printed Name)

_____

Administrative Site Supervisor's Signature/ Date

Administrative Site Supervisor's Attestation of Highly Qualified

19 TAC §228.2(14), (26), & (33)

My signature below certifies I have:

- ✓ Minimum 3 years of creditable experience as campus principal or assistant principal

- ✓ Valid Texas Principal's Certification

- ✓ Demonstrated Competency/Accomplished Educator

_____

Administrative Site Supervisor's Signature