



# **Educational Leadership Handbook**

*EDUC 5323 – Spring Practicum*

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



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 new 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.

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## INTRODUCTION

Welcome to **EDUC 5323 - Spring Practicum!** During the core program courses, you learned about administrative theory, researched best practices, analyzed real-life scenarios, and mentally projected yourself 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 5323 - Practicum 2 (Spring) 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 and Spring semesters. Candidates must complete both semesters as part of the EDLE master's degree program.
4. Texas candidates who wish to seek *Principal as Instructional Leader* certification should apply to the certification program during the first semester of coursework



## ROLES & RESPONSIBILITIES

### Candidate

1. Register for support courses for Spring 1 (EDUC 5315) and Spring 2 (EDUC 5329).
2. Arrange for practicum placement with a qualified Site Supervisor on your school campus 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.
3. Maintain a harmonious, cooperative attitude with the Site Supervisor, Field Supervisor, and other school personnel.
4. Adhere to the policies and traditions of selected school.
5. Shadow school administrators to learn about organizational procedures, leadership roles, and the daily responsibilities of the principal as an instructional leader.
6. Assume increasing responsibility for administrative tasks as confidence grows and the Site Supervisor recommends.
7. 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**.
8. Submit bi-weekly leadership logs detailing participation in required and suggested leadership activities to the Field Supervisor.
9. Submit electronic assignments through eLearning to demonstrate understanding and mastery of the **SBEC/TEXES Principal Domains and Competencies**.
10. Attend online meetings with the Field Supervisor through **TEAMS** to discuss progress, ask questions, and discuss what has been learned so far in the practicum. The Site Supervisor is welcome to attend one of these meetings, although that is not required.
  - a. The initial conference must be scheduled during the time frames specified by the Field Supervisor.
  - b. A limited number of time slots are available for conferences, so the candidate should schedule conferences thoughtfully to minimize the need to reschedule.
  - c. 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.
  - d. Failure by the candidate to schedule meetings in a timely manner or failing to show up for meetings will result in a grade of FAILURE or INCOMPLETE for the course.
  - e. At the end of the semester, candidates will submit an electronic portfolio, which includes assignments that demonstrate mastery of principal competencies and course requirements to the Field Supervisor.

### Site Supervisor (on campus)

For candidates 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 and ensuring that a supportive learning environment is provided. The Site Supervisor will also



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**.

1. Provide an orientation to the faculty and staff of the school concerning the candidate's role.
2. Plan a work schedule for the candidate that enhances learning experiences.
3. Provide experiences that parallel 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 procedures.
7. Attend an online conference with the candidate and Field Supervisor, if needed.
8. Submit final evaluation forms to the Field Supervisor.

### Field Supervisor (at NAU)

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. Review and 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, phonecalls, and online conferences.
6. Collect candidate e-Portfolios and archive them in One Drive folder provided.
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 two practicum courses and the summer term. 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. **FOUR field experiences will be completed this semester.** The information about field experience assignments included in this document has been abbreviated. Review the course syllabus for more complete information about each assignment.

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.

### Field Experience 7 (Competency 5)

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

### Part 1: Teacher Evaluation Process (completed in EDUC 5315)

#### The learner will -

- **Ask** the principal to describe the teacher evaluation process, using template provided.
- **Review** the evaluation criteria (T-TESS or the system used on your campus).
- **Shadow** the principal during informal walk-throughs and informal observations.
- **Observe** pre and post conferences the principal has with teachers during formal evaluations.
- **Conduct** 10 hours of teacher observations, including both formal and informal observations.
- **Identify** the process for placing a teacher on a growth plan.

#### SUBMIT the following:

- Graphic Organizers
- Observation Log
- Teacher Growth plan

### Teacher Evaluation Process Rubric

Criteria	4-5	2-3	0-1
<b>Graphic Organizer (Informal)</b>	Graphic organizer is complete	Graphic organizer is incomplete	Graphic organizer is missing



<b>Graphic Organizer (Formal)</b>	Graphic organizer is complete	Graphic organizer is incomplete	Graphic organizer is missing
<b>Observation Log</b>	Documentation is complete	Documentation is incomplete	Documentation is missing
<b>Teacher Growth Plan</b>	Growth plan is complete	Growth plan is incomplete	Growth plan is missing

## Part 2: Teacher Coaching Practice (completed in EDUC 5323)

### The learner will –

- **Identify** a struggling teacher in a specific grade level/subject area, based on feedback from administrators or teacher leaders.
- **Schedule** three meetings and two observations with that teacher to develop and implement a coaching plan.

### SUBMIT the following -

- Teacher Coaching Plan

## Teacher Coaching Process Rubric

Criteria	4-5	2-3	0-1
<b>Goals and Recommendations</b>	Templates are complete	Templates are incomplete	Templates are missing
<b>Meetings</b>	Documentation is complete	Documentation is incomplete	Documentation is missing
<b>Observations</b>	Observations are complete	Observations are incomplete	Observations are missing

## Part 3: Teacher Professional Development (completed in EDUC 5315)

### The learner will -

- **Review** student assessment data with the principal to identify a gap in student performance.
- **Conduct** a focus group meeting with the teachers of that subject/grade level to solicit their feedback about why students are underperforming.
- **Conduct** a professional development session for the teachers to address the identified needs, based on evidence-based best practices.
- **Distribute** a survey to teachers after the PD session to solicit their feedback and analyze the results.
- **Reflect** on the importance of providing personalized PD sessions that meet the needs of teachers

### SUBMIT the following:

- Analysis Chart





- Focus Meeting Agenda
- Artifacts from PD session
- Survey with analysis of the results
- Reflection

### Teacher Professional Development Rubric

Criteria	4 - 5	2 - 3	0 - 1
<b>Achievement Gap</b>	Data review is complete	Data review is incomplete	Data review is missing
<b>Focus Group Meeting</b>	Template is complete	Template is incomplete	Template is missing
<b>PD Artifacts</b>	PD artifacts are included	PD artifacts are incomplete	PD artifacts are missing
<b>Survey</b>	Survey and analysis are complete	Survey and analysis are incomplete	Survey and analysis are missing
<b>Reflection</b>	Reflection is complete	Reflection is incomplete	Reflection is missing

### Part 4: Personal Growth and Stress Management Plan (completed in EDUC 5323)

#### The learner will –

- **Ask** how administrators reflect on their own practice, receive feedback about their performance, and deal with the stress of leadership.
- **Consider** how professional development is differentiated to meet the needs of teachers and how it should be differentiated for school leaders.
- **Evaluate** your strengths in different areas of leadership, as well as challenges and areas in which you want to improve your skills.
- **Create** a plan to increase your growth as a leader.
- **Identify** areas of stress and complete a plan to address them.

#### SUBMIT the following -

- Personal Growth Templates, Timeline, and Resource List
- Stress Management Template

### Personal Growth and Stress Management Plan Rubric

Criteria	3	2	0-1
<b>Personal Growth Templates</b>	Templates are complete	Templates are incomplete	Templates are missing



Personal Growth Timeline		Timeline is complete	Timeline is incomplete
Personal Growth Resource List		Resource list is complete	Resource list is missing
Stress Management Template	Template is complete	Template is incomplete	Template is missing

### Field Experience 8 (Competency 6)

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

#### Part 1: Teacher Selection Process (completed in 5315)

##### The learner will -

- **Schedule an interview** with the principal to learn more about the principal's role as the instructional leader of the school.
- **Use** the list of questions provided on the template to find out about instructional leadership processes on your campus. You may add other questions as needed.
- **Review** the Employee Handbook to evaluate how well these topics are addressed.
- **Observe** a teacher interview. If you do not have the opportunity to observe an interview, discuss this process with the administrator.
- **Review** the job description for a position on your campus. Make a list of the interview questions and describe the qualities you would look for in a successful candidate for that position.

##### **SUBMIT the following:**

- Administrator Interview template
- Teacher Interview template
- Analysis of Employee Handbook
- Reflection

#### **Teacher Selection Process Rubric**

Criteria	4-5	2-3	0-1
Administrator Interview	Template is complete	Template is incomplete	Template is missing
Teacher Interview	Template is complete	Template is incomplete	Template is missing
Employee Handbook	Handbook analysis is complete	Handbook analysis is incomplete	Handbook analysis is missing
Reflection	Reflection is complete	Reflection is incomplete	Reflection is missing



## Part 2: Mentoring Plan for New Teachers (completed in EDUC 5323)

### The learner will -

- **Review** information posted in **RESOURCES** about mentoring programs.
- **Meet** with the principal to discuss the current process for mentoring new teachers. If a mentoring plan does not exist, work with administrative team to create one.
- **Create** a power point presentation for new teachers to explain the mentoring plan.
- **Develop** a year-long plan for mentoring activities.
- **Share** the presentation with first-year teachers on your campus.

### SUBMIT the following:

- Copy of Campus Mentoring Plan
- Power Point presentation
- Teacher Feedback

### Mentoring Plan for New Teachers Rubric

Criteria	5	3	0
<b>Power Point Content</b>	Provides overview of campus culture and unwritten expectations	Content is incomplete	PPT is missing
<b>Mentoring Activities</b>	Includes a year-long schedule of activities	Includes a partial schedule of mentoring activities	Schedule of mentoring activities is missing
<b>Feedback and Questions</b>	Feedback and questions from teachers are listed		No feedback or questions included

## Part 3: Professional Learning Community (PLC) Analysis (completed in EDUC 5323)

### The candidate will –

- **Explore** the implementation of Professional Learning Communities (PLCs) on the campus.
- **Lead** a PLC meeting for a specific grade level/subject area.
- **Make** a presentation about SMART goals and lead a discussion about high-stakes assessments.
- **Have** teachers complete the **SMART Goals Worksheet** to help identify goals they want to accomplish with their students before testing.
- **Ask** team members to complete the **Critical Issues for Team Consideration** document.
- **If there are no PLC teams on campus**, identify an area in which a PLC could be helpful in supporting teachers and improving student performance and plan a meeting with the teachers.

### SUBMIT the following:

- *SMART Goals Worksheet*
- *Critical Issues for Team Consideration* document



## PLC Analysis Rubric

Criteria	4-5	2-3	0-1
<b>PLC Meeting</b>	Leads PLC meeting	Attends PLC meeting	Does not attend PLC meeting
<b>SMART Goals and Critical Issues</b>	Submit both worksheets completed	Submits one worksheet	Does not submit worksheets

## Field Experience 9 (Competency 8)

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

### Part 1: Organizational Leadership (completed in EDUC 5329)

#### The candidate will -

- **Schedule an interview** with the principal to learn more about the principal's role in organizational leadership and attend administrative meetings to find out management of daily operations.
- **Use** the list of questions provided on the template to find out about organizational leadership processes on your campus. You may add other questions as needed.
- **Explore** the characteristics of a learning organization and create a graphic organizer that illustrates the current status of your school as a learning organization.

#### **SUBMIT the following:**

- Interview template
- Learning Organization Graphic Organizer

## Organizational Leadership Rubric

Criteria	4-5	2-3	0-1
<b>Template</b>	Template is complete	Template is incomplete	Template is missing
<b>Graphic Organizer</b>	Graphic organizer is complete	Graphic organizer is incomplete	Graphic organizer is missing

### Part 2: Teacher Motivation and Job Satisfaction Proposal (completed in EDUC 5329)

#### The candidate will -

- **Review** teacher and staff job descriptions and campus policies about job responsibilities.



- **Lead** a focus group meeting with a diverse group of teachers to find out about their current levels of motivation and job satisfaction.
- **Create** a proposal to improve teacher motivation and job satisfaction, based on results of the focus group discussion.
- **Share** the proposal with teacher leaders and administrators and ask for their feedback.
- **Reflect** on what you learned about motivating teachers and rewarding their performance.

**SUBMIT the following:**

- Focus Group Meeting Agenda
- Proposal
- Reflection

**Teacher Motivation and Job Satisfaction Survey Rubric**

Criteria	5	3	1
<b>Focus Group Meeting</b>	Agenda is complete	Focus group meeting agenda is incomplete or not on template	Focus group meeting is missing
<b>Proposal</b>	Proposal is complete and professional	Proposal is incomplete or lacks professionalism	Proposal is missing
<b>Reflection</b>	Reflection is complete	Reflection is incomplete	Reflection is missing

**Part 3: Time Management and Organizational Skills (completed in EDUC 5323)**

**The learner will –**

- **Review** the information posted in the course about time management and organizational skills.
- **Complete** the *Pre-Planning Weekly Schedule*, *Time Management Priority Matrix*, *Prioritized To-Do List*, and *Post-Planning Weekly Schedule*.
- **Follow** the revised plan for a week and reflect on any improvements in time management.
- **Identify** needs and priorities in organizational skills to develop habits of highly effective leaders.

**SUBMIT the following -**

- Templates
- Reflection

**Time Management and Organizational Plan Rubric**

Criteria	3	2	0-1
<b>Initial Time Management Plan</b>	Templates are complete	Templates are incomplete	Templates are missing
<b>Revised Time Management Plan</b>	Templates are complete	Templates are incomplete	Templates are missing



Graphic Organizer		Graphic Organizer is complete	Graphic Organizer is missing
Reflection		Reflection is complete	Reflection is missing

### Field Experience 10 (Competency 9)

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

#### Part 1: Conflict Resolution Analysis (completed in EDUC 5329)

The candidate will -

- **Review** current campus and district policies about conflict resolution.
- **Conduct** a Needs Assessment to identify areas of conflict that would benefit from the conflict resolution strategies.
- **Create** graphic organizers to identify best practices in problem-solving, decision-making, and conflict resolution.
- **Reflect** on how changes to the current policies would improve problem-solving, decision-making, and conflict resolution strategies throughout the school.

**SUBMIT the following:**

- Needs Assessment
- Graphic Organizers
- Reflection

#### Conflict Resolution Analysis Rubric

Criteria	5	3	1
Needs Assessment	Needs Assessment is complete	Needs Assessment is incomplete	Needs Assessment is missing
Graphic Organizers	Three graphic organizers submitted	Two graphic organizers submitted	One graphic organizer submitted
Reflection	Reflection is complete	Reflection is incomplete	Reflection is missing

#### Part 2: Transformational Leadership Presentation (completed in EDUC 5329)

The candidate will -

- **Create** a survey for teachers and administrators on your campus to evaluate the current organizational culture.



- **Review survey** results to identify areas needing change as well as the willingness of the staff to accept change.
- **Evaluate** your strengths as a transformational leader that can successfully lead change.
- **Create** a power point presentation to share a change management plan to improve the campus culture.
- **Write** a reflection to share what you have learned about transformational leadership and change management.

**SUBMIT the following:**

- Survey and summary of results
- Power Point presentation
- Reflection

**Transformational Leadership and Change Management Presentation Rubric**

Criteria	4-5	2-3	0-1
<b>Survey</b>	Survey questions and results are included	Survey questions or results are missing	Survey questions and results are missing
<b>Power Point Presentation</b>	Presentation is professional and complete	Presentation lacks professionalism OR is incomplete	Presentation is missing
<b>Reflection</b>	Reflection is complete	Reflection is incomplete	Reflection is missing

**Part 3: Crisis Management Plan (completed in EDUC 5329)**

**The candidate will:**

- **Review** the current crisis management plan for the campus.
- **Identify** potential crisis areas (lockdown, fire, weather event...)
- **Discuss** the following elements of a crisis management plan with administrators:
- **Create** a graphic organizer that highlights the chain of command, response action plan, and communication strategies
- **Share** this information with teachers
- **Reflect** on your strengths as a leader during crisis events

**SUBMIT the following:**

- Crisis Management Plan template
- Graphic Organizer
- Reflection



## Crisis Management Plan Rubric

Criteria	4-5	2-3	0-1
<b>Template</b>	Template is complete	Template is incomplete	Template is missing
<b>Graphic Organizer</b>	Graphic Organizer includes essential information	Graphic organizer lacks essential information	Graphic organizer is missing
<b>Reflection</b>	Reflection focuses on strengths as crisis management leader	Reflection lacks personal focus	Reflection is missing

## Part 4: Strategic Plan (completed in EDUC 5329)

### The candidate will:

- **Discuss** the importance of having a long-term (3-5 year) strategic plan that aligns with the school's mission, vision, and values.
- **Review** the current strategic plan for the campus. If one does not exist, work with administrators to create one.
- **Identify** how the annual SIP/CIP plans and goals are developed from the strategic plan.
- **Identify** the data sources that are used to identify current needs, create measurable goals, and measure progress toward achieving goals.
- **Conduct** a *SWOT Analysis* to evaluate current conditions on the campus.
- **Work** with administrators to complete the *Strategic Plan Model Forecast*.
- **Create** a power point presentation that provides an overview of the current strategic plan
- **Complete** a reflection about the importance of strategic planning and how you can become a strategic leader.

### SUBMIT the following:

- *Strategic Plan Planning* template
- Power Point presentation
- Reflection

## Strategic Plan Rubric

Criteria	4-5	2-3	0-1
<b>Strategic Planning Template</b>	Template is complete	Template is incomplete	Template is missing
<b>Power Point Presentation</b>	Presentation is professional and complete	Presentation lacks professionalism AND/OR is incomplete	Presentation is missing
<b>Reflection</b>	Reflection is complete	Reflection is incomplete	Reflection is missing





## REQUIRED ACTIVITIES

There are three required activities that must be completed during the practicum courses. All activities must be completed by the end of the program.

### Activity 1: Technology Project (completed in EDUC 5324)

Administrators should understand how to use technology to communicate effectively with the school community. All communication should be professional and when using technology, items should be visually appealing with correct spelling, grammar, and mechanics.

#### **The candidate will:**

**Create** a technology action plan for the campus. This technology action plan should be displayed on the website created in the course.

#### **SUBMIT the following:**

- **Share** a link to the website that was created as part of the final project for EDUC 5324.
- **Upload** the technology action plan template to that website.

### Activity 2: School Board Meeting (completed in either Fall or Spring Practicum)

As an educational leader, it is important to understand the principal's role in school governance. Principals operate in political environments, 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 would be beneficial for the campus

#### **SUBMIT the following:**

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

### Activity 3: Philosophy of Leadership (completed during last semester)

The candidate's philosophy of leadership should be developed after reflection on the survey results about leadership styles, personality traits, emotional intelligence, personal experiences, and observation of effective leaders. It should include reflections about what has been learned about leadership in all



previous courses. The philosophy of leadership should describe the attitudes, qualities, and behaviors that exemplify successful leadership.

**The candidate will:**

- **Reflect** on what has been learned about successful and effective leadership during the program
- **Consider** the results of surveys that reveal your leadership strengths and areas of challenge

**SUBMIT the following:**

- **Write** a 2-page statement describing your philosophy of leadership, based on your personal experience, what you learned from the program, and the needs of your campus
- Explain how your skills and knowledge will enable you to be/become a successful learner on your campus



## SUGGESTED LEADERSHIP ACTIVITIES

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.

<b>Vision and Culture</b>	<ul style="list-style-type: none"><li>• Participate in the development of a campus vision</li><li>• Conduct a survey of the campus culture</li><li>• Create a process for recognizing faculty and students and providing positive feedback</li><li>• Create a vision statement to improve school culture</li><li>• Discuss the current school vision with the CS and find out how the vision was created and adopted</li></ul>
<b>Communication and Collaboration</b>	<ul style="list-style-type: none"><li>• Assist with school-community programs and projects</li><li>• Attend PTA and booster meetings as appropriate</li><li>• Assist in conducting a needs assessment</li><li>• Plan activities to increase parent involvement</li><li>• Prepare a monthly newsletter to staff and parents</li><li>• Interview the person who creates news releases to find out the media policy</li><li>• Prepare a written communication for faculty, students, parents, and community</li><li>• Prepare a plan to market your campus to the community</li></ul>
<b>Ethics and Integrity</b>	<ul style="list-style-type: none"><li>• Review and analyze the campus ethics statements</li><li>• Participate in ethical decision-making</li><li>• Review district and school's policies and procedures for ethical behavior</li><li>• Review school responsibilities regarding federal programs</li><li>• Research a recent legal or legislative decision that affects the school and make a presentation to staff members</li></ul>
<b>Curriculum, instruction, and assessment</b>	<ul style="list-style-type: none"><li>• Relate benchmark data to needed intervention</li><li>• Assist in administration of standardized tests</li><li>• Attend and participate in curriculum planning meetings</li><li>• Observe co-curricular and extra-curricular programs</li><li>• Design, develop and implement an action research project</li></ul>



<b>Effective instructional strategies</b>	<ul style="list-style-type: none"> <li>• Assist in preparing a master teaching schedule</li> <li>• Prepare schedule for extracurricular activities</li> <li>• Analyze the campus culture and research methods to improve the culture when necessary</li> <li>• Review tardy and absence policies</li> <li>• Find out how to calculate ADA</li> <li>• Develop a plan to decrease chronic absenteeism and truancy</li> <li>• Participate in student conduct hearings</li> </ul>
<b>Staff evaluation and development</b>	<ul style="list-style-type: none"> <li>• Present staff development sessions</li> <li>• Attend pre/post observation conferences</li> <li>• Shadow the administrative team during walk- throughs</li> <li>• Review resumes of potential interview candidates and observe interviews</li> <li>• Study personnel turnover for the past five years</li> <li>• Create a staff PD activity</li> <li>• Analyze staff job descriptions for clarity</li> </ul>
<b>Decision-making and problem- solving</b>	<ul style="list-style-type: none"> <li>• Serve as mediator for teacher-parent disputes</li> <li>• Participate in site-based decision-making meetings</li> <li>• Suggest strategies to assist teachers with a problem area</li> </ul>
<b>Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Observe and/or participate in strategic planning meetings</li> <li>• Participate in scheduling and time management resources</li> <li>• Conduct a needs assessment on the campus</li> </ul>
<b>Finance, resources, and technology</b>	<ul style="list-style-type: none"> <li>• Participate in a needs-assessment</li> <li>• Assist in budget review and preparation</li> <li>• Demonstrate use of technology to teachers or staff</li> <li>• Analyze student or faculty handbook</li> <li>• Review school-wide technology improvement needs</li> </ul>
<b>Physical plant and campus/student safety</b>	<ul style="list-style-type: none"> <li>• Participate in a review of campus facilities</li> <li>• Interview a member of the custodial staff</li> <li>• Review the school's crisis management plan</li> <li>• Evaluate the effectiveness of crisis management plan after an event</li> <li>• Assist in conducting review and submission of all necessary reports of accidents</li> <li>• Review the process for ordering maintenance supplies</li> </ul>



## DEFINITIONS

### **SBEC 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**

These 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 an Instructional Leader* (268) exam.

### **Professional Standards for Educational Leaders (formerly ISLLC Standards)**

These standards outline 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.

### **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
- ✓ **APPENDIX F:** Conference Feedback Form
- ✓ **APPENDIX G:** Site Supervisor Summative Evaluation of Candidate
- ✓ **APPENDIX H:** Candidate's Satisfaction Survey for Site Supervisor
- ✓ **APPENDIX J:** Candidate's Satisfaction Survey for Field Supervisor
- ✓ **APPENDIX K:** Spring Practicum Portfolio Checklist
- ✓ **APPENDIX L:** Commissioner's Rules Concerning Educator Standards
- ✓ **APPENDIX M:** SBEC/TEXES Principal Domains and Competencies
- ✓ **APPENDIX N:** TAC Code of Ethics and Standard Practices for Texas Educators
- ✓ **APPENDIX P:** Professional Standards for Educational Leaders
- ✓ **APPENDIX R:** Certification Requirements for Texas Students
- ✓ **APPENDIX S:** Deadlines for Principal Certification Program Application
- ✓ **APPENDIX T:** TEA Complaint Process



## APPENDIX A

### Candidate Information Form for Spring Practicum

Name

DOB  Ethnicity  Gender

Preferred Name

Current Address:

Permanent Address (if different):

Cell Phone  Work phone

E-mail

Internship School

Administrator/Mentor

Have you received permission from this administrator to complete your internship under his/her supervision?

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





NORTH AMERICAN  
UNIVERSITY  
INSPIRATION INNOVATION GLOBAL COMPETENCE

---

Site Supervisor Signature\_\_\_\_\_Date

Email Address\_\_\_\_\_Phone

---



## APPENDIX C

***Please review the following information and initial each statement to certify that you have read, understood, and agree with 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**

Domain & Competency	Leadership Activity	Targeted Completion Date	Site Supervisor Initials

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**APPENDIX E - Leadership Log #** \_\_\_\_\_

Date & Time	Description of Activities	Domain & Competency

**Total Hours (this week):** \_\_\_\_\_ **Total Hours (cumulative):** \_\_\_\_\_

**Candidate (Print Name):** \_\_\_\_\_

**Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor (Print Name):** \_\_\_\_\_

**Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reflection:** *Describe the highlights of your experience, explain what you learned and 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?*



**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 \_\_\_\_\_



Informal Observation 1 / 2 / 3 (circle one)

Date of Video Recording: \_\_\_\_\_ Length of Video: \_\_\_\_\_

--

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



## APPENDIX G

### Site Supervisor Summative Evaluation of Candidate - Spring Practicum

Please indicate the degree to which the undersigned candidate has demonstrated 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 - [wschulze@na.edu](mailto:wschulze@na.edu)

Candidate's Name: \_\_\_\_\_

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

*The candidate understands how to provide coaching, feedback, and targeted professional development for staff members to promote individual growth.*

4 ☐ 3 ☐ 2 ☐ 1 ☐

Comments \_\_\_\_\_

*The candidate has had opportunities to supervise staff and understands the process for evaluating teacher performance.*

4 ☐ 3 ☐ 2 ☐ 1 ☐

Comments \_\_\_\_\_

*The candidate is knowledgeable about high-quality teaching practices and understands the importance of selecting, placing, and retaining teachers appropriately.*

4 ☐ 3 ☐ 2 ☐ 1 ☐

Comments \_\_\_\_\_





*The candidate understands the role of transformational leadership in managing change effectively within the organization.*

4 ☐

3 ☐

2 ☐

1 ☐

**Comments**

*The candidate understands the budgetary process and realizes the importance of prioritizing goals to align with the school vision, support teacher effectiveness. and promote student success.*

4 ☐

3 ☐

2 ☐

1 ☐

**Comments**

*The candidate understands the importance of providing a safe and effective learning environment for the entire school community.*

4 ☐

3 ☐

2 ☐

1 ☐

**Comments**

*The candidate realizes the importance of cultural responsiveness and working towards developing a culturally proficient environment.*

4 ☐

3 ☐

2 ☐

1 ☐

**Comments**

**Site Supervisor Name:**

**Date:**

**Site Supervisor Signature:**

**Date:**



## APPENDIX H

### Candidate's Satisfaction Survey for Site (Campus) Supervisor – Spring Practicum

**SECTION A:** For each statement below, indicate your level of agreement.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Site Supervisor provides feedback, coaching, and professional development to improve teacher performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor models how to achieve continued personal and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor promotes student success by the selection and retention of high-quality teachers throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor uses decision-making, problem-solving, and conflict-resolution techniques that motivate staff and support attainment of district and campus goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor aligns campus goals to the vision and allocates resources to achieve positive student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor provides administrative leadership through resource management, policy implementation, and school operations, to create a safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Site Supervisor promotes the development of ALL learners by ensuring they have access to effective educators and opportunities to learn.	<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 given me opportunities to experience the 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** – Please share additional comments 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 additional comments you have about your Site Supervisor.

## APPENDIX J

### Candidate's Satisfaction Survey for Field (University) Supervisor – Spring Practicum

**SECTION A:** For each statement below, indicate your level of agreement.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Field supervisor is knowledgeable about the responsibilities of school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor shared standards and competencies required of school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor established a positive and supportive relationship with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor communicated clear instructions and expectations for assignments. and provides adequate resources to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor provided adequate resources to support student success in a variety of educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor communicated effectively with a diverse student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field supervisor modeled ethical behavior and integrity when interacting with students.	<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 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 Field Supervisor. Please provide comments in the sections below:

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



## APPENDIX K

### Spring Practicum Portfolio Checklist

<b>APPENDIX A</b>		Candidate Information Form
<b>APPENDIX B</b>		Site Supervisor Permission Form
<b>APPENDIX C</b>		Code of Ethics
<b>APPENDIX D</b>		Spring Practicum Plan
<b>APPENDIX E</b>		Leadership Logs (6)
<b>APPENDIX F</b>		Conference Forms (2)
<b>APPENDIX G</b>		Site Supervisor Summative Evaluation of Candidate
<b>APPENDIX H</b>		Candidate Satisfaction Survey for Site Supervisor
<b>APPENDIX J</b>		Candidate Satisfaction Survey for Field Supervisor
<b>APPENDIX K</b>		Spring Practicum Portfolio Checklist
		<b>Other items to include in this semester's portfolio</b>
		Required Field Experiences (4) <ul style="list-style-type: none"><li>• <b>FE 7</b> (Teacher Selection Process, Mentoring Plan, PLC Analysis)</li><li>• <b>FE 8</b> (Teacher Evaluation, Teacher Coaching, Teacher PD, Personal Growth Plan)</li><li>• <b>FE 9</b> (Organizational Leadership, Teacher Motivation and Job Satisfaction, Time Management and Organizational Skills)</li><li>• <b>FE 10</b> (Conflict Resolution, Transformational Leadership, Crisis Management, Strategic Plan)</li></ul>
		Personal Supervisory Platform
		Personality Traits Analysis
		Required Activity
		Philosophy of Leadership
		Reflections (3)

## APPENDIX L

### **Texas Administrative (Principal) Standards (T-PESS) 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.*

##### **Knowledge and Skills - Effective instructional leaders:**

- prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
- implement a rigorous curriculum aligned with state standards;
- 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;
- model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans, and
- 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 and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

##### **Indicators**

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

### **Knowledge and Skills - Effective leaders of human capital:**

- treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
- ensure all staff have clear goals and expectations that guide them and by which they are assessed;
- are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
- 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;
- facilitate professional learning communities to review data and support development;
- 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
- 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.

### **Indicators**

- Targeted selection, placement, and retention – the principal selects, places, and retains effective teachers and staff.
- Tailored development, feedback, and coaching – the principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
- Staff collaboration and leadership – the principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- 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.*

### **Knowledge and Skills - Effective executive leaders:**

- are committed to ensuring the success of the school;
- motivate the school community by modeling a relentless pursuit of excellence;

- are reflective in their practice and strive to continually improve, learn, and grow;
- 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;
- keep staff inspired and focused on the end goal even as they support effective change management;
- have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- 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.

### **Indicators**

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

### **Knowledge and Skills - Effective culture leaders:**

- leverage school culture to drive improved outcomes and create high expectations;
- 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;
- establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

- focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
- 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.

### **Indicators**

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

#### **Knowledge and Skills - Effective leaders of strategic operations:**

- 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;
- with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- 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;
- 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
- 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.

**Indicators**

- Strategic planning – the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- 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.
- Tactical resource management – the principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- 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 beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).*

- Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- 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
- Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- Aligns financial, human, and material resources to support implementation of a campus vision and mission
- Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- 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 beginning principal knows how to work with stakeholders as key partners to support student learning.*

- Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- Implements strategies to ensure the development of collegial relationships and effective collaboration
- 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

- Ensures that parents and other members of the community are an integral part of the campus culture

## **Domain 2: Leading Learning (Instructional Leadership/Teaching and Learning)**

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

- Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- 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
- Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004:** *The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.*

- Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- 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)
- Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- 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 3: Human Capital (Human Resource Management)**

**Competency 005:** *The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.*

- 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

- Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- 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
- Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- 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
- 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 beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.*

- Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **Domain 4: Executive Leadership (Communication and Organizational Management)**

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

- Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- Develops and implements strategies for systematically communicating internally and externally
- Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

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

- Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## **Domain 5: Strategic Operations (Alignment and Resource Allocation)**

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

- 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
- Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- 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
- Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**Competency 10:** *The beginning 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.*

- Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- 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)

- 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
- Uses technology to enhance school management (attendance systems, teacher grade books, shared drives, and messaging systems...)
- 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
- Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- 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 6: Ethics, Equity, and Diversity**

**Competency 11:** *The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.*

- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- Promotes awareness and appreciation of diversity throughout the campus community (learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- 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
- 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
- Articulates the importance of education in a free, democratic society

## **APPENDIX N**

### **Texas Administrative Code - TITLE 19 EDUCATION PART 7**

#### **SBEC CHAPTER 247**

#### **EDUCATORS' CODE OF ETHICS - RULE §247.2**

#### **Code of Ethics and Standard Practices for Texas Educators**

##### **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.

##### **Professional Ethical Conduct, Practices and Performance**

- **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.
- **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.
- **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
- **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- **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.
- **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
- **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- **Standard 1.9.** The educator shall not make threats of violence against school district

employees, school board members, students, or parents of students.

- **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.
- **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.
- **Standard 1.12.** The educator shall refrain from illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

### **Ethical Conduct toward Professional Colleagues**

- **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.
- **Standard 2.2.** The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- **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.
- **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- **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.
- **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **Ethical Conduct toward Students**

- **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- **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.
- **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- **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.



- **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- **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.
- **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- **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:
  - The nature, purpose, timing, and amount of the communication;
  - The subject matter of the communication;
  - Whether the communication was made openly, or the educator attempted to conceal the communication;
  - Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - Whether the communication was sexually explicit; and
  - 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 P

### **National Policy Board for Educational Administration 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:**

- Develop an educational mission for the school to promote the academic success and well-being of each student.
- 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.
- 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.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- 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.
- Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- 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:**

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

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 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.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 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:**

- 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.
- 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.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- 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:**

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 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.
- Provide coherent systems of academic and social supports, services, extracurricular activities and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- 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:**

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 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.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 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.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- 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:**

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 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.
- Establish and sustain a professional culture of engagement and commitment to share division, 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.
- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 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:**

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

and priorities to families and the community.

- Advocate publicly for the needs and priorities of students, families, and the community.
- 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:**

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

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- 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.

- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 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.
- 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.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 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.
- Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.



## APPENDIX R

### 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-0001** at the end of the program 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 at 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 <a href="http://www.na.edu/documents/academics/Principal-Certification-Application-Form.pdf">http://www.na.edu/documents/academics/Principal-Certification-Application-Form.pdf</a>	
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 ( <a href="http://www.na.edu/fees-deposits/">http://www.na.edu/fees-deposits/</a> )	
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	





<b>9</b>	PCP Acceptance Letter (signed and returned)	
<b>10</b>	Anticipated Course Start Date:      Fall ____ Spring ____ Summer ____	Year:

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 S

### Principal Certification Program

PRIOR TO Admission to Principal Certification Program (PCP)			
#	Item	Requirements	Completed
1	PCP Application Form	Apply for certification before or during <b>FIRST</b> 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 3 videos to NAU-EDLE One Drive folder	
4	3 online conferences with Field Supervisor	Upload Appendix F forms to NAU-EDLE OneDrive folder	
5	180 Hours of leadership activities over a period of 24 weeks	Upload all Appendix E forms to NAU-EDLEOne Drive folder	
6	Field Experiences (12)	Submit field experiences documentation toNAU-EDLE One Drive folder	
7	Electronic Portfolios	Upload portfolios from fall, spring, and summerterms to NAU-EDLE One Drive folder	
NAU Pre-Certification Requirements			
#	Item	Requirements	Completed
1	PCP 0001 course at NAU during last semester or following graduation	Complete all course requirements	



2	PASL Tasks	Prepare materials for tasks	
3	Pearson 268 Interactive Practice Exam	Score 80% on all competencies	
4	Principal as Instructional Leader 268 practice exam (NAU)	Make 85% overall score	
<b>TRAINING Required by TEA</b>			
<b>#</b>	<b>Item</b>	<b>Requirements</b>	<b>Completed</b>
1	Mental Health Training	TEA approved (5 hours)	
2	Dyslexia Training	TEA approved (5 hours)	
<b>AFTER Graduation and Completion of All Previous Requirements</b>			
<b>#</b>	<b>Item</b>	<b>Requirements</b>	<b>Completed</b>
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 T**

### **TEA Complaint Process**

#### **The 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 with 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, and 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 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/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/)