



NORTH AMERICAN
UNIVERSITY
INSPIRATION INNOVATION GLOBAL COMPETENCE

Educational Leadership

Internship in Educational Leadership Handbook

EDUC 5322 - Practicum 1 (Fall)

Department of Education

Master of Education (M.Ed.) in
Educational Leadership

2025-2026 School Year

Revised Fall 2025



NORTH AMERICAN UNIVERSITY

North American
University 11929
W Airport Blvd
Stafford, TX
77477

North American University is located in a diverse, metropolitan city, full of opportunities. Our student body represents the best of the United States of America and the world in diversity. Our faculty is highly qualified with doctorate degrees in their fields and a vast body of professional experience. NAU offers a student-centered learning environment where every student is valued and provided with opportunities to grow.

The campus is designed to accommodate up to 2000 students with state-of-the-art classrooms, customized offices, high tech computer labs, library with individual and group study halls, dining hall, distance education center, covered parking garage and many more amenities. The new campus is uniquely positioned at the crossroads of city of Houston, city of Stafford, and city of Sugarland with its beautiful landscaping and artificial lake, students will enjoy nature while having access to vibrant city life.

PROGRAM CONTACT INFORMATION

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INTRODUCTION

Welcome to **EDUC 5322 - Practicum 1 (Fall)**. During the core program courses, you learned about administrative theory, researched best practices, analyzed real-life scenarios, and mentally projected yourselves into leadership roles. Now you will have a chance to put theory into practice as you work closely under a mentor's supervision to engage in leadership activities. This is a time to excel since a positive practicum experience can lead to administrative positions. Please read this handbook carefully to become familiar with the policies and expectations that are discussed.

Preparing for EDUC 5322 - Practicum 1 (Fall) in Educational Leadership

1. The candidate shall have maintained high academic standards in previous courses.
2. The candidate must submit the **Practicum in Educational Leadership Application Form** (Appendix A), the **signed permission form** from a certified school administrator who has agreed to serve as Site Supervisor (Appendix B), and the **Educator's Code of Ethics** form (Appendix C) **BEFORE** completing any leadership activities.
3. The Practicum is offered in both the Fall (Practicum 1) and Spring (Practicum 2) semesters. Candidates must complete both semesters as part of the EDLE master's degree program.
4. Texas students who wish to seek Principal as Instructional Leader certification should apply to the certification program during the first semester of coursework.

PLEASE NOTE (Texas Students Only): Recommendation for principal certification is available **ONLY** to students who reside in Texas during the internship. The candidate must apply for certification during the **FIRST** semester of the graduate program, show documentation of current Teacher Certification and have at least three years of teaching experience. The Site (campus) Supervisor must have current Texas Principal certification. The candidate must also complete **PCP-0300** at the end of the program and demonstrate success on practice exams being approved as eligible to apply for the *Principal as Instructional Leader* (PIL) certification through successful completion of **PASL** performance tasks and a passing score on the **268-exam**.



ROLES & RESPONSIBILITIES

Candidate

1. Register during the fall semester for **EDUC 5322 – Practicum 1 (Fall)** before the registration deadline.
2. Register for support courses for Fall 1 (**EDUC 5314**) and Fall 2 (**EDUC 5320**).
3. Arrange for practicum placement with a qualified **Site Supervisor** by the end of the first week of the course. The Site Supervisor should be an experienced school administrator holding valid teacher and principal certification.
4. Maintain a harmonious, cooperative attitude with the Site Supervisor, Field Supervisor, and other school personnel.
5. Adhere to the policies and traditions of selected school.
6. Shadow school administrators to learn about organizational procedures, leadership roles, and the daily responsibilities of the principal as an instructional leader.
7. Assume increasing responsibility for administrative tasks as confidence grows and the Site Supervisor recommends.
8. Document at least **90 clock hours** of leadership activities (over at least 12 weeks) each semester that demonstrate proficiency in the **SBEC/TEXES Principal Domains and Competencies**.
9. Submit bi-weekly **Leadership Logs** (Appendix E) detailing participation in required and suggested administrative activities to the Field Supervisor.
10. Submit electronic assignments through eLearning to demonstrate understanding and mastery of the **SBEC/TEXES Principal Domains and Competencies**.
11. Attend online meetings with the Field Supervisor through **TEAMS** to discuss progress, ask questions, receive feedback, and demonstrate what has been learned so far in the practicum.
 - The initial conference must be scheduled during the time frames specified by the Field Supervisor.
 - A limited number of time slots are available for conferences, so the candidate should schedule conferences thoughtfully to minimize the need to reschedule.
 - If the candidate cannot attend a scheduled conference, it is his/her responsibility to contact the Field Supervisor ahead of time to reschedule the meeting.
 - Failure by the candidate to schedule meetings in a timely manner or failing to show up for the scheduled meetings can result in a grade of FAILURE or INCOMPLETE for the course.
 - At the end of the semester the candidate will submit an electronic portfolio, that documents mastery of principal competencies and course requirements. This portfolio will be archived by NAU.

Site Supervisor

For students who reside in Texas, the Site Supervisor must be an experienced educator who holds valid teaching and principal certification in state of Texas. If the candidate resides outside of Texas, the Site Supervisor should be certified in the state or country of residence. The Site Supervisor will assist the candidate in bridging the gap between theory and practice by serving as a positive role model to ensure that a supportive learning environment and opportunities to refine leadership skills are available.



The Site Supervisor will provide opportunities for the candidate to experience the breadth of administrative and supervisory responsibilities as specified in the **Texas Principal Standards and the SBEC/TEXES Domains and Competencies**. Additional responsibilities include:

1. Provide an orientation to the faculty and staff of the school concerning the practicum.
2. Plan a work schedule with the candidate that enhances learning experiences.
3. Identify opportunities that parallel the course objectives and create opportunities for the candidate to demonstrate proficiency of the principal competencies.
4. Sign a statement (Appendix B) that verifies an agreement to mentor the candidate throughout the practicum.
5. Confer with the Field Supervisor as needed, concerning the candidate's progress, growth, and proficiency in the principal competencies.
6. Meet frequently with the candidate to explain and clarify administrative roles and responsibilities, as well as professional practices.
7. Submit final evaluation forms to the Field Supervisor.

Field Supervisor

The Field Supervisor, an NAU employee, will oversee the candidate's completion of activities that are designed to develop leadership competencies by monitoring and evaluating the candidate's progress in successfully completing course requirements.

1. Monitor candidate's placement in a productive and supportive administrative environment.
2. Verify the document of candidate acceptance (Appendix B) by the Site Supervisor.
3. Promote positive and professional relationships between the candidate, the Site Supervisor, and the university.
4. Evaluate observation videos during which the candidate demonstrates proficiency in **SBEC/TEXES Principal Domains and Competencies**.
5. Maintain regular and ongoing lines of communication with the candidate through email, phone calls, and online conferences.
6. Collect candidate e-Portfolios and provide them to the university for storage.
7. Submit a final course grade for the candidate.



REQUIRED FIELD EXPERIENCES

There are **twelve field experiences that must be completed by all candidates** during the practicum courses. There are also other assignments that must be completed as part of the practicum coursework. Although the activities require interactions with “the principal”, other campus administrators knowledgeable about the topic may be consulted. **Five field experiences are required this semester.**

The goal of these activities is to provide a variety of administrative experiences that address the **TEXES/SBEC Domains and Competencies** and to prepare the candidate for future leadership roles. It is the candidate’s responsibility to contact the Field Supervisor for approval if alternative assessments are needed. Many of the hours spent completing these activities can count towards the **180 hours (90 per semester)** of leadership activity required for the practicums.

Field Experience #1 – Vision (Competency 1)

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 members).

The candidate will:

- **Interview** the campus principal to find out the importance of the school’s vision, how the principal collaborates with stakeholders to implement the vision, how the vision is communicated throughout the school community, how it guides decision-making that supports student success, and how the vision defines a culture of high expectations for all students. Complete the template provided.
- **Observe** how the principal models and promotes the vision to all stakeholders.
- **Identify** how the principal uses the vision to guide instructional practices and make decisions about the best use of financial, human, and material resources within the school community.
- **Research** the literature to find out how implementation of a school’s vision is correlated to student success.
- **Reflect** on the principal’s role in developing, communicating, and leading the vision throughout the school community.

- **SCENARIO: You have just been selected as the principal of your school (or one with similar demographics) and will be giving a presentation about the school’s vision to a group of stakeholders that includes new and returning teachers, non-teaching staff, parents, and community members.**

- **Create a Power Point presentation** designed for an identified audience (new teachers, parents, community members) to share the school’s vision. State the vision and explain why it is important for stakeholders to understand the vision. Describe how the principal communicates and leads the vision so that it becomes a shared vision for all members of the school community. Give examples of how the school’s vision guides instructional practice and decision making.
- **Lead** a focus group, comprised of stakeholders who saw the presentation.
 - **Share** the PPT presentation.
 - Ask 3-5 questions about the presentation that include the following:
 - the degree to which stakeholders on your campus understand the vision and hold a shared vision
 - the appropriateness of the vision for the demographics of the campus
 - any suggestions for making the vision more representative and inclusive
 - A template will be provided for this part of the assignment.



Evidence of Completion:

- Interview template, citation of interviewee as a personal communication - (Name, date, personal communication)
- Focus Group Meeting Template
- PPT presentation

A recording of the focus group or PPT presentation can be used as one of the observation videos.

Field Experience #2 – Campus Culture (Competency 1)

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 members).

The candidate will:

- **Interview** the principal (template provided) to find out about the campus culture and how the culture reflects what is happening on the campus.
- **Ask** about the different stakeholder groups within the school community, how each group contributes to the campus culture, and how the engagement of each stakeholder group could be improved.
- **Find out** how the school culture impacts teaching, learning, and student success.
- **Explore** how campus culture is related to teacher morale and job satisfaction, student success, parent involvement, and community support.
- **Identify** research-based strategies the principal uses to promote a campus environment that supports effective teaching and learning and a healthy organizational culture.
- **Observe** how the principal uses consensus-building, conflict-management, communication, and information-gathering strategies to build collaborative relationships with all stakeholders.

Scenario: You have just been appointed to lead a Task Force to evaluate the campus culture. Your new job requires you to survey different stakeholder groups about the campus culture. The purpose of this is to get a consensus about the current campus culture and to make recommendations for needed improvements.

- **Converse** with a variety of people around the school and ask them to briefly describe the campus culture. Determine if there is a consensus about the culture or if there are different viewpoints from each stakeholder group.
- **Create a 10-15 question survey** to solicit feedback about the current campus culture. **Ask** the principal for feedback about the survey questions before distributing the survey to stakeholders.
- **Evaluate** the campus culture by sending out the survey to at least 20 members of the different stakeholder groups in the school community (administrators, teachers, staff, parents, and students if they are old enough).
- **Create** a presentation to share the results of the survey with stakeholders.

Evidence of Completion:

- Completed interview template, with citation for personal communication.
- Copy of the survey document
- Reflection (250-350 words) that analyzes the results of the survey, evaluates the current state of the campus culture, and makes recommendations for actions that need to improve the school's culture.
- Presentation on campus culture with summary of results

A recording of the survey results presentation can be used as one of the observation videos.



Field Experience #3: Data Driven Instruction (Competency 3)

The beginning principal knows how to collaboratively develop and implement high-quality instruction (assignments from EDUC 5314).

The candidate will:

- **Observe** strategies the principal uses to ensure all students receive high-quality instruction.
- **Interview** the principal about data-driven decision making (uploaded in EDUC 5314).
- **Observe** curriculum scope and sequence across grade levels to ensure the curriculum meets the needs of diverse student populations within the school (EDUC 5314)
- **Work** with data TEAM to review the current scope and sequence for a specific grade level/subject area to evaluate alignment and identify any gaps (uploaded in EDUC 5314).
- **Attend** meetings during which the principal provides evidence-based feedback to teachers, both individually and collaboratively, based on observations during informal walkthroughs (EDUC 5322)
- **Visit** classrooms with administrators during walk-throughs to observe instructional practices and student engagement. Shadow the principal in grade-level or department meetings to see the principal's role in guiding teachers. Complete a total of 10 walkthroughs and record your observations on the template provided (EDUC 5322)
- **Observe** how the principal uses multiple forms of data to make instructional decisions that maximize instructional effectiveness, support equity for all students, allocate resources, and reduce achievement gaps (EDUC 5322)
- **Attend** district –level meetings to observe how data are used at the administrative level to make decisions about curriculum planning and resource allocation (EDUC 5322)

Evidence of Completion:

- Submit the Administrator Interview template (5314).
- Submit a copy of the Curriculum Map that was reviewed with the data team, along with a written analysis of its effectiveness, the degree to which it is implemented with fidelity, alignment with TEKS (or other standards), identified gaps, and suggestions for additions, deletions, or changes to improve student learning (5314).
- Submit the Classroom Observation template to document the 10 walkthroughs (5322).

Field Experience #4: Continuous School Improvement (Competency 4)

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

NOTE: This is a TWO-PART assignment. The Continuous School Improvement Plan was created with the data team during EDUC 5314. The CSIP will be implemented during the second half of the practicum.

The candidate will:

- **Schedule** an Initial Team Meeting at the beginning of the semester to plan the implementation of the CSIP. Identify data that will be collected and monitored to evaluate the effectiveness of the intervention. Complete the Shared Vision Template and the One Month Action Plan



Template during this meeting.

- **Implement** the Action Plan for at least FOUR weeks.
- **Compare** data BEFORE and AFTER implementation of the action plan.
- **Schedule** a final Team Meeting to analyze the results of the action plan implementation and discuss future goals and actions that need to be taken to support continued student success. Identify any revisions needed to the action plan.
- Create a PPT presentation to share the results of the CSIP with other members of the school community
- **Write** a reflection to summarize the data team and CSIP process, the benefits, any changes that need to be made in the future, what was learned through this process, and recommendations for future planning

The following information will be uploaded to your ONE DRIVE folder during EDUC 5314 to document the six team meetings and the Continuous School Improvement Plan.

Evidence of Completion of Field Experience 4, Part 1 (from EDUC 5314):

- Six Team Meeting Agendas
- Continuous School Improvement Plan

Evidence of Completion of Field Experience 4, Part 2 (from EDUC 5322):

- Two Team Meeting Agendas
- Shared Vision Template (attached)
- One Month CSIP Action Plan Template (attached below)
- Power Point Presentation
 - School introduction
 - School demographics
 - Identified achievement gap
 - Data team members
 - School vision / Data team's shared vision
 - School culture
 - Summary of stakeholder perceptions
 - Summary of school processes
 - Summary of student learning data
 - Problem solving cycle diagram
 - CSIP Plan (one month implementation)
 - Analysis of data BEFORE and AFTER CSIP action plan implementation
 - Future recommendations
 - Timeline and responsibilities for future action planning
 - Reflection

A recording of a TEAM meeting or the PPT presentation can be one of the observation videos.



Field Experience #5: Communication Skills (Competency 7)

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for different audiences.

The candidate will:

- Interview the principal to find out the most effective strategies for communicating with the diverse members of the school community and how communication methods vary according to the audience.
- Observe how the principal effectively communicates a message in different ways to meet the needs of various audiences within the school community.
- Identify the different stakeholder groups within the school community and explain the importance of establishing partnerships with each of these groups to support campus goals.
- Discuss active listening strategies and reflect on the principal's suggestions for handling difficult meetings or sharing sensitive information.
- Discuss challenges in the communication process that new principals should be aware of and ask for suggestions for how to best prepare for these situations.
- Take a communications style survey to determine your communication strengths and preferred style.
- Shadow the principal to observe the different roles of the principal as a communicator in the following situations:
 - Staff meetings
 - Parent meetings
 - Administrative meetings within the school or at the district level
 - Creation of written communications (memos, newsletters, letters)
 - Creation of social media communications
 - Delegation of communications



- Strategies for active listening
- Challenging or confrontational meetings
- Adapting communication methods to reach different members of the school community

Reflect on your abilities as an effective communications leader. Discuss your personal communication style, evaluate your strengths, and identify areas in which you need to improve. Explain how you will prepare for your future role as an effective communicator. Include organizational and time management strategies that will help you respond to messages in a timely manner.

Evidence of Completion:

- **Submit** the completed interview template. Cite the interview in APA format as a personal communication.
- **Submit** the **Communication Styles Analysis** assignment from EDUC 5320.
- **Submit** the **Communication Plan Analysis** assignment from EDUC 5320.
- **Create** an electronic presentation to share the school's communication plan and suggestions for effective communication strategies with new teachers.

REQUIRED ACTIVITY (one is completed in each semester – fall and spring)

As an educational leader, it is important to understand the principal's role in school governance. Principals operate in a political environment, and they must interact effectively with a variety of people that have different interests and priorities. Principals must learn to leverage support and resources to benefit their campuses.

The candidate will:

Attend at least one school board meeting to observe the following:

- The attendees
- The procedures for organizing and conducting the meeting
- The most significant issue addressed in the meeting
- The roles of the principal, superintendent, and board members during the meeting
- The procedure for presenting information and making decisions
- Insights about how this process affects daily operations on the campus

Evidence of Completion:

- **Summarize** the highlights of the meeting and reflect on the administrator's responsibilities to represent the school
- **Submit** minutes or the agenda from the meeting

SUGGESTED ACTIVITIES (FALL)

The following activities may be used to address the **TEXES/SBEC Principal Domains and Competencies** addressed this semester. This is not a comprehensive list, so candidates may include other activities approved by the Site Supervisor. An effort should be made to include a balance of activities from all domains and competencies.



Vision and Culture	<ul style="list-style-type: none">• Discuss the current school vision to find out how the vision was created and adopted• Participate in the development of a campus vision• Prepare a presentation about how the school vision is aligned to instructional decisions• Conduct a survey of the campus culture• Articulate a vision that would improve the school culture• Analyze the campus culture and research methods to improve the culture as necessary• Create a process for recognizing faculty and student achievements
Curriculum, instruction, and assessment	<ul style="list-style-type: none">• Review multiple sources of data to identify gaps in student achievement• Analyze benchmark data to prioritize needed interventions• Review the School Improvement Plan / Campus Improvement Plan• Identify strategies to address academic needs that are aligned with the school's vision• Lead curriculum planning or PLC meetings• Collaborate with teachers to create a curriculum map or update an existing one• Take a deep dive into data to create a Continuous School Improvement Plan• Design, develop and implement an action research project
Community Communication and Collaboration	<ul style="list-style-type: none">• Review the school's communication plan• Assist with school-community programs and projects• Attend parent or booster club meetings as appropriate• Conduct a needs assessment / SWOT analysis• Plan activities to increase parent involvement• Prepare a monthly newsletter for staff or parents• Prepare a written communication document for faculty, students, parents, or the community• Make a presentation to a parent or community group
Ethics and Integrity	<ul style="list-style-type: none">• Review school and district policies for ethical behavior• Demonstrate ethical decision-making• Observe difficult parent or student conferences



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DEFINITIONS

Texas Principal Standards

The Texas Principal Standards have been developed and utilized in accordance with **Chapter 149 of the Commissioner's Rules Concerning Educator Standards**. The standards serve as a guide for improving school productivity, increasing student achievement, and continually reflecting upon and improving the effectiveness of school leaders.

SBEC Principal Domains & Competencies

SBEC Principal Domains and Competencies represent the knowledge, skills and dispositions principal candidate should master as practitioners. This information provides the framework to prepare for the TExES *Principal as a School Leader* exam.

Professional Standards for Educational Leaders (formerly ISLLC Standards)

The Professional Standards for Educational Leaders articulate the foundational skills that educational leaders must implement to prepare students for success. These standards focus on the importance of establishing positive relationships, while striving for excellence. The standards emphasize the importance of making educational decisions that consider the development, potential, and achievement of all students. These might be relevant for international schools looking for a set of standards.

Educators' Code of Ethics

In compliance with the *Texas Education Code* §21.041(b)(8), the State Board for Educator Certification (SBEC) adopted the *Educators' Code of Ethics*. Educators are expected to comply with standard practices and ethical conduct toward students, educational professionals, parents, and community members.



APPENDICES

- ✓ **APPENDIX A:** Candidate Information Form
- ✓ **APPENDIX B:** Site Supervisor Permission Form
- ✓ **APPENDIX C:** Ethics Agreement
- ✓ **APPENDIX D:** Leadership Activities Plan
- ✓ **APPENDIX E:** Leadership Activities Log
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- ✓ **APPENDIX N:** TAC Code of Ethics and Standard Practices for Texas Educators
- ✓ **APPENDIX O:** Professional Standards for Educational Leaders
- ✓ **APPENDIX P:** Certification Requirements for Texas Students
- ✓ **APPENDIX Q:** Deadlines for Principal Certification Program Application
- ✓ **APPENDIX R:** TEA Complaint Process

Copies of all required Appendices will be posted in the course as PDF documents when needed.



APPENDIX A

Candidate Information Form for Practicum 1 (Fall)

Name _____

DOB _____ Ethnicity _____ Gender _____

Preferred Name _____

Current Address: _____

Permanent Address (if different): _____

Cell Phone _____ Work Phone _____

E-mail _____

Practicum School _____

Site Supervisor _____

Have you received permission from an administrator to supervise the practicum?

Yes _____ No _____

Have you ever been charged with a felony or misdemeanor? Yes _____ No _____

Were you convicted on this charge? Yes _____ No _____

***If you answered "YES" to either of the above questions, please contact the Certification Coordinator prior to starting your observation assignments.*

CONVICTION OF A CRIME IS NOT AN AUTOMATIC BAR TO ADMISSION INTO THE TEACHER EDUCATION PROGRAM. THE COLLEGE WILL CONSIDER THE NATURE OF THE OFFENSE, THE DATE OF THE OFFENSE, AND THE RELATIONSHIP BETWEEN THE OFFENSE AND THE TEACHING PROFESSION. With few exceptions, state law gives you the right to request, receive, review, and correct information about yourself collected by this form.

I, _____, certify that all information included in this application is true and correct. I must immediately notify **North American University** if the answers to any question on the application change prior to my being granted certification.

Signature _____ Date _____



APPENDIX B

Site Supervisor Permission Form

_____ has enrolled this semester as a candidate for the master's degree in Educational Leadership at North American University. To complete **EDUC 5322**, Practicum 1, the candidate must participate in at least **90 hours** of leadership activities, to learn more about the job of a school leader. These activity hours will be completed over a 15-week semester and recorded on Leadership Logs, which must be signed by the Site Supervisor. Candidates will also make 65-70 minutes of video recordings of these approved leadership activities.

The candidate should spend between **five and six hours per week** completing leadership activities and participating in campus-level administrative experiences. These opportunities should be arranged at the convenience of the site supervisor and the candidate.

By signing below, you agree to serve as a mentor and Site Supervisor for this candidate.

- Do you accept the responsibility for supervising the candidate and providing opportunities for him/her to participate in administrative tasks?
- Will you be available to meet with the candidate on a regular basis so you can evaluate his/her readiness to assume the responsibilities of a school administrator/educational leader?
- Do you have at least 3 years of credible teaching experience?
- What evidence do you have to document student learning?
- Do you have current principal certification?

Site Supervisor Printed Name _____

Name of School _____

Location of School _____

Total Years of Verifiable Teaching Experience _____

Grade levels and subjects taught _____

List of Current Certification(s) _____

TEA ID # (Texas students only) _____

Evidence to document successful student learning _____

Site Supervisor Signature _____ Date _____

Email Address _____ Phone _____



APPENDIX C

Ethics Agreement for Practicum 1 (Fall)

Please review the following information and initial each statement to certify that you have read, understand, and accept the following:

____ I have read NAU's Academic Honesty policy in the Student Handbook.

____ I understand the Academic Honesty policy and agree to follow these guidelines as a student at NAU.

____ I understand the consequences of violating NAU's Academic Honesty policy. These include failing an assignment, failing the course, referral to the university's Academic Review Committee or expulsion from the university.

____ I have read the ***Texas Educators' Code of Ethics***.

AFFIRMATION to uphold the *Texas Educators' Code of Ethics*

I, _____, (Printed name) affirm that I read, understood, and agree to uphold the Texas Educators' Code of Ethics.

- I 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.
- I shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.
- In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment 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.

Your signature below certifies that you understand and agree to uphold the Texas Educators' Code of Ethics.

Candidate's Signature _____ Date _____



APPENDIX D

Leadership Activities Plan for Practicum 1 (Fall)

Domain & Competency	Leadership Activity	Completion Date	Site Supervisor Initials

Candidate Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____



APPENDIX E

Leadership Activities Log

Date/Time/Hours	Description of Activities	Competency #

Total Hours (this week): _____ **Total Hours** (cumulative): _____

Candidate (Print Name): _____

Candidate Signature: _____ **Date:** _____

Site Supervisor (Print Name): _____

Site Supervisor Signature: _____ **Date:** _____

Reflection (up to 250 words): *Describe the highlights of your experience, explain what you learned about leadership, and discuss how this was beneficial to your leadership journey.*



APPENDIX F

Formal Observation # ____

Date and Time of Pre-Observation Meeting: _____

Date and Time of Post-Observation Meeting: _____

Date and Length of Observation Video: _____

Domain and Competency of Observation Video: _____

Candidate's Description of Video – *What is the purpose of the activity?*

"Look fors" – *What do you want the evaluator to "look for" when providing feedback?*

Candidate's Reflection – *What did you learn from this experience?*



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Field Supervisor's Evaluation of Candidate's Performance:

Accomplished	Proficient	Developing	Needs Improvement
Candidate demonstrates a highly skilled level of competence and automaticity with practices and performance that exceed proficiency.	Candidate demonstrates competence with practices and performances showing proficiency with the standard.	Candidate demonstrates basic competence with practices and performance that requires direct oversight and/or growth toward achieving the standard at the proficient level.	Candidate demonstrates sub-par competence with practices and performances that requires immediate growth. Meeting must be scheduled with both the Site and Field Supervisors.

Field Supervisor's Feedback and Recommendations for Improvement

Complete form by signing and dating below. **Submit** this form to the Observation Folder in the One Drive folder **BEFORE** the Post-Observation Meeting.

Candidate's Name_____

Candidate's Signature:_____Date_____

Site Supervisor (campus):_____Date_____

Field Supervisor (NAU):_____Date_____



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APPENDIX F

Informal Observation 1 / 2 / 3 (circle one)

Purpose of the Activity: _____

Principal Domain and Competencies Demonstrated: _____

Date of Video Recording: _____ Length of Video: _____

Candidate's Description of Activity

--

Field Supervisor's Evaluation of Candidate's Performance

Accomplished	Proficient	Developing	Needs Improvement
Candidate demonstrates a highly skilled level of competence and automaticity with practices and performance that exceed proficiency.	Candidate demonstrates competence with practices and performances showing proficiency with the standard.	Candidate demonstrates basic competence with practices and performance that requires direct oversight and/or growth toward achieving the standard at the proficient level.	Candidate demonstrates sub-par competence with practices and performances and requires immediate growth. Meeting must be scheduled with both the Site and Field Supervisors.

Field Supervisor's Feedback and Recommendations for Improvement

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Candidate's Signature: _____ Date _____

Field Supervisor's Signature: _____ Date _____



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APPENDIX G

Site Supervisor Summative Evaluation of Candidate - Practicum 1 (Fall)

Please indicate the degree to which the candidate has demonstrated mastery of the following TExES principal competencies, using the rubric below as a guide. Additional explanatory comments would be appreciated. This form should be returned directly to the Field Supervisor

Candidate's Name: _____

Accomplished (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Demonstrates a highly skilled level of competence and automaticity with practices and performance that exceed proficiency	Demonstrates competence with practices and performances showing proficiency with the standard	Demonstrates basic competence with practices and performance that requires direct oversight and/or growth toward achieving the standard at the proficient level	Demonstrates sub-par competence with practices and performances that requires immediate growth. A meeting must be scheduled with the candidate, site supervisor and field supervisor

- 1) *The candidate understands the school's vision and knows how to implement a shared vision and culture of high expectations on the campus.*
- 2) *The candidate knows who the major stakeholder groups are and knows how to collaborate with and include stakeholders as key partners to support learning.*
- 3) *The candidate knows how to work with campus staff to collaboratively develop and implement high-quality instruction in all classrooms.*
- 4) *The candidate knows how to analyze various forms of data to advocate for and sustain an instructional program that utilizes best practices to ensure student success.*
- 5) *The candidate understands the importance of developing relationships with internal and external stakeholders, including how to choose appropriate communication strategies for diverse audiences.*
- 6) *The candidate understands the importance of ethical leadership and demonstrates integrity in all interactions with administrators, teachers, parents, and students.*
- 7) *The candidate promotes appreciation for diversity by advocating for children and ensuring access to effective educators, programs, and services for all students.*

Site Supervisor's Signature: _____ **Date** _____



APPENDIX H

Candidate's Satisfaction Survey for Site Supervisor – Practicum 1 (Fall)

SECTION A: Listed below are questions about your Site Supervisor. Using the check boxes, please indicate your level of agreement for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Site Supervisor is a visionary leader who communicates the school's vision to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor creates a culture of high expectations for the success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor works with campus staff to collaboratively develop and implement high-quality instruction in all classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor uses various forms of data to make instructional decisions that support research-based instructional strategies to support student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor understands how to use different communication strategies to communicate effectively with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor demonstrates the qualities of ethical leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor responds in a reasonable time when I need support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor has shown interest in my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor has given me opportunities to experience various roles of school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my Site Supervisor has been helpful and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B - Listed below are general questions about your Site Supervisor. Please provide comments in the sections below:

- In what ways has your Site Supervisor been beneficial to you?
- How could your Site Supervisor have better assisted you?
- Use the remaining space to share any additional comments you have about your Site Supervisor.



APPENDIX I

Candidate's Satisfaction Survey for Field Supervisor – Practicum 1 (Fall)

SECTION A: Listed below are questions about your Field Supervisor. Using the check boxes, please indicate your level of agreement for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Field Supervisor was knowledgeable about the daily roles and responsibilities of school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor understood leadership qualifications required of school leaders in Texas and shared those through webinars and conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor established a positive and supportive culture in the online classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor communicated clear instructions for assignments and provided adequate resources to support my success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor adapted instructional requirements to meet the needs of candidates in a variety of educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor set high standards and held me accountable for my success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor modeled ethical behavior and integrity in all interactions with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor responded in a reasonable time when I had a question or concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor demonstrated interest in my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my Field Supervisor was helpful and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B - Listed below are general questions about your Field Supervisor. Please provide comments in the sections below:

- In what ways has your Field Supervisor been supportive to you?
- How could your Field University Supervisor have better assisted you?
- Use the remaining space to share any additional comments you have about your Field Supervisor.



APPENDIX K

Practicum 1 (Fall) Portfolio Checklist

APPENDIX A		Practicum in Educational Leadership Application Form
APPENDIX B		Site Supervisor Permission Form
APPENDIX C		Affirmation to uphold the Texas Educators' Code of Ethics
APPENDIX D		Practicum 1 Plan
APPENDIX E		Leadership Logs (6)
APPENDIX F		Conference Forms (2)
APPENDIX G		Site Supervisor Summative Evaluation of Candidate
APPENDIX H		Candidate Satisfaction Survey for Site Supervisor
APPENDIX J		Candidate Satisfaction Survey for Field Supervisor
APPENDIX K		Practicum 1 (Fall) Portfolio Checklist
		Other items to include in this semester's portfolio
		Required Field Experiences (5)
		Required Activity (1)
		Professional Resume
		Leadership Style Analysis
		Reflections (3)



APPENDIX L

Texas Administrative (Principal) Standards (T-P ESS) Chapter 149.

Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards

Standard 1 – Instructional Leadership - *The principal is responsible for ensuring every student receives high quality instruction.*

1) Knowledge and Skills

a) 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 particular needs of their diverse student population;
- 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.

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 in classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

2) Indicators

- a) Rigorous and aligned curriculum and assessment – the principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
- b) Effective instructional practices – the principal develops high-quality instructional practices among teachers that improve student learning.
- c) 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.

Standard 2 – Human Capital - *The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.*

1) Knowledge and Skills

a) 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;
- 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.

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.

2) Indicators

- a) Targeted selection, placement, and retention – the principal selects, places, and retains effective teachers and staff.
- b) Tailored development, feedback, and coaching – the principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
- c) Staff collaboration and leadership – the principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- d) Systematic evaluation and supervision – the principal conducts rigorous evaluations of all staff using multiple data sources.

Standard 3 – Executive Leadership - *The principal is responsible for modeling a consistent focus on and commitment to improving student learning.*

1) Knowledge and Skills

- a) 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 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.

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.

2) Indicators

- a) Resiliency and change management – the principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- b) 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.
- c) Communication and interpersonal skills – the principal tailors communication strategies to the audience and develops meaningful and positive relationships.
- d) 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.

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.*

1) Knowledge and Skills

- a) 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 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.

In schools led by 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.

2) Indicators



- a) Shared vision of high achievement – the principal develops and implements a shared vision of high expectations for students and staff.
- b) Culture of high expectations – the principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- c) Intentional family and community engagement – the principal engages families and community members in student learning.
- d) Safe school environment – the principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- e) 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.

Standard 5 – Strategic Operations - *The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.*

1) Knowledge and Skills

- a) 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 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 (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.

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. 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 plans.

2) Indicators

- a) Strategic planning – the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- b) 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.
- c) Tactical resource management – the principal aligns resources with the needs of the school and effectively monitors the impact on school goals.



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- d) 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.

Additional resources may be found at: <https://tpess.org/downloads/>



APPENDIX M

SBEC/TEXES Principal Domains and Competencies

Domain 1: 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).*

- 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 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

Competency 002: *The entry-level 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 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



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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.*

- 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
- 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
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: *The entry-level 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 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 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.*

- 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



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
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision-making and works collaboratively with campus and district leadership

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.*

- 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

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.*

- 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

Competency 008: *The entry-level 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 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.

- 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 determine accountability for campus goal attainment

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.

- 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 (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 (attendance systems, teacher gradebooks, 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 requirements are met (such as due process, SPED requirements)

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.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical 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 (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 (health, guidance, and counseling programs) to meet individual student needs
- G. Applies legal guidelines (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



APPENDIX N

Texas Administrative Code - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

A. Statement of Purpose

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. 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.

B. Enforceable Standards

1. 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, 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 demonstrate that he or she is worthy to instruct or supervise the youth of this state.
- k) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and / or disciplinary record when applying for subsequent employment.
- l) **Standard 1.12.** The educator shall refrain from 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.

2. **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 or recklessly 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.

3. **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, recklessly, or negligently treat a student 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.



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- g) **Standard 3.7.** The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age 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:
 - 1. The nature, purpose, timing, and amount of the communication;
 - 2. The subject matter of the communication;
 - 3. Whether the communication was made openly, or the educator attempted to conceal the communication;
 - 4. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - 5. Whether the communication was sexually explicit; and
 - 6. 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.



APPENDIX O

National Policy Board for Educational Administration Professional Standards for Educational Leaders

Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- A.** Develop an educational mission for the school to promote the academic success and well-being of each student.
- B.** In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- C.** Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- D.** Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- E.** Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- F.** Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- G.** Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- A.** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- B.** Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- C.** Place children at the center of education and accept responsibility for each student's academic success and well-being.
- D.** Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- E.** Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- F.** Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally



responsive practices to promote each student's academic success and well-being.

Effective leaders:

- A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- H. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- E. Promote the effective use of technology in the service of teaching and learning.
- F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- G. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.



- B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- E. Cultivate and reinforce student engagement in school and positive student conduct.
- F. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- E. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- F. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- G. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- H. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- I. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals,



and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- E. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- H. Encourage faculty-initiated improvement of programs and practices.

Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- A. Are approachable, accessible, and welcoming to families and members of the community.
- B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- E. Create means for the school community to partner with families to support student learning in and out of school.
- F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- G. Develop and provide the school as a resource for families and the community.
- H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- I. Advocate publicly for the needs and priorities of students, families, and the community.
- J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- A. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction,



and assessment; student learning community; professional capacity and community; and family and community engagement.

- D. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- E. Protect teachers' and other staff members' work and learning from disruption.
- F. Employ technology to improve the quality and efficiency of operations and management.
- G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- J. Develop and manage productive relationships with the central office and school board.
- K. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- E. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- J. Develop and promote leadership among teachers and staff for inquiry, experimentation, and



innovation, and initiating and implementing improvement.



APPENDIX P

Certification Requirements for Texas Students

TEXAS STUDENTS PLEASE NOTE: Recommendation for principal certification is available **ONLY** to students who reside in Texas during the practicum. The candidate must apply for certification during the **FIRST** semester of the graduate program, show documentation of current Teacher Certification, and have at least two years of teaching experience. **The Site Supervisor must have current Texas Principal certification.** The candidate must also complete **PCP-0300** at the end of the program and earn a passing score on the NAU practice exam before being approved as eligible to apply for the *Principal as Instructional Leader* certification through successful completion of **PASL** performance tasks and a passing score on the **TEExES 268-exam**.

Principal Certification Program Application Checklist

Thank you for your interest in the **Principal Certification Program (PCP)**. This checklist will guide you through the process to complete your application. This process **MUST** be completed during or before the beginning of your **FIRST** course.

Principal Certification applicants must submit the following documents to the certification office. Admission as a graduate student in the master's degree program in Educational Leadership (EDLE) is a separate process and does not waive the requirements for acceptance into the Principal Certification Program.

Include a copy of the following documentation with your application.

#	Description of Item	Date Submitted
1	Application Form http://www.na.edu/documents/academics/Principal-Certification-Application-Form.pdf	
2	Official Transcripts from all colleges attended for bachelor's and master's degrees	
3	Principal Candidate Program Interview	
4	Texas Standard Teaching Certification documentation	
5	Teacher Service record from ISD's personnel office indicating at least two years of classroom teaching experience in a TEA approved school	
6	Receipt for Application Fee (http://www.na.edu/fees-deposits/)	
7	Proof of English Language Proficiency - check one: <input type="checkbox"/> I have an undergraduate or graduate degree from an institution of higher education in the US <input type="checkbox"/> I have an undergraduate or graduate degree from an institution of higher education outside of the US where the primary language of instruction was English (attach a written statement by an officer of the institution confirming that) <input type="checkbox"/> TOEFL – minimum score: 89	
8	Cumulative GPA of 3.0	
9	PCP Acceptance Letter (signed and returned)	



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10	Anticipated Course Start Date: Fall____Spring____Summer____	Year:
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Applications lacking any required documents will be considered incomplete and you will be denied entry into the PCP. Please submit copies of all original documents. Once the application has been submitted, all documentation becomes the property of NAU-PCP and cannot be returned.



APPENDIX Q

Principal Certification Program

PRIOR TO Admission to Principal Certification Program (PCP)			
#	Item	Requirements	Completed
1	PCP Application Form	Apply for certification before or during FIRST week of courses	
2.a	Official Transcript for bachelor's degree	Submit official transcripts	
2.b	Official Transcript for master's degree	Submit official transcripts (if applicable)	
3	Principal Candidate Interview	Complete interview	
4	Principal Candidate Essay	Submit completed essay	
5	Texas Standard Teaching Certificate	Submit official copy	
6	Teacher Service record (2 years min)	Submit official copy	
7	Application Fee	Proof of payment	
8	Cumulative GPA	3.0 minimum	
9	Acceptance Letter	Sign and date	
10	Criminal History & Background Check	Sign and date	
DURING Practicum courses			
#	Item	Requirements	Completed
1	Application Form (Appendix A)	Submit each semester	
2	Site Supervisor – Texas certified principal (Appendix B)	Submit each semester	
3	Code of Ethics Agreement (Appendix C)	Submit each semester	
3	135 Minutes of observation videos	Upload videos to NAU-EDLE One Drive folder each semester	
4	At least 3 online conferences with Field Supervisor	Upload Appendix F forms to NAU-EDLE One Drive folder	
5	180 Hours of leadership activities over a period of 24 weeks	Upload Appendix E forms to NAU-EDLE One Drive folder	
6	Field Experiences (12)	Submit field experiences documentation to NAU-EDLE One Drive folder	
7	Electronic Portfolios	Upload portfolios from fall, spring, and summer terms to NAU-EDLE One Drive folder	
NAU Pre-Certification Requirements			
#	Item	Requirements	Completed



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1	PCP 0300 course at NAU during last semester or following graduation	Complete all course requirements	
2	PASL Tasks	Prepare materials for tasks	

3	Certify Teacher Practice Exam	Score 85% on all competencies	
4	Principal as Instructional Leader 268 practice exam (NAU)	Make 85% overall score	
#	Item	Requirements	Completed
1	Mental Health Training	TEA approved (5 hours)	
2	Dyslexia Training	TEA approved (5 hours)	
#	Item	Requirements	Completed
1	Register to submit PASL tasks during or after final semester	Passing score on all 3 tasks	
2	Take TExES 268 exam after graduation	Passing score	
3	Apply for principal certification and pay certification fee	TEAL account	



APPENDIX R

TEA Complaint Process

The complaint process allows for an applicant, candidate, employee, or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong.

Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

Filing a Complaint

All complaints filed with TEA must be in writing. Complaints made by phone or complaints that are submitted anonymously will not be accepted. A person or entity may file a written complaint TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form.

To adequately review and address a complaint, TEA needs specific details. They must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation. Complaint submissions should include the following:

- Explanation of the reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties

After the Complaint Is Filed

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number. The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status, prioritizing the complaint accordingly, and determining jurisdiction. If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack



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of jurisdiction.

If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.

Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated. Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.

After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing. After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, additional actions will be taken against the EPP.

The final disposition of the complaint will be recorded in the TEA complaints tracking system. For additional details about the complaint process, please refer to the following:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/



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APPENDIX S

NAU-PCP Exit Policy (for Principal Certification Program Students)

Purpose

This policy outlines the conditions under which a candidate may be dismissed from North American University's Educator Preparation Program (EPP). It is reviewed with each candidate at the time of admission and acknowledged with a signature.

Policy

1. Voluntary Withdrawal

Candidates may choose to withdraw from the EPP at any time by submitting a written request to the EPP office.

2. Dismissal for Inactivity

A candidate who does not actively complete coursework, training, and/or required testing for a period of two (2) years will be dismissed from the program.

Inactive candidates are defined as those who have not made progress in coursework, training, or testing requirements and who have not completed the program.

3. Dismissal for Non-Compliance

Candidates may also be dismissed for failure to comply with program policies, professional standards, or university conduct expectations.

4. Notification of Dismissal

Candidates dismissed under this policy will be notified in writing by the EPP office.

5. Re-Admission

Candidates dismissed for inactivity or voluntary withdrawal may re-apply for admission to the program under the current admission requirements.

Acknowledgement

I have read and understand the North American University Educator Preparation Program Exit Policy. I agree to abide by the conditions outlined above.

Student Name: _____

Signature: _____

Date: _____