



NORTH AMERICAN
UNIVERSITY
INSPIRATION INNOVATION GLOBAL COMPETENCE



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Principal as Instructional Leader (PIL) Certification Program Handbook

Through M.Ed. in Educational Leadership
2020-2021 School Year

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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

North American University offers a Master of Education (M.Ed.) in Educational Leadership which is approved by the Texas Higher Education Coordination Board (THECB). For the M.Ed. degree in Educational Leadership, students are required to complete 30 credit hours including two semester long practicum.

The main purpose Program (NAU-PIL) is to help meet the need for certified school administrators. The Program allows ONLY present NAU graduate students in the M.Ed. Educational Leadership degree program.

Advisory Committee: The advisory committee consists of representatives from the following categories of stakeholders: public schools, institutions of higher education, Regional Educational Service Center, and the business world/community. The advisory committee meets minimum once a year. The committee also serves to the current teacher certification program (TCP & ACP) at the university. The committee's contribution includes the following: admission criteria for the program, method of instruction delivery, additional curriculum models, curriculum content, facility needs and improvements, areas in which to offer certification programs and major policy issues regarding admission, internship, staffing, the financial planning, and the evaluation and revision of the program. Advisory Committee Members is trained during their first meeting.

Admission Requirements

In addition to the admission into M.Ed. in Educational Leadership master's degree program, PIL candidates must meet the admission requirements below.

- 1 ____ Application Form
- 2 ____ Official Transcripts from all colleges attended
- 2a ____ Master's transcript (NAU official Transcript request link:
- 2b ____ Bachelor's transcript
- 3a ____ Principal Candidate Interview
- 3b ____ Philosophy of Leadership
- 4 ____ Copy of Texas Standard Teaching Certificate
- 5 ____ Teacher Service record from school district personnel office indicating at least two years of classroom teaching experience, in a TEA approved school.
- 6 ____ Proof of Application Fee (<http://www.na.edu/fees-deposits/>)
- 7 ____ master's degree and principal certification plan
- 8 ____ Proof of English Language Proficiency- Check one of the following
 - ☐ I have an undergraduate or graduate degree from an institution of higher education in the US



☐ 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)

☐ TOEFL – minimum score: Speaking 26

9 ____ Cumulative GPA: _____

10 ____ Acceptance Letter.

11 ____ Code of Ethics

12 ____ Program start Date: _____

Upon the receipt of the application documents, an interview will be scheduled, and the evaluation will start. If the applicant does not meet the requirements, a notification letter will be sent. If the applicant does not satisfy the academic requirements, a clear explanation of remediation will be provided. The applicants may submit a request for appeal if they believe that there are extenuating circumstances that should be considered. If the application is accepted, an acceptance packet which includes registration, training, and other program information is sent to the applicant.

Exiting/withdrawal from the program

A student's transfer, withdrawal or dropout from North American University will result in exiting from the certification program. A student's dismissal from the university due to disciplinary reasons will automatically disqualify the student from continuing the Principal Certification Program.

However, a student may still complete the degree requirements and fail to meet the PIL standards. If the case may occur when a student has trouble during the internship, a growth plan will be put in effect to help retain the candidate in the program.

The exit procedure involves multiple steps:

1. Student having difficulties early in the internship experience for any reason (within the first three weeks), may apply for readmission to the internship for the following semester (except summer), or may be assigned to a new placement during the current semester. The advisor and certification office meet with the students and come up with a growth plan. This will be determined after a Certification and Retention Committee (CRC) meeting.
2. If, in the specified period of time, the intern is unable to meet the requirements outlined in the growth plan, the Certification Program office, with the advisor, will work cooperatively with the student to verify the problem and/or reach a decision concerning a solution.
3. If the problem arises during internship, and if the problem cannot be resolved, the certification office may decide to terminate the internship after meetings with mentors, students, and advisor. At this point, the director of the Administrator Certification Program may choose to exit the candidate from the program.

See more about the "complaints policy of EPP on page 100.

Curriculum

The program's curricula are based on the State Board for Educator Certification/TEXES framework for Principal Certification. Specifically, student-learning outcomes aligned with the SBEC Principal Domains are developed and incorporated into the curriculum in this program.

North American University assures its curriculum is developed on the basis of scientifically-based research as a required standard in professional development and the foundation of academic instruction under the guidelines of the national and state educational laws.

All teaching faculty of NAU have doctorates and are experts in their field. They use curriculum components based on best practice models from top research. In addition, lessons are all aligned with the SBEC Principal Standards and Competencies and each lesson meets the highest standards of rigor and relevance. Furthermore, NAU monitors the resources for the implementation of the curriculum and establishes an accountability process to ensure a quality implementation.

All data collected and evaluations analyzed in the PIL as part of North American University's Campus Effectiveness Plan (CEP) will be used for scientifically-based research action. As part of CEP, Education Department holds meetings in May and June to review the curriculum and make changes depending on the needs. These annual meetings are a systematic way of reviewing of the curriculum and yearly progress of the program. When the new principal certification standards are approved by SBEC, the Education Department will review them without waiting for the annual meeting for principal certification and make necessary adjustments in the curriculum. The PIL will ensure that the new changes will be implemented right away when the courses are offered.



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PRACTICUM

The program has two practicum courses, called EDUC 5322-Intenship I and EDUC 5323 Internship II.

Part I

EDUC 5322 - Internship 1

Introduction

Welcome to **EDUC 5322 - Internship 1!** During the core program courses, you learned about administrative theory, researched best practices, analyzed real-life scenarios and mentally projected yourselves into leadership roles. Now you will have a chance to put theory into practice as you work closely with a mentor in an active internship situation. This is a time to excel since many motivated interns can move into regular administrative positions. Please read this handbook carefully to become familiar with the information, policies, and expectations that are discussed.

Preparing for EDUC 5322 - Internship 1 in Educational Leadership

1. The candidate shall have maintained high academic standards in previous courses.
2. The candidate must submit the Internship Application Form (Appendix A), the signed permission form from a certified school administrator who has agreed to serve as Campus Supervisor (Appendix B), and the **Educator's Code of Ethics form (Appendix C)** **BEFORE** completing any internship hours.
3. The Internship is offered in both the Spring and Fall semesters. Interns must complete both semesters as part of the EDLE master's degree program.
4. Upon receipt of the completed internship application, a member of NAU's Education Department will clear each candidate to register for the internship courses. Students will be emailed these clearances as soon as possible after receipt of completed application. Each candidate will then be assigned to a University Supervisor.

PLEASE NOTE (Texas Students Only): Recommendation for principal certification is available ONLY to students who reside in Texas during the internship. The intern must apply for certification during the **FIRST** semester of the graduate program, show documentation of current Teacher Certification and have at least three years of teaching experience. The Campus Supervisor must have current Texas Principal certification. The intern 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 **268-exam**.



ROLES & RESPONSIBILITIES

Intern

1. Contact program advisor for permission to register for the internship. Register during the fall semester for EDUC 5322 – Internship 1 before the registration deadline.
2. Register for support courses for Fall 1 (EDUC 5314) and Fall 2 (EDUC 5320).
3. Arrange for internship placement with a qualified Campus Supervisor by the end of the first week of the course. The Campus Supervisor should be an experienced school administrator holding valid teacher and principal certificates.
4. Maintain a harmonious, cooperative attitude with the Campus Supervisor (CS), University Supervisor (US), and other school personnel.
5. Adhere to the policies and traditions of selected school.
6. Shadow school administrators to learn about organizational procedures, leadership roles, and the daily responsibilities of the principal as an instructional leader.
7. Assume increasing responsibility for administrative tasks as confidence grows and the CS recommends.
8. Document at least **90 clock hours** of activities (over at least 12 weeks) each semester that demonstrate proficiency in each of the SBEC/TEXES Principal Domains and Competencies.
9. Submit bi-weekly electronic logs detailing participation in required and suggested administrative activities to the US.
10. Submit electronic assignments through Moodle to demonstrate understanding and mastery of the SBEC/TEXES Principal Domains and Competencies.
11. Schedule online meetings with the University Supervisor to Moodle to discuss progress, ask questions, and demonstrate what has been learned so far in the internship.
 - a. The initial conference must be scheduled during the time frames specified by the University Supervisor. The Campus Supervisor should plan to attend at least one of these meetings, although he/she is not required to stay for the duration.
 - b. A limited number of time slots are available for conferences, so the intern should schedule conferences thoughtfully to minimize the need to reschedule.
 - c. If the intern cannot attend a scheduled conference, it is his/her responsibility to contact the University Supervisor ahead of time to reschedule the meeting.
 - d. Failure by the intern to schedule meetings in a timely manner or failing to show up for meetings can result in a grade of FAILURE or INCOMPLETE for the course.
12. At the end of the semester the intern will submit an electronic portfolio, documenting mastery of principal competencies and completion of course requirements to the US.

Campus Supervisor / Mentor

For students who reside in Texas, the Campus Supervisor must be an experienced educator who holds valid teaching and principal certification in state of Texas. If the intern resides outside of Texas, the CS should be certified in the state or country of residence. The Campus Supervisor will assist the intern 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 Campus Supervisor will also ensure that the intern has opportunities 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 intern's role.
2. Plan a work schedule for the intern that enhances learning experiences.
3. Integrate experiences that parallel the course objectives and create opportunities for the intern to demonstrate proficiency of the principal competencies.
4. Sign a statement (Appendix B) that verifies an agreement to mentor the intern.
5. Confer with the University Supervisor, as needed, concerning the intern's progress, growth, and proficiency in the principal competencies.
6. Meet frequently with the intern to explain and clarify administrative roles and responsibilities, as well as professional procedures.
7. Attend at least one online conference with the intern and University Supervisor.
8. Submit final evaluation forms to the University Supervisor.

University Supervisor

The University Supervisor will suggest learn-by-doing activities that will assist the development of the intern's leadership and administrative competencies. The University Supervisor will monitor the intern's progress throughout the course and assume the major responsibility for evaluation and grading.

1. Monitor placement of the intern in a productive and supportive administrative environment.
2. Verify the document of intern acceptance (Appendix B) by the Campus Supervisor.
3. Promote friendly and healthy relations between the intern and school and between the school and university.
4. Attend and evaluate two conferences during which the intern takes the primary responsibility for demonstrating proficiency in SBEC/TEXES Principal Domains and Competencies.
5. Maintain lines of communication with the intern through email, phone calls, and online conferences.
6. Collect intern portfolios and provide them to the university for storage.
7. Submit a final course grade for the intern.



REQUIRED FIELD EXPERIENCES

There are **twelve field experiences that must be completed by all interns** during the internship classes. There are also **two** required activities that must be completed. The descriptions of these activities cite interactions with “the principal” but interactions can include other campus and/or district administrators knowledgeable about the topic. **Six field experiences and one required activity will be completed during each semester.**

The goal of these activities is to provide a variety of administrative experiences that address state competencies and prepare the intern for future leadership roles. It is the intern’s responsibility to contact the US for approval if alternative assignments are needed. The hours spent completing these activities are counted towards the **180 hours (90 per semester)** of field experiences required for the internship.

Field Experience 1 – Vision - Competency 1 (5322)

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

The intern will:

- **Interview** the campus principal to find out how the school’s mission and vision contribute to the creation of a culture of high expectations within the school community.
- **Observe** how the principal models and promotes the vision to include all stakeholders.
- **Identify** strategies the principal uses to collaborate with the different groups of stakeholders.
- **Explain** how the principal uses the vision to guide instructional practices and make decisions about the best use of financial, human, and material resources within the school community.
- **Research** the literature to find out how implementation of the school’s vision impacts student success.
- **Articulate** the campus vision and explain how it is personally meaningful.
- **Reflect** on the principal’s role in developing, communicating, and leading the vision throughout the school community.

Evidence of Completion:

- **Interview** the principal to find out about the importance of the vision, how the principal collaborates with stakeholders to develop the vision, how the vision is shared throughout the school community, how the vision supports student success, and how the vision guides the principal’s decision-making process.
- ****A video should be made of this interview. The video will be shared with the university supervisor as documentation for Conference 1 and will become part of the internship record****
- **Create a graphic organizer** that includes tips and strategies for creating a shared vision gained from observing and interviewing the principal. Include a description of the principal’s role in leading the vision and why this is important (1 page).
- **Write** a 250-word **reflection** describing what you learned about the school’s vision and how this is personally meaningful to you as a future educational leader.



- **Submit** the interview protocol (questions and answers), graphic organizer and reflection, in **APA format**. **Cite** the interview as a personal communication.

Field Experience #2: Campus Culture (Competency 2)

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

The intern will:

- **Interview** the principal to find out about the different stakeholder groups within the school community and how each group contributes to the campus culture. Ask how the participation and engagement of each stakeholder group could be improved.
- **Ask** about the principal's role in shaping campus culture and find out how the principal addresses challenging issues.
- **Explore** how campus culture is related to teacher morale and job satisfaction, student success, parent involvement, and community support.
- **Identify** research-based strategies the principal uses to promote a campus environment that supports effective teaching and learning and a healthy organizational culture.
- **Observe** how the principal uses consensus-building, conflict-management, communication, and information-gathering strategies to build collaborative relationships with all stakeholders.
- **Evaluate** the campus culture by conducting a survey that includes members of all stakeholder groups (administrators, teachers, staff, parents, and students, depending on age).
- **Meet** a variety of people around the school and ask them to briefly describe the campus culture. Seek out a variety of people – administrators, teachers, staff, parents, and students (depending on age). Determine if there is a consensus about the culture or if there are different viewpoints from each group.
- **Review** the following to learn more about school climate and culture:
 - **Definition of School Culture:**
<https://www.edglossary.org/schoolculture/#:~:text=The%20term%20school%20culture%20generally%20refers%20to%20the,and%20celebrates%20racial%2C%20ethnic%2C%20linguistic%2C%20or%20cultural%20diversity>
 - **Improving School Culture:**
http://www.educationworld.com/a_admin/admin/admin407.shtml
 - **School Climate:** <https://www.schoolclimate.org/>
 - **Measuring School Climate:** <https://www.schoolclimate.org/services/measuring-school-climate-csci>

Evidence of Completion:

- **Interview** the principal to find out about more about the campus culture, strategies he/she uses to shape it, the different stakeholder groups and how they impact the school culture, and how the school culture affects teaching, learning, and student success. **Summarize** this information in a reflective paper (2 pages double-spaced).
- **Create a 10-15 question survey** to administer to a diverse group of stakeholders (at least 20-25 people) to solicit feedback about the school's vision and campus culture. **Ask** the

principal for feedback about the survey questions, make revisions, distribute it to stakeholders, and then collect and analyze results. **Submit** a copy of the survey document.

- **Summarize** the results of the survey in a **chart, graph or table**.

Field Experience #3: Instructional Leadership (Competency 3)

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

The intern will:

- **Observe** how the principal works ensures that all students receive high-quality instruction.
- **Find** out more about the principal's role as instructional leader of the school who makes data-driven decisions about curriculum and instruction.
- **Discuss** the school's demographics and ask how the demographics of the school impact curriculum planning and instructional decisions.
- **Examine** the most recent assessment data available to identify areas that need improvement and to find out how the principal makes instructional decisions to improve student performance in areas of low achievement.
- **Understand** how the principal analyzes available data to identify achievement gaps that determine goals for the School Improvement Plan (SIP)/Campus Improvement Plan (CIP).
- **Review** the goals in the most recent SIP/CIP and ask the principal how this information is communicated to stakeholders, and who is involved in this process.
- **Interview** the principal to find out how he/she:
 - Prioritizes instruction and student achievement by sharing and promoting a clear definition of high-quality instruction, based on best practices
 - Facilitates the use of research-based instructional strategies in curricular, cocurricular, and extracurricular programs to meet the needs of the school's student population
 - Participates in collaborative district planning, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
 - Implements a rigorous curriculum throughout the campus that is aligned with state or national standards, including college and career-readiness standards (ESSA)
 - Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning
- **Talk** with administrators, team leaders, and department chairs to determine the degree to which the curriculum scope and sequence aligns with state or national standards, including college and career-readiness standards demanded by ESSA.
- **Attend** school or district meetings to observe how data are used at the administrative level to make decisions about curriculum planning and implementation.

Evidence of Completion:

Include the **Administrator Interview** from EDUC 5314

- **Submit** the Administrator Interview template, copy of interview protocol (questions and summary of answers), relevant assessment data, recent copy of SIP/CIP, and a 250-word reflection detailing what was learned during the experience and how that information will be helpful during the student's professional career.

Include the **Technology Action Plan** assignment from EDUC 5324.

- **Create a TECHNOLOGY ACTION PLAN** for the school based on teacher feedback, current student achievement, and overall technology needs.
- **Include** feedback from teachers about training they need to enable them to use technology more effectively, feedback from students about how they can use technology to improve learning and successfully master requisite skills, feedback from parents about the school's use to technology to communicate effectively with stakeholders, and feedback from administrators about current areas of need, prioritization of those needs, and financial resources that are available to address these needs.
- **Submit** the *Technology Action Plan* and *Feedback Summary*.

Field Experience #4: Classroom Instruction (Competency 4)

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

The intern will:

- **Visit** classrooms with the principal during walk-thrus to observe instructional practices and student engagement. Take notes during these visits and compare your observations to those of the principal (*this may be adapted if schools are closed*).
- **Shadow** the principal in grade-level or department meetings. Discuss the principal's role in guiding teachers as they align curriculum scope and sequence across grade levels to ensure the curriculum meets the needs of diverse student populations within the school, considering sociological, linguistic, and cultural demographics (*this may be adapted if schools are closed*).
- **Attend** meetings during which the principal provides specific, evidence-based feedback to teachers, both individually and collaboratively, based on observations during classroom visits for the purpose of helping teachers improve instruction.
- **Discuss** how the principal promotes the use of multiple forms of data to make instructional decisions that maximize instructional effectiveness, support equity for all students, allocate resources, and reduce achievement gaps.
- After meeting with the principal (Field Experience #3) to discuss recent assessment results and resulting SIP/CIP goals, **select** an achievement gap that needs to be addressed.
- **Identify** the grade level and/or subject area in which this gap exists.
 - **Create** a team of teachers who teach that grade level/subject area and who are willing to help create a continuous school improvement plan to address the achievement gap.
 - **Lead** at least three meetings with these teachers and record minutes of the items discussed during the meetings.
- ****A video should be made of one of these meetings. The video will be shared with the university supervisor as documentation for Conference 2 and will become part of the internship record****
- **During the first team meeting -**
 - Discuss the school's vision (Field Experience #1)
 - Review school's demographic data (Appendix B1, Figure H-1)
 - Discuss stakeholder perceptions about the school via survey (Field Experience #2)
 - Analyze survey data (Appendices C5-7 and C5-8)

- Discuss school processes data to determine strengths and weaknesses (Appendix B4, Figure H-3)
- Identify sources of student learning data for identified achievement gap (Appendix B3, Figure H-4)
- **During the second team meeting -**
 - Discuss the problem-solving cycle (Appendix I)
 - Create a shared vision of learning (Appendix J)
 - Create a program evaluation tool to determine how to meet student learning needs identified by assessment data and SIP/CIP goals (SWOT or Cause/Effect Analysis)
 - Design a flowchart of desired actions to meet student learning needs (Appendix E)
 - Create a continuous school improvement plan (Appendix L)
- **Implement** the continuous school improvement plan for at least FOUR weeks
- **Monitor** implementation of the plan (Appendix M)
- **During the third team meeting -**
 - Evaluate the effectiveness of the continuous school improvement plan
 - Determine the differences the plan is making
 - Discuss the benefits of continuous school improvement
 - Suggest revisions to help the school become a more efficient learning organization
 - Create a continuous school improvement and data analysis timeline (Appendix T)

Evidence of Completion:

- **Submit** a summary of minutes from the teachers' meetings, including dates, attendees, and topics discussed.
- **Create** a power point presentation to share the continuous school improvement plan with the school administrators and teachers. Include the following:
 - School demographics
 - Achievement gap (assessment results and SIP/CIP goals)
 - Team members
 - School's vision
 - School culture
 - Stakeholder perceptions
 - School processes
 - Student learning data
 - Problem solving cycle
 - Shared vision of learning
 - Cause-Effect analysis graphic
 - Flowchart graphic
 - The Plan (graphic)
 - Results
 - Future recommendations
 - Timeline for future planning

Field Experience #5: Communication Skills (Competency 7)

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

The intern will:

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

Evidence of Completion:

Include assignments from EDUC 5320.

- **Reflect** on what you learned from the interview about the principal's role as communications leader of the school. Create a 250-word reflection about your role as the communications leader. Discuss your personal communication style, evaluate your strengths, and identify areas in which you need to improve. Explain how you will prepare for your future role as an effective communicator. Include organizational and time management strategies that will help you respond to messages in a timely manner.
- **Create** a one-page graphic organizer highlighting strategies you need to master to become an effective communicator with the different stakeholder groups in the school community. The graphic organizer should convey understanding of the communication needs for the diversity of the campus.
- **Create** a communication document for the school and ask the principal to critique it. Submit the document you created, along with the principal's critique and the revised document.
- **Evaluate and revise** the school's communication plan so that it effectively reaches all members of the school community. Note any special issues that might exist based on the demographics of the school (multiple languages, preferred modes of communication, and student ages).

- **Create** a power point presentation to share the school's communication plan and tips for effective communication strategies for new teachers on the campus.

Field Experience #6: Ethics, Legal Issues, and Cultural Diversity (Competency 11)

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student success to effective educators, programs, and services.

Educational leaders serve as role models within the school community, so it is imperative that they demonstrate ethical behavior in all aspects of the job. They must be advocates for all students and provide learning opportunities that meet the needs of a diverse student population. All of this must be accomplished with the highest levels of integrity and transparency.

The intern will:

- **Review** the *Educator's Code of Ethics* and then review the school's handbook to identify school policies that support the *Code of Ethics*. Note any areas of concern.
- **Observe** how the principal models and promotes the highest standards of conduct, ethical principles, and integrity throughout the organization.
- **Identify** the demographics of the campus and evaluate the cultural proficiency of school administrators and staff in advocating for all students and meeting the social, emotional, and learning needs of students.

Evidence of Completion:

Include assignments from EDUC 5327.

- **Summarize** (1½ - 2 pages double-spaced) your philosophy about the importance of ethics for school leaders. Include examples of behavior or actions that reflect ethical behavior. Explain how these reflect your beliefs about personal integrity and professional ethics and your readiness to assume these responsibilities.
- **Evaluate** your cultural proficiency and that of your school. Identify the different cultural groups and protected classes on your campus. For each group, explain how the campus meets the needs of those students. Complete information on template that is provided.
- **Include** a reference for any sources used.

REQUIRED ACTIVITIES (Choose ONE each semester)

Required Activity #1: School Records (5329)

As an educational leader, it is essential to develop appropriate systems for data collection, management, analysis and use and to coordinate with the district office for support in planning, implementation, monitoring, and evaluation of information.

The intern will:

- **Research** the legal requirements, federal, state, and district policies, and educational guidelines for maintaining the privacy, confidentiality, and security of student records.
- **Identify** the legal requirements of FERPA (or rules in your country of residence).
- Identify the methods used on the campus to collect, organize and store required data.

- List information that must be collected for students and staff and how it is stored in a manner that protects individual privacy and confidentiality.

Evidence of Completion:

Include assignments from EDUC 5327.

- **Submit** the template.

Required Activity #2: School-Board Meeting

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

The intern 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

Evidence of Completion:

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

SUGGESTED FIELD EXPERIENCES

The following activities may be used to address each of the Principal as Instructional Leader domains and competencies. This is not intended to be a comprehensive list, so the intern may include other activities approved by the Campus Supervisor. An effort should be made to include a balance of activities from all the principal domains and competencies.

Suggested Activities	
Vision and Culture	<ul style="list-style-type: none"> • Participate in the development of a campus vision • Conduct a survey of the campus culture • Create a process for recognizing faculty and students and providing positive feedback • Create a 3-year vision that would improve the school culture • Discuss the current school vision with the CS and find out how the vision was created and adopted
Communication and Collaboration	<ul style="list-style-type: none"> • Assist with school-community programs and projects • Attend PTA and booster meetings as appropriate



	<ul style="list-style-type: none">• Assist in conducting a needs assessment• Plan activities to increase parent involvement• Prepare a monthly newsletter to staff and parents• Interview the person who creates news releases to find out the media policy• Prepare a written communication for faculty, students, parents, and community• Prepare a plan to market your campus to the community
Ethics and Integrity	<ul style="list-style-type: none">• Review and analyze the campus ethics• Participate in ethical decision-making• Review district and school's policies and procedures for ethical behavior• Assist in conducting review and submission of all necessary reports of accidents• Review school responsibilities regarding federal programs• Research a recent legal or legislative decision that affects the school and make a presentation to staff members
Curriculum, instruction, and assessment	<ul style="list-style-type: none">• Relate benchmark data to needed intervention• Assist in administration of standardized tests• Attend and participate in curriculum planning meetings• Observe co-curricular and extra-curricular programs• Design, develop and implement an action research project
Effective instructional strategies	<ul style="list-style-type: none">• Assist in preparing a master teaching schedule• Participation in scheduling extracurricular activities• Analyze the campus culture and research methods to improve the culture when necessary• Review tardy and absence policies• Find out how to calculate ADA• Develop a program to improve chronic absenteeism and truancy• Participate in student conduct interventions and hearings
Staff evaluation and development	<ul style="list-style-type: none">• Present staff development sessions• Attend pre/post observation conferences• Shadow the administrative team during walk-throughs• Review resumes of potential interview candidates and observe interviews• Conduct a study personnel turnover for the past five years• Create a staff PD activity• Analyze staff job descriptions for clarity
Decision-making and problem-solving	<ul style="list-style-type: none">• Serve as mediator for teacher-parent disputes



	<ul style="list-style-type: none">• Participate in site-based decision-making committee meeting• Suggest strategies to assist teachers with a problem area
Finance, resources, and technology	<ul style="list-style-type: none">• Participate in a needs-assessment• Assist in budget review and preparation• Demonstrate use of technology to teachers or staff• Analyze student or faculty handbook• Participate in the review and evaluation of school-wide technology• Review school/district management information systems
Physical plant and campus/student safety	<ul style="list-style-type: none">• Participate in a review of campus facilities• Interview a member of the custodial staff• Review the school's crisis management plan• Evaluate the effectiveness of crisis management plan after an event• Review the process for ordering for plant maintenance supplies

DEFINITIONS

Texas Principal Standards

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

SBEC Principal Domains & Competencies:

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

Professional Standards for Educational Leaders (formerly ISLLC Standards)

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

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:** Internship in Educational Leadership Application Form
- ✓ **APPENDIX B:** Campus Supervisor Permission Form
- ✓ **APPENDIX C:** Affirmation to uphold the Texas Educators' Code of Ethics
- ✓ **APPENDIX D:** Internship Plan
- ✓ **APPENDIX E:** Internship Log
- ✓ **APPENDIX F:** Conference Feedback Form
- ✓ **APPENDIX G:** Campus Supervisor Summative Evaluation of Intern
- ✓ **APPENDIX H:** Intern's Satisfaction Survey for Campus Supervisor
- ✓ **APPENDIX J:** Intern's Satisfaction Survey for University Supervisor
- ✓ **APPENDIX K: Internship 1 Portfolio Checklist**
- ✓ **APPENDIX L:** Intern Growth Plan (if needed)
- ✓ **APPENDIX M:** Commissioner's Rules Concerning Educator Standards
- ✓ **APPENDIX N:** SBEC/TEExES Principal Domains and Competencies
- ✓ **APPENDIX O:** Code of Ethics and Standard Practices for Texas Educators
- ✓ **APPENDIX P:** Principal Standards for Educational Leaders



APPENDIX A

Internship in Educational Leadership Application Form

Name _____

Gender _____ Ethnicity _____ Date of Birth _____

Current Address _____

City, State _____ Zip _____

Permanent Address _____

Home Phone _____ Cell Phone _____ Work Phone _____

Preferred
Name _____

E-mail:

Internship School _____

City, State Address of School _____

School Administrator _____

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

Yes _____ No _____

I, _____, certify that the foregoing and all information included in this application are 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.

Intern Signature _____

Date ____/____/____



APPENDIX A

PLEASE READ AND SIGN

Have you ever been charged with a felony or misdemeanor?

Yes _____ No _____

Were you convicted on this charge?

Yes _____ No _____

****If you answer yes to either question, please see below.**

I hereby certify that I have read and fully understand the above statement. I further certify that the information given above is true.

Intern Signature _____ **Date:** ____/____/____

***If you answered "YES" to any of the above questions, please contact the Certification Office 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.



APPENDIX B

Campus Supervisor Permission Form

_____ has enrolled this semester in **EDUC 5322**, Internship in Educational Leadership. The program requires the intern to record 180 hours of activities (90 per semester) as outlined in this handbook. The intern is asked to spend a minimum of ten hours per week in the internship, actively participating in campus-level and other mid-management experiences. These hours may be arranged at the convenience of the school administrator and the intern.

I, the undersigned cooperative administrator (Campus Supervisor), do hereby accept the above-named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the Internship Handbook and agree to meet with him/her periodically to assess and guide the internship activities.

Campus Supervisor Printed Name _____

Campus Supervisor Signature _____

Email Address _____

Phone _____ Date ____/____/____

APPENDIX C

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

_____ I have reviewed the presentations on ethical behavior in the EDLE program orientation.

_____ 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, or expulsion from the university.

_____ I have read the Texas Educator's Code of Ethics in the Principal Practicum Handbook.

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.

Intern Signature _____ **Date** ____/____/____



APPENDIX D

Internship Plan

Competency #	Activity Summary	Projected Completion Date	CS Initials

Signature of Intern _____ Date ____/____/____

Signature of Campus

Supervisor _____ Date ____/____/____



APPENDIX E
Internship Log

Date/Time/Hours	Description of Activities	Competency #
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		

Reflection on Week's Activities: _____

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

Signature of Intern _____ **Date** ____/____/____

Signature of Supervisor _____ **Date** ____/____/____



APPENDIX F

Conference 1

Day and Time of Meeting 1: _____

Day and Length of Observation: _____

Day and Time of Meeting 2: _____

Attendees:

University Supervisor: Dr. Wendy Schulze, NAU

Student: _____

Other: _____

Discussion Topics:

- Internship Expectations
- First Observation – Principal Interview Video
- Q & A

Pre-Observation Plan:

Description of Observation Video:

Post-Observation Feedback:

Submit this form along with a 250-word reflection about this experience: what you learned and how you will proceed based on this experience.

Signature of Intern _____ **Date** ____/____/____



APPENDIX F

Conference 2

Day and Time of Meeting 1: _____

Day and Length of Observation: _____

Day and Time of Meeting 2: _____

Attendees:

University Supervisor: Dr. Wendy Schulze, NAU

Student: _____

Other: _____

Discussion Topics:

- Internship Progress
- Second Observation – Teacher Team Meeting Video
- Q & A

Pre-Observation Plan:

Description of Observation Video:

Post-Observation Feedback:

Submit this form along with a 250-word reflection about this experience: what you learned and how you will proceed based on this experience.

Signature of Intern _____ **Date** ____/____/____



APPENDIX G

Campus Supervisor Summative Evaluation of Intern

Internship 1

Please rate the Intern on the following TExES principal competencies. Please return this form directly to the University Supervisor - wschulze@na.edu

Intern's Name _____

5 = Clearly outstanding

2 = Below Expectations

4 = Exceeds Expectations

1 = Unsatisfactory

3 = Meets Expectations

1. *The intern understands the school's vision and knows how to implement a shared vision and culture of high expectations on the campus.*

5 4 3 2 1

Comments _____

2. *The intern knows who the major stakeholder groups are and knows how to collaborate with and include stakeholders as key partners to support learning.*

5 4 3 2 1

Comments _____

3. *The intern knows how to work with campus staff to collaboratively develop and implement high-quality instruction in all classrooms.*

5 4 3 2 1

Comments _____

4. *The intern knows how to analyze various forms of data to advocate for and sustain an instructional program that utilizes best practices to ensure student success.*

5 4 3 2 1

Comments _____



- 5. The intern understands the importance of developing relationships with internal and external stakeholders, including how to choose appropriate communication strategies for diverse audiences.**

5 4 3 2 1

Comments _____

- 6. The intern understands the importance of ethical leadership and demonstrates integrity in all interactions with administrators, teachers, parents, and students.**

5 4 3 2 1

Comments _____

- 7. The intern promotes appreciation for diversity by advocating for children and ensuring access to effective educators, programs, and services for all students.**

5 4 3 2 1

Comments _____

Campus Supervisor: _____ **Date** ____/____/____



APPENDIX H

Intern Satisfaction Survey for Campus Supervisor

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Campus Supervisor is a visionary leader who communicates the school's vision and to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor demonstrates how to create a culture of high expectations for the success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor works with campus staff to collaboratively develop and implement high-quality instruction in all classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor uses various forms of data to make instructional decisions that support research-based best practices in all classrooms to ensure success for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor understands how to use different communication strategies to communicate effectively with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor demonstrates the qualities of ethical leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus 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 Campus Supervisor demonstrates concern about my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Campus Supervisor provides me with 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 Campus 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 Campus Supervisor. Please provide comments in the sections below:

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

APPENDIX J

Intern Satisfaction Survey for University Supervisor

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My University Supervisor is knowledgeable about the roles and responsibilities of school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor effectively communicates the standards and leadership qualifications required of school leaders in Texas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor establishes a positive and supportive culture in the virtual classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor communicates clear instructions 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 University Supervisor adapts instructional requirements to meet the needs of students in a variety of educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor communicates effectively with a diverse student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor models ethical behavior and integrity when interacting with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor responds in a reasonable time when I have a question or concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My University Supervisor demonstrates interest in my academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, my University Supervisor has been helpful and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

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

APPENDIX K

Internship 1 Portfolio Checklist

APPENDIX A		Internship in Educational Leadership Application Form
APPENDIX B		Campus Supervisor Permission Form and Certificate
APPENDIX C		Affirmation to uphold the Texas Educators' Code of Ethics
APPENDIX D		Internship 1 Plan
APPENDIX E		Internship Logs (6)
		Required Field Experiences (6)
		Required Activity (1)
		Reflections (3)
APPENDIX F		Conference Forms (2)
APPENDIX G		Campus Supervisor Summative Evaluation of Intern
APPENDIX H		Intern Satisfaction Survey for Campus Supervisor
APPENDIX J		Intern Satisfaction Survey for University Supervisor
APPENDIX K		Internship 1 Portfolio Checklist
		Other items to include in this semester's portfolio
		Updated Resume
		Leadership Style Analysis
		Technology Action Plan (EDUC 5324)
Graduates only		Principal Practice Exam Analysis or Comprehensive Exam



APPENDIX L

Intern Growth Plan (if needed)

Competencies Needing Improvement	Suggested Improvement Strategies	Timeline for Implementation

Signature of Intern _____ Date ____/____/____

Signature of Campus Supervisor _____ Date ____/____/____

Signature of University Supervisor _____ Date ____/____/____

APPENDIX M

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.

(A) Knowledge and Skills

- i. Effective instructional leaders:
 - I. prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
 - II. implement a rigorous curriculum aligned with state standards;
 - III. analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student population;
 - IV. model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans, and
 - V. routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- ii. In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators

- i. Rigorous and aligned curriculum and assessment – the principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
- ii. Effective instructional practices – the principal develops high-quality instructional practices among teachers that improve student learning.
- iii. Data-driven instruction and interventions – the principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

Standard 2 – Human Capital

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and Skills

- i. Effective leaders of human capital:

- I. treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
 - II. ensure all staff have clear goals and expectations that guide them and by which they are assessed;
 - III. are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
 - IV. ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
 - V. facilitate professional learning communities to review data and support development;
 - VI. create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
 - VII. use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.
- ii. In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators

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

Standard 3 – Executive Leadership

The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and Skills

- i. Effective executive leaders:
 - I. are committed to ensuring the success of the school;
 - II. motivate the school community by modeling a relentless pursuit of excellence;

- III. are reflective in their practice and strive to continually improve, learn, and grow;
 - IV. view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
 - V. keep staff inspired and focused on the end goal even as they support effective change management;
 - VI. have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
 - VII. are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
 - VIII. treat all members of the community with respect and develop strong, positive relationships with them.
- ii. In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators

- i. Resiliency and change management – the principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- ii. Commitment to ongoing learning – the principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
- iii. Communication and interpersonal skills – the principal tailors communication strategies to the audience and develops meaningful and positive relationships.
- iv. Ethical behavior – the principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

Standard 4 – School Culture

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and Skills

- i. Effective culture leaders:
 - I. leverage school culture to drive improved outcomes and create high expectations;
 - II. establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
 - III. establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;



- IV. focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
 - V. treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- ii. In schools 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.

(B) Indicators

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

(A) Knowledge and Skills

- i. Effective leaders of strategic operations:
 - I. assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
 - II. with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
 - III. develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
 - IV. are deliberate in the allocation of resources (staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and



- V. treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- ii. In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. 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.

(B) Indicators

- i. Strategic planning – the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- ii. Maximized learning time – the principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- iii. Tactical resource management – the principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- iv. Policy implementation and advocacy – the principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

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

APPENDIX N

SBEC/TEXES Principal Domains and Competencies

Domain 1: School Culture (School and Community Leadership)

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

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

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

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

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

Domain II: Leading Learning (Instructional Leadership/Teaching and Learning)

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

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III: Human Capital (Human Resource Management)

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



- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

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

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

Domain IV: Executive Leadership (Communication and Organizational Management)

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

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

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

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

Domain V: Strategic Operations (Alignment and Resource Allocation)

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

- A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants



- E. Uses technology to enhance school management (attendance systems, teacher grade books, shared drives, and messaging systems...)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (such as due process, SPED requirements)

Domain VI: Ethics, Equity, and Diversity

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

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (health, guidance, and counseling programs) to meet individual student needs
- G. Applies legal guidelines (in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society



APPENDIX O

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

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

(a) Statement of Purpose

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

(b) Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and / or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct toward Professional Colleagues

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

(3) Ethical Conduct toward Students

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

APPENDIX P

National Policy Board for Educational Administration

Professional Standards for Educational Leaders

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

Effective leaders:

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

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

Effective leaders:

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

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

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

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

Effective leaders:

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

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

Effective leaders:

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

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

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

Effective leaders:

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

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

Effective leaders:

- A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open

communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

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

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

Effective leaders:

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

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

Effective leaders:

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

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

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

Effective leaders:

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

Part 2

EDUC 5323 - Internship II

Introduction

Welcome to EDUC- 5323 - the Internship 2. Up until now, you have learned about administrative theory, researched best practices, analyzed real-life scenarios and mentally projected yourselves into leadership roles. Now you will have a chance to put theory into practice as you work closely with a mentor in an active internship situation. This is a time to excel since many high-producing interns soon move into regular administrative positions. Please read this handbook carefully to become familiar with the information, policies, and expectations that are discussed.

Preparing for EDUC- 5323 Internship in Educational Leadership

1. The candidate shall have maintained high academic standards in previous courses.
2. The candidate must submit the Internship Application Form (Appendix A), the signed permission form from a certified school administrator who has agreed to serve as Campus Supervisor (Appendix B), and the Code of Ethics Form (Appendix C) BEFORE completing any internship hours.
3. The Internship is offered only in both the Spring and Fall semesters. Interns must complete both semesters as part of the EDLE master's degree program.
4. Upon receipt of the completed internship application, a member of NAU's Education Department will clear each candidate to register for the internship courses. Students will be emailed these clearances as soon as possible after receipt of completed application. Each candidate will then be assigned to a University Supervisor.



ROLES & RESPONSIBILITIES

Intern

1. Register during the fall and spring semesters for the internship courses EDUC 5322 or EDUC 5323 before the registration deadline.
2. Arrange for internship placement with a qualified Campus Supervisor by the end of the first week of the course. The Campus Supervisor should be an experienced school administrator holding valid teacher and principal certificates.
3. Maintain a harmonious, cooperative attitude with the Campus Supervisor (CS), University Supervisor (US), 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 CS recommends.
7. Document at least **90 clock hours** of activities (over at least 12 weeks) that demonstrate proficiency in each of the Texas Principal as Instructional Leader Domains and Competencies.
8. Submit bi-weekly electronic logs detailing participation in required and suggested administrative activities to the US.
9. Submit electronic assignments through Moodle to demonstrate understanding and mastery of the Texas Principal as an Instructional Leader Domains Competencies.
10. Schedule online meetings with the University Supervisor to Moodle to discuss progress, ask questions, and demonstrate what has been learned so far in the internship.
 - a. The initial conference must be scheduled during the time frames specified by the University Supervisor. The Campus Supervisor should plan to attend at least one of these meetings, although he/she is not required to stay for the duration.
 - b. A limited number of time slots are available for conferences, so the intern should schedule conferences thoughtfully to minimize the need to reschedule.
 - c. If the intern cannot attend a scheduled conference, it is his/her responsibility to contact the University Supervisor ahead of time to reschedule the meeting.
 - d. Failure by the intern to schedule meetings in a timely manner or failing to show up for meetings can result in a grade of FAILURE or INCOMPLETE for the course.
11. At the end of the semester the intern will submit an electronic portfolio, documenting mastery of principal competencies and completion of course requirements to the US.

PLEASE NOTE: Principal certification is available ONLY to students who reside in Texas during the internship. The intern must show documentation of current Teacher Certification and at least two years of teaching experience. The Campus Supervisor must have current Texas Principal certification.

Campus Supervisor / Mentor

For students who reside in Texas, the Campus Supervisor must be an experienced educator holding valid teaching and principal certificates in state of Texas. If the intern resides outside of Texas, the CS should be certified in the state or country of residence. The Campus Supervisor will assist the intern 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 Campus Supervisor will also ensure that the intern has opportunities to experience the breadth of administrative and supervisory responsibilities as specified in the Texas principal competencies.

1. Provide an orientation to the faculty and staff of the school concerning the intern's role.
2. Plan a work schedule for the intern that enhances learning experiences.
3. Integrate experiences that parallel the course objectives and create opportunities for the intern to demonstrate proficiency of the principal competencies.
4. Sign a statement (Appendix B) that verifies an agreement to mentor the intern.
5. Confer with the University Supervisor, as needed, concerning the intern's progress, growth, and proficiency in the principal competencies.
6. Meet frequently with the intern to explain and clarify administrative roles and responsibilities, as well as professional procedures.
7. Attend at least one online conference with the intern and University Supervisor.
8. Submit final evaluation forms to the University Supervisor.

University Supervisor

The University Supervisor will suggest learn-by-doing activities that will assist the development of the intern's leadership and administrative competencies. The University Supervisor will monitor the intern's progress throughout the course and assume the major responsibility for evaluation and grading.

1. Monitor placement of the intern in a productive and supportive administrative environment.
2. Verify the document of intern acceptance (Appendix B) by the Campus Supervisor.
3. Promote friendly and healthy relations between the intern and school and between the school and university.
4. Attend and evaluate two conferences during which the intern takes the primary responsibility for demonstrating proficiency in Texas Principal Competencies.
5. Maintain lines of communication with the intern through email, phone calls, and online conferences.
6. Collect intern portfolios and provide them to the university for storage.
7. Submit a final course grade for the intern.



REQUIRED FIELD EXPERIENCES and ACTIVITIES

There are **twelve field experiences that must be completed by all interns** during the internship. There are also **two** required activities that must be completed. The descriptions of these activities cite interactions with “the principal” but can include mentors or other administrators knowledgeable about the topic. **Six field experiences and one required activity will be completed in each semester.**

The goal of these activities is to provide a variety of administrative experiences that address state competencies and prepare the intern for future leadership roles. It is the intern’s responsibility to contact the US for approval if alternative assignments are needed. The hours spent engaged in these activities may be counted towards the **180 hours** required for the internship.

Field Experience 7 - Competency 5 (5315)

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: Administrator Interview

Interview a school administrator (10 questions minimum) about the his/her responsibilities in evaluating teachers.

- Students in Texas should find out about how principals in public schools use the T-TESS system to evaluate teachers. Find out about the different types of observations, what kinds of data are collected, and how decisions about professional development to improve teacher performance are made.
- Students who work in charter schools as well as those who live outside of Texas should focus on the evaluation system used at their school.

Submit the following:

- **Summarize** what was learned in the interview by submitting the protocol.
- **Create** a one-page graphic organizer that illustrates the teacher evaluation process at your school.

Part 2: Informal Evaluations

Participate in walk thru observations and other informal methods the principal uses to evaluate teacher instructional performance and provide formative feedback.

- **Make** notes during these observations and compare your notes with those of the principal.
- **Discuss** the importance of providing timely and formative feedback to teachers and **find out** how the principal communicates this information to teachers.

Submit the following:

- **Write** a 500-word reflection about the informal evaluation process and how this information will be helpful to you as a future school leader.

Part 3: Formal Evaluations

Observe and/or participate in a formal summative evaluation, including pre-conference and post-conference.

Interview the principal about the procedures in place for teachers to reflect on their performance through self-assessments and individual goal setting. **Find out** how the principal uses the results of teacher self-evaluations, as well as formal and informal evaluations to provide individualized feedback, plan professional development for teachers (both individually and for groups), and to decide when teachers need coaching or mentoring support.

Submit the following:

- **Include** a copy of the formal evaluation document used at your school.
- **Write** a 500-word reflection about the formal observation process and how the principal uses formative and summative data to improve teacher performance.

Part 4: Professional Development Plan for Teachers

Review the School Improvement Plan/Campus Improvement Plan. Based on the previous year's assessment results and the goals for the upcoming year, choose one campus goal that you would prioritize as most crucial for improving student achievement. Give a rationale for the goal that you chose and explain why you believe it is most important.

Submit the following:

- **Identify** the goal you chose and give the rationale for choosing it.
- **Create** a year-long schedule for professional development for the teachers at that grade level or subject area (for example, 9th grade Algebra 1 teachers or 5th grade ELA teachers).
- **Develop** a detailed schedule for a one-day PD session to focus on the skills and competencies those teachers need to improve student performance in the targeted area.
- **Create a power point or prezi presentation** that you would share with teachers, a **one-page handout** with resources and references, and **an activity** that would enable teachers to practice the new skills.

Part 5: Personal Professional Growth

Choose an area in which you would like to improve your leadership skills. This could be related to the goals of your school or personal goals such as time management or organizational skills.

Submit the following:

- **Develop** a professional development plan that will contribute to your personal growth in that area over the next calendar year.
- **Include** 3-5 different resources that would support your personal growth in that area and explain how you would use these resources, schedule time for self-improvement, and apply what you have learned (include a variety of resources including workshops, webinars, print or audio books, graduate courses, and face-to-face or virtual training).

Field Experience 8 (Competency 6 - 5315)

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

Set up an interview (15 questions minimum) with a school administrator to discuss his/her responsibilities about the following parts of instructional supervision. Find out about the processes for selecting, placing, mentoring, evaluating, and coaching teachers throughout the school and ask how decisions align with the school's vision and mission statement. Ask about legal requirements that guide recruitment, screening, hiring, induction, development, evaluation, promotion, retention, discipline, and dismissal of staff.

- **Selection process** – find out how administrators anticipate staffing needs and the procedures they follow to find appropriate candidates. Find out what qualities the principal looks for when interviewing new teachers. Ask about the role of the Human Resources department and the administrator in screening applications and meeting with applicants.
- **Placement process** – ask how administrators decide where to place new employees, how potential employee qualifications are balanced with scheduling needs, and what procedures are in place to support the retention of high-quality teachers.
- **Mentoring Program** – identify the procedures that currently exist to help new teachers settle into the school through a formal induction and mentoring process.
- **Coaching Programs** – learn how administrators and teacher leaders identify teachers who are struggling to be successful and what procedures are followed to develop and implement a coaching plan for them. Ask how administrators determine professional development needs for individual teachers or teaching teams and how decisions are made about termination.

Submit the following:

- **Protocol** for administrator interview (questions and summary of responses)
- **Template** that summarizes the selection, placement, retention, dismissal, mentoring and coaching processes for your school/district, as well as clarifying any legal requirements.

Part 2: Teacher Placement and Supervision

Observe and/or participate in a teacher interview, noting how candidates are screened, the types of questions that are asked and how the administrator determines if a candidate would be a good fit for both the school and position.

Submit the following:

- **Write** a one-page summary of highlights from the teacher interview including a brief description of the school (location, grade levels, type of institution), an overview of the school's demographics, a description of the position that needs to be filled, and an evaluation of the candidate's suitability for the position
- **Write** a 350-word reflection about the administrator's role in teacher selection, supervision and evaluation, along with an evaluation of your readiness to perform these tasks adequately and an assessment of any skills you would like to further develop.

Part 3: Professional Learning Communities

Explore the current organization and functioning of professional learning communities on your campus. If there are not any PLCs on the campus, consider how they could be helpful in supporting teachers and improving student performance.

Submit the following:

- **Write** a one-page summary (double-spaced) **or create** a graphic organizer that explains the roles of PLCs, the responsibilities of each member, and the strategies they use to improve the teaching and learning process and reach campus goals.
- **Attend or organize** a PLC meeting on your campus to discuss an area of concern. **Document** the agenda of the meeting and **reflect** on how you could organize PLCs on your campus to support teachers and improve student learning outcomes.

Field Experience 9 (Competency 8 – 5329)

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

Learn more about daily operations within the school, particularly the principal's responsibilities for troubleshooting, weighing options, collaborating with stakeholders, making decisions, and solving problems, all while modeling a consistent focus on and commitment to the school's vision of student success and improvement of student outcomes.

Shadow and interview the principal to determine how he/she assesses current educational needs, makes difficult decisions, and resolves problems to improve the school environment and meet learning goals through problem-solving and decision-making.

- **Ask** how the principal gathers information from a variety of sources to facilitate decision-making and problem-solving.
- **Determine** what systems and processes are in place to keep the organization running smoothly.
- **Find out** what strategies the principal uses to motivate staff and increase morale, while remaining focused on campus vision and goal attainment.

Part 1: Problem-Solving Strategies

- Identify any economic or social issues that exist within the school and determine if those are related to the school's demographics
- Review school policies on conflict resolution, mediation, and filing grievances
- Find out how the principal addresses challenges by focusing on common goals during challenging events
- Observe meetings the principal has with staff members, students, and parents to learn about the process for seeking feedback from all stakeholders before taking action to address a controversial issue
- If possible, observe a difficult meeting with a teacher or parent to see how the principal addresses the issues to find a workable solution

Submit the following:

- **Create** a graphic organizer to highlight effective problem-solving procedures and techniques.
- **Describe** an incident in which you or an administrator had to use problem-solving techniques to address a controversial issue. Describe the strategies used and ascertain if there were additional strategies that might have been helpful in resolving the issue.

Part 2: Decision-Making Techniques

- Attend administrative meetings when possible

- Identify various data and personnel sources the administrator uses to collect information before making decisions
- Observe procedures the principal uses to encourage collaboration in setting goals that are supported by data and aligned with the vision
- Find out how the principal establishes deadlines to make timely decisions
- Ask how the principal remains solutions-oriented in the face of challenges or opposition
- Review the process for evaluating success in achieving goals, as well as re-evaluating and revising them as necessary

Submit the following:

- **Create** a one-page graphic organizer to illustrate the administrative decision-making process in your school, including any hierarchical or collaborative structures.
- **Summarize** what you learned about the decision-making process from attending administrative meetings or conferencing with the principal. Explain how the principal takes the lead on difficult decisions and how he/she justifies such decisions. Reflect on strategies you use to make decisions and identify areas in which you would like to improve.

Part 3: Time Management

Explore the importance of using effective organizational and time management techniques, personal goal setting, and delegation skills to improve efficiency, accountability and campus goal attainment.

- ☐ **Watch** the time management presentation.
- ☐ **Read** articles posted about time management and organizational skills.

Submit the following:

- ☐ **Develop** a personal organizational and time management plan. Highlight areas of strength and identify areas that need improvement.
- ☐ **Make** a list of any organizational skills you would like to develop further and explain how you will accomplish this.
- ☐ **Submit** the plan and list as a table or chart, with narrative explanations as needed.

Field Experience 10 (Competency 9 – 5329)

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: Strategic Operations

Discuss the importance of having a long-term strategic plan that aligns with the school's vision and supports teacher effectiveness and positive student outcomes. **Discuss** with the principal how the annual SIPs/CIPs are developed from the long-term plan. **Find out** how the principal assesses current campus needs, what sources of evidence are used to determine campus goals, and how measurable goals are set. **Ask** how the principal collaborates with other stakeholders to determine goals and implement strategies that align with the school's vision, increase teacher effectiveness and student learning outcomes, and allocate resources effectively.

Determine how the principal coordinates staff placement, master scheduling, and resource allocation to support SIP/CIP goals within budgetary constraints.

Review your school's strategic plan to determine how it is related to the current SIP/CIP.



Submit the following:

- **Create** a power point presentation that provides an overview of the strategic plan. Explain how this process happens on your campus. **Identify** everyone involved in this process, describe their roles, and highlight target dates for development and implementation of the plan. **Include** a summary of how the school's vision, data-driven decisions, and annual budget guide this process.

****If your school does not have a strategic plan, work with your mentor to create one. ****

Part 2: Action Plan (from 5328)

Analyze a current problem on your campus that needs to be addressed and **create** an action plan to address this problem.

Implement the plan and **collect** data to determine if the action plan was effective.

Revise the action plan as necessary to increase effectiveness.

Submit the following:

- **Submit** the final version of the action plan created during the action research course.

Field Experience 11 (Competency 10 – 5319)

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.

Part 1: Budgeting

Interview the principal about the budgeting process within the school to find out about the principal's role in creating and administering a budget. **Find out** how the principal manages the campus budget to comply with state/national laws and district policies. **Identify** all parties involved in this process and identify their roles in the creation and administration of a school budget.

Find out the type of budgeting system the school uses (site-based, zero-based, performance-based or other), the timing of the budget cycle, the per-pupil funding allowance, and the total budget for current fiscal year. **Determine** the principals' role in administering the budget.

Review the school's SIP/CIP to determine how goals are prioritized and aligned with available resources.

Discuss how effective staffing and scheduling maximizes learning time and supports responsible budgeting decisions.

Submit the following:

- **Create a pie graph** that shows the distribution of budget funds to the following categories as applicable on your campus (transportation, facilities, energy, student health and safety,



curriculum and instruction, staff development, food services, library, technology, counseling services, and school leadership).

- **Submit** the final project from EDUC 5319 (School Budgeting).

Part 2: Legal Issues

Interview the principal to find out the following how decisions are made about school operations and programs (food services, health services, transportation), as well as what procedures are in place to ensure that decisions follow local, state, and federal laws and policies.

Submit the following:

- **Write** a one-page summary describing how decisions are made about school operations and programs laws to ensure that they are in compliance with laws and policies.

Review the school's discipline and attendance policies to determine how these policies provide safeguards that are fair and equitable for all students. Explain how these policies meet all district, state, and federal legal requirements, such as due process rights.

Submit the following:

- **Create** a power point presentation for new teachers that highlights the discipline and attendance policies.

Examine the policies that are in place to keep students safe on campus by reviewing the school's crisis management plan.

Submit the following:

- **Identify** one area of emergency preparedness and **create** a one-page handout that clearly demonstrates procedures for this emergency (fire, tornado, earthquake, lockdown).
- **Complete** the template provided to summarize emergency preparedness on the campus.

Part 3: Facilities

Interview the facilities manager to find out how the facilities and support systems are operated to maintain a safe environment that is conducive to learning. Find out what strategies and policies are in place to ensure the physical plant, equipment, and support systems operate safely, efficiently, and effectively.

Submit the following:

- **Submit** a video tour of the facility with commentary about areas that are welcoming to guests as well as areas that need improvement.
- **Write** a 350-word reflection about the importance of facilities management.

Field Experience 12 (Competency 11 – 5327 (formerly 5326))

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

Interview the principal to find out about the importance of providing equal access to quality instructional programs and essential services to all members of the school community. **Ask** what strategies the principal uses to promote awareness of and appreciation for the diversity throughout the campus and school community.

Submit the following:

- **Submit** the Cultural Proficiency Template
- **Create** a power point presentation to highlight laws and policies in place to protect the rights of students and prevent discrimination (special needs or ESL)
- **Write** a one-page reflection about how you can lead by example and model the highest standards of conduct, ethical principles, and integrity in decision-making, actions, conversations, and behaviors.

REQUIRED ACTIVITIES (Choose ONE each semester)

Required Activity #1: Special Populations

As an educational leader, it is essential to understand the legal and policy requirements all students, especially those in special populations. Since schools are becoming more diverse, principals must research landmark cases, legal precedents, and find a way to stay updated about changing laws and policies.

The intern will:

- **Choose** a special population and research legal requirements, federal, state, and district policies, and educational guidelines for the special population.

Evidence of Completion:

Assignment will be completed during EDUC 5327. Update previous assignment to meet the following requirements:

- **Create** a power point presentation, with a voice over introduction on the first slide, that highlights the needs of this population, summarizes relevant laws and policies, and identifies the responsibilities of principals in ensuring that these students receive the instruction, resources, and support services they need to be successful.
- Create a **one-page** graphic organizer that summarizes what educational leaders should know about this population. This should serve as an easy-to-use reminder of legal requirements. Instead of full text, use bullet points, tables, graphics, or highlighted key words.

Required Activity #2: School-Board Meeting

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

The intern 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

Evidence of Completion:

- **Summarize** the highlights of the meeting and reflect on how this experience was personally meaningful.
- **Submit** minutes or the agenda from the meeting.

SUGGESTED FIELD EXPERIENCES AND ACTIVITIES

The following activities may be used to address each of the competencies. This is not intended to be a comprehensive list, so the intern may include other activities approved by the Campus Supervisor. An effort should be made to include a balance of activities from all the principal domains and competencies.

Suggested Activities	
Vision and Culture	<ul style="list-style-type: none"> • Participate in the development of a campus vision • Conduct a survey of the campus culture • Create a process for recognizing faculty and students and providing positive feedback • Create a 3-year vision that would improve the school culture • Discuss the current school vision with the CS and find out how the vision was created and adopted
Communication and Collaboration	<ul style="list-style-type: none"> • Assist with school-community programs and projects • Attend PTA and booster meetings as appropriate • Assist in conducting a needs assessment • Plan activities to increase parent involvement • Prepare a monthly newsletter to staff and parents • Interview the person who creates news releases to find out the media policy • Prepare a written communication for faculty, students, parents, and community • Prepare a plan to market your campus to the community
Ethics and Integrity	<ul style="list-style-type: none"> • Review and analyze the campus ethics • Participate in ethical decision-making • Review district and school's policies and procedures for ethical behavior • Assist in conducting review and submission of all necessary reports of accidents • Review school responsibilities regarding federal programs • Research a recent legal or legislative decision that affects the school and make a presentation to staff members



Curriculum, instruction, and assessment	<ul style="list-style-type: none">• Relate benchmark data to needed intervention• Assist in administration of standardized tests• Attend and participate in curriculum planning meetings• Observe co-curricular and extra-curricular programs• Design, develop and implement an action research project
Effective instructional strategies	<ul style="list-style-type: none">• Assist in preparing a master teaching schedule• Participation in scheduling extracurricular activities• Analyze the campus culture and research methods to improve the culture when necessary• Review tardy and absence policies• Find out how to calculate ADA• Develop a program to improve chronic absenteeism and truancy• Participate in student conduct interventions and hearings
Staff evaluation and development	<ul style="list-style-type: none">• Present staff development sessions• Attend pre/post observation conferences• Shadow the administrative team during walk-throughs• Review resumes of potential interview candidates and observe interviews• Conduct a study personnel turnover for the past five years• Create a staff PD activity• Analyze staff job descriptions for clarity
Decision-making and problem-solving	<ul style="list-style-type: none">• Serve as mediator for teacher-parent disputes• Participate in site-based decision-making committee meeting• Suggest strategies to assist teachers with a problem area
Finance, resources, and technology	<ul style="list-style-type: none">• Participate in a needs-assessment• Assist in budget review and preparation• Demonstrate use of technology to teachers or staff• Analyze student or faculty handbook• Participate in the review and evaluation of school-wide technology• Review school/district management information systems
Physical plant and campus/student safety	<ul style="list-style-type: none">• Participate in a review of campus facilities• Interview a member of the custodial staff• Review the school's crisis management plan• Evaluate the effectiveness of crisis management plan after an event

- | | |
|--|--|
| | <ul style="list-style-type: none">• Review the process for ordering for plant maintenance supplies |
|--|--|

DEFINITIONS

Texas Principal Standards

The Texas Principal Standards have been developed and utilized in T-PESS 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 achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career.

SBEC Principal Domains & Competencies:

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

Professional Standards for School Leaders (formerly ISLLC Standards)

Interstate School Leaders Licensure Consortium (ISLLC) Standards, adopted by the Education Professional Standards Board, represent the essential knowledge and skills necessary for educational leadership in restructuring schools for the 21st century. These standards focus on the broad areas of visionary leadership, instructional leadership, organizational management, collaboration skills, ethics, and skills to understand, respond to, and influence the larger political, social, economic, legal, and cultural contexts.

ELCC Standards

The Educational Leadership Constituent Council (ELCC) works with NCATE, a national organization, to review and accredit educational leadership programs.

APPENDICES

- ✓ **APPENDIX A:** Internship in Educational Leadership Application Form
- ✓ **APPENDIX B:** Campus Supervisor Permission Form
- ✓ **APPENDIX C:** Affirmation to uphold the Texas Educators' Code of Ethics
- ✓ **APPENDIX D:** Internship Plan
- ✓ **APPENDIX E:** Internship Log
- ✓ **APPENDIX F:** Conference Feedback Form
- ✓ **APPENDIX G:** Campus Supervisor Summative Evaluation of Intern
- ✓ **APPENDIX H:** University Supervisor Summative Evaluation of Intern
- ✓ **APPENDIX I:** Intern's Satisfaction Survey for Campus Supervisor
- ✓ **APPENDIX J:** Intern's Satisfaction Survey for University Supervisor
- ✓ **APPENDIX K: Portfolio Checklist**
- ✓ **APPENDIX L:** Intern Growth Plan (if needed)
- ✓ **APPENDIX M:** Texas Principal Standards
- ✓ **APPENDIX N:** SBEC Principal Domains and Competencies
- ✓ **APPENDIX O:** ELCC STANDARDS (Principal Standards for Educational Leaders)
- ✓ **APPENDIX P:** Code of Ethics and Standard Practices for Texas Educators



Appendix A

Internship in Educational Leadership Application Form

Name _____

Gender _____ Ethnicity _____ Date of Birth _____

Current Address _____

City, State _____ Zip _____

Permanent Address _____

Home Phone _____ Cell Phone _____ Work Phone _____

Preferred Name _____

E-mail: _____

Internship School _____

City, State Address of School _____

School Administrator _____

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

Yes _____ No _____

I, _____, certify that the foregoing and all information included in this application are 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.

Intern Signature

Date _____ / _____ / _____



PLEASE READ AND SIGN

Have you ever been charged with a felony or misdemeanor?

Yes _____ No _____

Were you convicted on this charge?

Yes _____ No _____

****If you answer yes to either question, please see below.**

I hereby certify that I have read and fully understand the above statement. I further certify that the information given above is true.

Intern Signature _____ **Date:** ____ / ____ / ____

***If you answered "YES" to any of the above questions, please contact the Certification Office 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.

Appendix B

Campus Supervisor Permission Form

_____ has enrolled this semester in **EDUC 5322**, Internship in Educational Leadership. The program requires the intern to record 160 hours of activities as outlined in the handbook. The intern is asked to spend a minimum of ten hours per week in the internship, actively participating in campus-level and other mid-management experiences. These hours may be arranged at the convenience of the school administrator and the intern.

I, the undersigned cooperative administrator (Campus Supervisor), do hereby accept the above- named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the Internship Handbook and agree to meet with him/her periodically to assess and guide the internship activities.

Campus Supervisor Printed Name _____

Campus Supervisor Signature _____

Email Address

_____ Phone ____ Date ____/

_____/

Appendix C

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.

Intern Signature _____ **Date** ____ / ____ / ____



Appendix D
Internship Plan

Competency #	Activity Summary	Projected Completion Date	CS Initials

Signature of Intern_____ **Date**____ / ____ / ____

Signature of Campus

Supervisor_____ **Date**____ / ____ / ____



Appendix E
Internship Log

Date/Time /Hours	Description of Activities	Competency #
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		
Date: Time: Hours:		

Reflection on Week's Activities: _____

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

Signature of Intern _____ **Date** _____ / _____ / _____

Signature of Supervisor _____ **Date** _____ / _____ / _____



Appendix F Conference 3

Day and Time of Meeting: _____

Attendees:

University Supervisor: *Dr. Wendy Schulze, NAU*

Student:

Campus Supervisor:

Discussion Topics:

- Course Expectations
- Internship Plan
- Activity – Instructional Coaching Assignment
- Q & A

Pre-Observation Conference:

Observation Feedback:

Post-Observation Reflection:

Submit this form along with a 500-word reflection about this experience: what you learned, and how you will proceed based on this experience.

Signature of Intern

Date _____ / _____ / _____



Appendix F Conference 4

Day and Time of Meeting: _____

Attendees:

University Supervisor: *Dr. Wendy Schulze, NAU*

Student:

Campus Supervisor:

Discussion Topics:

- Completion of Internship
- Portfolio
- Campus Tour
- Q & A

Pre-Observation Conference:

Observation Feedback:

Post-Observation Reflection:

Submit this form along with a 500-word reflection about this experience: what you learned, and how you will proceed based on this experience.

Signature of Intern

Date _____ / _____ / _____



Campus Supervisor Summative Evaluation of Intern

Intern's Name _____

2 = Below Expectations

1 = Unsatisfactory

The intern knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and support by the school community.

1

1

1

1

79



5

4

3

2

1

Comments

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

5

4

3

2

1

Comments

The intern knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

5

4

3

2

1

Comments

The intern knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

5

4

3

2

1

Comments

The intern knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

5

4

3

2

1

Comments

Campus Supervisor: _____ Date: ____/____/____



APPENDIX H

University Supervisor Summative Evaluation of Intern

Intern's Name _____

5 = Clearly outstanding

2 = Below Expectations

4 = Exceeds Expectations

1 = Unsatisfactory

3 = Meets Expectations

	Assignment	Quality	Timeliness
APPENDIX A	Internship in Educational Leadership Application Form		
APPENDIX B	Campus Supervisor Permission Form and Certificate		
APPENDIX C	Affirmation to uphold the Texas Educators' Code of Ethics		
APPENDIX D	Internship Plan		
APPENDIX E	Internship Logs		
APPENDIX F	Conference Forms		
APPENDIX G	Campus Supervisor Summative Evaluation of Intern		
APPENDIX I	Intern Satisfaction Survey for Campus Supervisor		
APPENDIX J	Intern Satisfaction Survey for University Supervisor		
	12 Required Field Experiences		
	2 Required Activities		
	Personal Resume		
	Leadership Assessment and Analysis		
	Philosophy of Leadership		
	Reflections		
	Digital Learning Plan		
	Action Plan		
	Principal Practice Exam Analysis or Comprehensive Exam		

University Supervisor:

_____ **Date** ____ / ____ / ____



APPENDIX I

Intern Satisfaction Survey for Campus Supervisor

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

(UNDER REVISION)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



☐ In what ways has your Campus Supervisor been beneficial to you?

☐ How could your Campus Supervisor have better assisted you?

83

APPENDIX J

Intern Satisfaction Survey for University Supervisor

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

(UNDER REVISION)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section B - Listed below are general questions about your University Supervisor. Please provide comments in the sections below:

☐ In what ways has your University Supervisor been beneficial to you?

☐ How could your University Supervisor have better assisted you?

☐ Use the remaining space to share any comments you have about your University Supervisor.

APPENDIX K

Portfolio Checklist

APPENDIX A		Internship in Educational Leadership Application Form
APPENDIX B		Campus Supervisor Permission Form and Certificate
APPENDIX C		Affirmation to uphold the Texas Educators' Code of Ethics
APPENDIX D		Internship Plan
APPENDIX E		Internship Logs
		Required Field Experiences
		Required Activities
		Digital Learning Action Plan
APPENDIX F		Conference Forms
APPENDIX G		Campus Supervisor Summative Evaluation of Intern
APPENDIX H		University Supervisor Summative Evaluation of Intern
APPENDIX I		Intern Satisfaction Survey for Campus Supervisor
APPENDIX J		Intern Satisfaction Survey for University Supervisor
APPENDIX K		Portfolio Checklist
APPENDIX L		Intern Growth Plan (if needed)
		Other Items to include in Portfolio
		Personal Resume
		Leadership Assessment and Analysis
		Philosophy of Leadership
		Reflections
		DO NOT Include in Portfolio
APPENDIX M		Texas Administrative Standards (T-PESS)
APPENDIX N		SBEC/TEXES Principal Domains and Competencies
APPENDIX O		ELCC STANDARDS**
APPENDIX P		Code of Ethics and Standard Practices for Texas Educators



APPENDIX I

[illegible]

Signature of Intern _____ **Date** ____ / ____ / ____

Signature of Campus Supervisor _____ **Date** _____ / _____ / _____

Signature of University Supervisor _____ **Date** ____ / ____ / ____

Texas Administrative Standards (T-P ESS)

Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards

1. **Standard 1 – Instructional Leadership**

The principal is responsible for ensuring every student receives high quality instruction.

(A) Knowledge and Skills

- i. Effective instructional leaders:
 - I. prioritize instruction and student achievement by developing and sharing a clear definition of high quality instruction based on best practices from research;
 - II. implement a rigorous curriculum aligned with state standards;
 - III. analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student population;
 - IV. model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans, and
 - V. routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- ii. In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators

- i. Rigorous and aligned curriculum and assessment – the principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
- ii. Effective instructional practices – the principal develops high-quality instructional practices among teachers that improve student learning.
- iii. Data-driven instruction and interventions – the principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. **Standard 2 – Human Capital**

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and Skills

- i. Effective leaders of human capital:

- I. treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
 - II. ensure all staff have clear goals and expectations that guide them and by which they are assessed;
 - III. are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
 - IV. ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
 - V. facilitate professional learning communities to review data and support development;
 - VI. create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
 - VII. use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.
- ii. In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators

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

3. **Standard 3 – Executive Leadership**

The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and Skills

- i. Effective executive leaders:
 - I. are committed to ensuring the success of the school;
 - II. motivate the school community by modeling a relentless pursuit of excellence;



- III. are reflective in their practice and strive to continually improve, learn, and grow;
 - IV. view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
 - V. keep staff inspired and focused on the end goal even as they support effective change management;
 - VI. have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
 - VII. are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
 - VIII. treat all members of the community with respect and develop strong, positive relationships with them.
- ii. In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators

- i. Resiliency and change management – the principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- ii. Commitment to ongoing learning – the principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
- iii. Communication and interpersonal skills – the principal tailors communication strategies to the audience and develops meaningful and positive relationships.
- iv. Ethical behavior – the principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. **Standard 4 – School Culture**

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and Skills

- i. Effective culture leaders:
 - I. leverage school culture to drive improved outcomes and create high expectations;

- II. establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
 - III. establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
 - IV. focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
 - V. treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- ii. In schools 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.

(B) Indicators

- i. Shared vision of high achievement – the principal develops and implements a shared vision of high expectations for students and staff.
- ii. Culture of high expectations – the principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- iii. Intentional family and community engagement – the principal engages families and community members in student learning.
- iv. Safe school environment – the principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- v. Discipline – the principle oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. **Standard 5 – Strategic Operations**

The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and Skills

- i. Effective leaders of strategic operations:
 - I. assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

- II. with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
 - III. develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
 - IV. are deliberate in the allocation of resources (staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
 - V. treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- ii. In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. 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.

(B) Indicators

- i. Strategic planning – the principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- ii. Maximized learning time – the principal implements daily schedules and a year- long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- iii. Tactical resource management – the principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- iv. Policy implementation and advocacy – the principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

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

APPENDIX N

SBEC/TEXES Principal Domains and Competencies

Domain 1: School Culture (School and Community Leadership)

- **Competency 1** – establish and implement shared vision and culture of high expectations
- **Competency 2** – know how to work with stakeholders as key partners to support learning

Domain II: Leading Learning (Instructional Leadership)

- **Competency 3** – collaboratively develop and implement high-quality instruction
- **Competency 4** – Monitor and assess classroom instruction to promote teacher effectiveness and student achievement

Domain III: Human Capital (Human Resources Management)

- **Competency 5** – provide feedback, coaching, and professional development to staff through evaluation and supervision, reflect on own practice, and grow professionally
- **Competency 6** – Promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth

Domain IV: Executive Leadership (Communication and Organizational Management)

- **Competency 7** – develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences
- **Competency 8** – focus on improving student outcomes through organizational collaboration, resiliency, and change management

Domain V: Strategic Operations (Alignment and Resource Allocation)

- **Competency 9** – collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes
- **Competency 10** – provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment

Domain VI: Ethics, Equity, and Diversity

- **Competency 11** – provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services

APPENDIX O

ELCC STANDARDS (Revised)

Standard 1: Mission, Vision, and Core Values

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.

Standard 2: Ethics and Professional Norms

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

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Curriculum, Instruction, and Assessment

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.

Standard 5: Community of Care and Support for Students

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

Standard 6: Professional Capacity of School Personnel

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

Standard 7: Professional Community for Teachers and Staff

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

Standard 8: Meaningful Engagement of Families and Community

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.

Standard 9: Operations and Management

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

Standard 10: School Improvement

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

APPENDIX P

Texas Administrative Code TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION CHAPTER 247 EDUCATORS' CODE OF ETHICS

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

(a) Statement of Purpose

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

(b) Enforceable Standards

(c) Professional Ethical Conduct, Practices and Performance

- (1)** 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.
- (2)** 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.
- (3)** Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (4)** Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (5)** 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.
- (6)** Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (7)** Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

- (A) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (B) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (C) 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.
- (D) 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.
- (E) Standard 1.12. The educator shall refrain from illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- (F) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(8) Ethical Conduct toward Professional Colleagues

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

(9) Ethical Conduct toward Students

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student in a manner that adversely affects or endangers the learning, physical



health, mental health, or safety of the student or minor.

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



Principal Certification Program Application Requirements Checklist

Thank you for your interest in the Principal Certification Program (PCP). This checklist will guide you to the completion of your application packet. Please read all instructions carefully before submitting any document.

Principal Certification applicants need to provide the following documents to the certification office. Your admission documents to the master's degree program in Educational Leadership does not waive to collect these documents.

Please include this checklist with your application and the following documents:

1. ____ Application Form <http://www.na.edu/documents/academics/Principal-Certification-Application-Form.pdf>
2. ____ Official Transcripts from all colleges attended
 - a. ____ Master's transcript ([NAU official Transcript request link: https://pay.na.edu/fees/](https://pay.na.edu/fees/))
 - b. ____ Bachelor's transcript
3. ____ Principal Candidate Interview
4. ____ Copy of Texas Standard Teaching Certificate
5. ____ Teacher Service record from school district personnel office indicating at least two years of classroom teaching experience, in a TEA approved school.
6. ____ Proof of Application Fee (<http://www.na.edu/fees-deposits/>)
7. ____ Master's degree and principal certification plan
8. ____ Proof of English Language Proficiency- Check one of the following
 - ☐ I have an undergraduate or graduate degree from an institution of higher education in the US
 - ☐ 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)
 - ☐ TOEFL – minimum score: 89
9. ____ Cumulative GPA: _____
10. ____ Acceptance Letter.
11. ____ Program start Date: _____

Applications lacking any of the required documents are considered incomplete and will not be accepted. Please make copies of all original documents for your own records. The NAU-PCP will not provide copies of any documents submitted. Once you submit your application, all official documents become the property of NAU-PCP and cannot be returned to you.



TEA Complaint Process

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

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

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

Filing a Complaint

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. 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. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

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.

Please refer to:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/ for additional details on the complaint process.