



EDUCATIONAL ADMINISTRATION SPECIALIZATION

PRINCIPAL INTERNSHIP HANDBOOK

2020-21

Contents

Educational Administration Program Introduction.....	3
Principal Certification Requirements.....	4
A Letter to the Administrative Intern.....	6
A Letter to the Administrative Site Supervisor/Mentor.....	7
Purpose of the Practicum	8
Practicum Plan Proposal	12
The Practicum III Experience	21
Principal Standards	23
Principal Internship Information.....	27
Practicum Initial Contact/Training form.....	28
Campus Site Supervisor Responsibilities	29
Campus Observation Form	30
Final Evaluation	34
Practicum Log.....	36
COMPETENCY REFLECTIONS.....	37

CONCORDIA UNIVERSITY TEXAS

College of Education

Educational Administration Program Introduction

Mission Statement “Developing Christian Leaders”

It is the intent and purpose of Concordia University to help develop leaders for the state, nation, and world that have the focus on Christian values and servitude. Our belief is, through developing Christian leaders with the skills to work with educators and students, Concordia University will empower the next generation to be successful, and to be an example of what the power of Christian service can do for all people. Our students not only gain the educational skills to lead schools in the 21st century, but to do so in a manner that will reflect the morals, values, and ethics necessary to bring peace and harmony to all they touch.

Academic Honesty

It is the official policy of Concordia University that all acts or attempted acts of alleged academic dishonesty, whether at the graduate or undergraduate level, be reported to the Office of the Provost by way of the Director of the respective school/college within which the course is taught. Forms of Academic Dishonesty include: Plagiarism, Fabrication, Cheating, and Academic Misconduct. The following sanctions may be enacted:

- A lower grade on the assignment or test.
- Failing grade on the assignment or test.
- Repeat of the assignment or test.
- A lower grade in the course.
- Removal of the student from the course.
- In the event of repeated offenses, expulsion from the University.

Diversity

Concordia University values and respects the diversity and the uniqueness of each individual as one of God’s precious creatures. We are dedicated to the educational growth of all students regardless of age, ethnicity, religious beliefs, national origin, and disability. If a student feels he/she has been discriminated against, there should first be a meeting with the professor and/or student involved. If there is no reconciliation, contact the College of Education Chair of the Educational Administration Program. If there is no reconciliation, contact the College of Education Director.

If a student needs special assistance in creating a learning environment conducive to his/her needs, the professor and the College of Education Chair of Educational Administration Program should be approached at the earliest time possible to help the student receive the help needed for a successful learning experience. The student should provide all documentation necessary for this to happen.

Principal Certification Requirements

There are three 16-week practicum courses in the Concordia Principal Certification program: EDAD 5154, EDAD 5155, & EDAD 5156. They are designed to support Principal Preparation Candidates to complete TEA requirements for licensure. There are four requirements that must be successfully completed to earn Principal as Instructional Leader Certification:

1. Pass the 268-Principal as Instructional Leader Exam
2. Pass the 368-Performance Assessment for School Leaders (Three PASL Tasks)
3. Complete an Internship at a TEA-approved on-ground campus under the guidance of a state certified mentor (administrator/principal) with at least three years of administrative experience.
4. Graduate with a M.Ed. in Ed Admin with Principal Certification

Concordia has the following sequence for the completion of these requirements:

Earning Release for the 268 Exam is required during EDAD 5154 (Practicum I)

Principal Certification Candidates are expected to earn release for the 268 exam during the first 16-week practicum course, EDAD 5154. This release is earned by scoring 80% or better on the Pearson Practice Exam and demonstrating a proficient score (3) on two practice constructed response attempts. The Pearson Practice Exam results must be uploaded on the Principal Certification course.

If a student does not earn release for the 268 Exam during EDAD 5154, the course will have to be repeated.

Successful Completion of the 268 Exam is required during EDAD 5155 (Practicum II)

Principal Certification Candidates will be expected to register for and take the 268 Exam during the second 16-week practice course, EDAD 5155. The cost of the test is the responsibility of the student. The 268 Exam must be taken during EDAD 5155 in order to progress to the internship, EDAD 5156.

If the 268 Exam is not passed on the first administration, the Principal Certification Candidate will be required to repeat EDAD 5155 and successfully complete additional preparation, including a Saturday remediation session on Concordia's Main Campus, to qualify for a second attempt of the 268 exam.

Earning Release for 368 PASL during EDAD 5155 (Practicum II)

Students are expected to earn release for the 368 Assessment (PASL Tasks) during the second 16-week practicum, EDAD 5155. This PASL release is earned by successfully completing all three PASL Planning Templates and participating in three review conferences. The PASL Templates must be uploaded on the Principal Certification Course for final review prior to the end of EDAD 5155.

If a student does not fulfill the requirements to earn release for the 368 PASL Tasks during EDAD 5155, the course will have to be repeated.

Registration for PASL Tasks during EDAD 5156 (Practicum III)

Students must register for the 368 Assessment (PASL Tasks) during the internship semester, EDAD 5156. The Principal Certification Candidate is responsible for the registration cost for the PASL Tasks and must plan accordingly.

A Letter to the Administrative Intern

Dear Student,

The practicum is the culmination of your efforts and coursework in our Educational Administration Program. It is a learning experience that involves you working closely with a Site Supervisor/Mentor on your campus (principal, assistant principal, or another administrator that holds a Texas Principal Certificate). During the practicum you will be performing administrative tasks approved by your Site Supervisor/Mentor to garner experience about the 'real world' of educational administration in Texas.

All school settings involve the needs of the children that attend the school and the teachers and administrators that work daily to help those children receive an education that prepares them for the world they will inherit upon graduation. You, as an intern in our practicum, need to 'live' experiences concerning school administration to acquire not only knowledge about the position, but to also see the processes that are involved in leading a school. There are many facets to school administration, and we hope that you will be able to work with teachers, students, school stakeholders, other campus administrators, and district level personnel to enhance your understanding of educational administration.

It is our prayer that you garner a deeper understanding and appreciation of school leadership which is critical to the success of the next generation of teachers and children. Your practicum will be monitored by several people:

- Administrative Site Supervisor/Mentor – This person is employed by the school in which you are working as an intern and may be the building principal or designee.
- University Field Supervisor – This person is employed by the university and will visit with you and your Site Supervisor/Mentor on the campus as well as observe you completing administrative tasks.
- Course Professor – This is the university faculty member teaching EDAD 5156 Practicum III who will be monitoring your Log & Reflections of administrative tasks you complete during the semester and reviewing all of your practicum paperwork that will be kept for audit by the Texas Education Agency. This is the person who will assign your grade for the course based upon the syllabus.

The combined experiences of these people will be very helpful to you as you complete your practicum. They have all completed educational administrative experiences as they worked with teachers and children in educational settings. I urge you to learn from these people.

I pray that you take advantage of this opportunity to broaden your experiences in school administration and form relationships with people that can assist you moving into educational leadership.

Gregory Jones, Ed.D.
EDAD 5156 Professor
College of Education

A Letter to the Administrative Site Supervisor/Mentor

Dear Site Supervisor/Mentor,

We at Concordia University want to thank you for agreeing to become the Site Supervisor/Mentor for one of our graduate students in Educational Administration. Our student has selected you based upon your strengths as an educator, your vision for your school, the talents you show daily to your staff, and on the ethics you display as an educational leader. We feel confident that our student will gain the needed experience of what being a principal is in real life through observing you this semester. Please allow the behavior you model to show him/her how to act as a successful administrator.

Duties as a Site Supervisor/Mentor to the Intern:

- Please take some time to review this handbook with the student to ensure that both of you understand what is expected as you interact with the intern during this practicum semester.
- In your role as the administrative Site Supervisor/Mentor, you should have daily and weekly contact with the intern during this practicum. You are the most important component of the process. You will be a teacher, Site Supervisor/Mentor, evaluator, and confessor for the intern. It is the desire of Concordia University that you expose the intern to many “real life” experiences and provide an opportunity for him/her to truly “get their feet wet” in the process of being an educational leader.
- Please allow the student to get a broad spectrum of the life of a school administrator. Review the Texas five principal standards as well as the six Domains/eleven competencies associated with the TExES 268 examination with the student and help the intern determine productive activities that fulfill each of the standards in a meaningful manner. This process should begin the semester before the actual practicum so the student can begin immediately when the course opens.

A University Field Supervisor has also been assigned by the University to work closely with you and the student during this learning experience. The University Field Supervisor will be on your campus at least three times during the practicum semester to meet with the intern. The first campus visit should include you, the Site Supervisor/Mentor, and the intern. Both you and the University Field Supervisor are major components involved in assisting the intern to be successful during their practicum. If, at any time, you feel it necessary to contact the University Field Supervisor beyond the scope of the three campus visits, you are highly encouraged to do it.

Thank you for your time, effort, and desire to be part of this internship program.

Gregory Jones, Ed. D.
EDAD 5156 Professor
College of Education

Purpose of the Practicum

Why Are You Doing This?

Moving From Classroom Teacher to Administrator

- As a professional educator, you have felt the call to move from one position within the educational system to another. Both are very important, but have different foci, immediate responsibilities, and duties. As a classroom teacher, you have had the most direct contact one can have with the learning experience of the student. It takes a special gift and talent to work with children as they experience a journey of self-awareness and self-doubt. They are learning who they are and what skills they possess that will help them be successful and productive citizens in the 21st century. Each has come to you with differing strengths and weaknesses; skills and talents; wants and desires; interests and visions concerning what they need to know and what is important for them as citizens of our nation.
- As future school administrators you are choosing to be more involved in the instructional leadership of other educators working in a collaborative and facilitative manner to enhance their work with students. Prior to your practicum you have observed school administrators working as instructional leaders and now you will be working with your campus administration. During your practicum you should become involved in the aspects of being a school leader with your Site Supervisor's/Mentor's guidance, and fine tune your ability and knowledge of working with others.
- We recognize and honor the diversity within our population in the areas of values, beliefs, learning styles, and other aspects that make each of us unique individuals as learning takes place. We are teaching children who, fifty years ago, would not have been allowed even to attend school. As an administrator, you will need to acquire expertise in dealing with diversity and the issues and conflicts that come with a heterogeneous population of students, staff, and community members. We are more and more a reflection of society and it is one of the responsibilities as an administrator to help all function successfully in the school environment.
- You are now moving one position away from the classroom, but you will still be engaged in the daily learning of the students. You will acquire a larger number of students to oversee, plus take on the responsibilities of meeting the needs not only of the students, but also teachers, parents, support staff, the district administration and the community. This will require you to learn new skills and knowledge in conflict resolution; communication; changing educational processes; best practices in teaching; local, state, and federal policies, rules, procedures, and laws; and time management. These are some, but by no means all, of the new areas and challenges you are about to face as you attempt to move into the educational administration arena.
- Education has always been dynamic, and in this time of challenges, it is certainly no different. Many say that this is one of the most challenging and critical times we have ever had in education. We have moved from administration being, for all intents and purposes, the "final word", towards more collaborative decision-making. We have shifted from a "top-down" directive to more on-campus control. Where educators once moved quickly and often without adequate training and certification, now there is rigorous training and requirements in order to move into other areas of the educational process. We are all being asked to be more professional in our training, behavior, and continuing educational growth. Within our profession, we are now experiencing a need and demand for continuing education, growth, and skill building. We are truly modeling "lifelong learning" not only as a requirement for continuing as educators, but as a way of life.

Technology

- Technology has, in the past, changed from generation to generation, but now it advances so quickly that it is not uncommon for our students to be ahead of us in knowledge, understanding, and skills. Often the student becomes the teacher in this area. Technology innovation is becoming a geometric progression, and we hardly master one technological skill before another one is presented to us. Educators, more than ever, must be flexible and “thinkers-on-our-feet” so we can handle all the challenges we will encounter. As a future administrator you need to be aware of what the International Society for Technology in Education has to say about Standards for school administrators. Make sure you review the following information and correlate it with the Principal Standards as well as the domains/competencies for the 268 Principal Exam in Texas.

ISTE Standards Administrators International Society for Technology in Education

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools

- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
 - b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
 - c. Promote and model responsible social interactions related to the use of technology and information
 - d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaborative tools.
- Coupled with this technological explosion is the ever-increasing amount of information and knowledge at the disposal of all within the educational environment. We are now called upon to manage Herculean amounts of information and to discriminate between what is most accurate and important to disseminate, not only for ourselves as educators, but also what is important for students to learn. We must be able to recognize research-based instructional techniques from those programs that “feel like they should work”. We don’t have the time nor the luxury to try out techniques that have not passed rigorous scrutiny.

Site Supervisor/Mentor and Intern

- Your internship experience will, most likely, be an educational experience different from any you have ever had. You will choose an administrator as a Site Supervisor/Mentor whose professional guidance will lead you through varying and challenging situations. You and your Site Supervisor will plot the path of your learning experiences. You will know the reality of school leadership because you will see and experience first-hand the duties and responsibilities that you will face when you move to the next level of educational responsibility. You can make this an extremely valuable and rewarding experience, or you can choose to barely meet the mandatory requirements, which will leave you with a narrow view and knowledge of the school administrative area.

Administrative Site Supervisor/Mentor (practicing certified state of Texas Administrator)

- This person will be very important to your successful completion of the Educational Administration Program (Principal Certification). This person must hold a Texas administrator's certificate. TEA also requires this person be a practicing principal or assistant principal or other district administrator that is able to work with you at a school site as you complete administrative activities, have at least three years of administrative experience, and be a successful educator as shown by student learning. It will be your responsibility to find a Site Supervisor/Mentor willing to work with you during this time period. The Site Supervisor/Mentor must agree, in writing, to act as your Site Supervisor/Mentor in all areas of your service on campus. This person must be approved by the College of Education Chair, Educational Administration Program before the agreement is finalized. Your Site Supervisor/Mentor and your Field Supervisor will work closely together to provide you the best experience possible during your practicum. This person will be the local contact between the university and the school. You may certainly work with other administrators, but your Site Supervisor will be the primary individual you will interact with during this time period.
- The Site Supervisor/Mentor will be responsible to act as an advisor, supervisor, confessor, and evaluator during your training. This person should be considered an outstanding administrator and should have the skills and training you also wish to acquire. Choose this person very carefully. It is critical to the successful completion of the certification process. This experience will be with you the rest of your educational life.
- Within the first three weeks of the practicum, the Intern, Site Supervisor/Mentor, and University Field Supervisor will meet to review the course requirements, the responsibilities of all participants, and the individual practicum plan you developed the previous semester.

University Field Supervisor (employed by the university)

- This individual will work closely with the intern and Administrative Site Supervisor/Mentor. The University Field Supervisor and EDAD 5156 professor will monitor the successful completion of the required experiences during the completion of the practicum. There will be site visits and weekly communication with the University Field Supervisor and Administrative Site Supervisor concerning a review of assigned projects.

Gregory Jones, Ed. D.
EDAD 5156 Professor
College of Education

Practicum Plan Proposal

You will need to create a plan of action to be utilized at the beginning of your practicum experience so that you, your University Field Supervisor, and Administrative Site Supervisor/Mentor will have a clear understanding of your intended goals and desired experiences and outcomes. This plan is developed the semester before your practicum during EDAD 5155 and is reviewed by your course professor at that time. You will share it with your University Field Supervisor as soon as that person is assigned to you. The Practicum Plan will enhance your internship and yield the ultimate educational experience for you.



PRACTICUM PROPOSAL

Student/Intern Name _____ **Practicum Semester** _____

Site Supervisor/Mentor _____ **Campus/District** _____

This document is a proposal or plan for the student to complete the required hours established by the State of Texas for the university to recommend the student for Principal certification. It is not a contract which obligates the parties. The activities herein planned are suggestions based upon the needs of the campus, the skills of the student, and the requirements of the Practicum by the State of Texas and Concordia University Texas.

The student must log at least 160 hours during the practicum with no less than 10 hours being logged in each TExES 268 Competency. The Site Supervisor/Mentor (principal) should feel free to assign additional hours for the student/intern to complete based upon the needs of the campus. Administrative activities other than those listed herein may be substituted or added.

The student should complete this proposal in collaboration with the campus leadership and future campus Site Supervisor/Mentor. The proposal to which this page is attached is agreed to by the Site Supervisor/Mentor (principal) and student whose signatures are below and signify approval of the practicum plan proposal.

Site Supervisor (Principal) _____ **Date** _____

Student/Intern _____ **Date** _____

**The 268 Test Framework Domains & Competencies
(Knowledge and Skills Statements)**

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

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

- 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 wellbeing 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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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 (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

Element of Competency Addressed	Proposed Activity	Proposed Timeline

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 (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

Element of Competency Addressed	Proposed Activity	Proposed Timeline

The Practicum III Experience

Logging Practicum Hours

The Intern **will be expected to log 160 hours of administrative intern experience during the practicum semester.** No previous log hours can be accepted because TEA requires a practicum participant to be under the direction of a university-based field supervisor. You should take advantage of any opportunity to complete administrative tasks, and any that you complete prior to the practicum will still enhance your understanding of educational administration and assist your school. If the intern cannot fulfill the requirements due to extreme extenuating circumstances, s/he is to contact the College of Education Chair, Graduate Educational Administration Program, by means of a petition to seek possible exceptions of these requirements.

The Practicum is framed in a sixteen week “hands on” experience under the direction of an onsite Site Supervisor/Mentor and University Field Supervisor hired by the University. It is expected that the intern will experience the six TExES 268 Domains & eleven Competencies along with the five Principal Standards during the practicum. Hours should be logged all sixteen weeks of the practicum, approximately 10 hours/week or more. It is the requirement of the School of Education that the intern experience a minimum of 10 hours in each of the eleven competencies. This way, each competency will be evenly represented, and you will submit your log and reflections weekly to your university field supervisor by email. You are not limited to the 160-hour requirement and you will have hours beyond 10 in your competencies to meet the 160-threshold. Once you achieve 160 hours, do not stop logging hours until the end of the practicum. It is the intent of the practicum to expose the Intern to as many varying experiences administrators encounter during a regular school day while minimizing repetitive endeavors. The intern will have a formal log sheet in Excel format that they complete on a weekly basis and submit to their University Field Supervisor and monthly to your course professor (*you will submit the full Log from the beginning of the semester through the date of submission to both your University Field Supervisor and course professor*). At the end of the semester the Principal Practicum Final Log verification form will be emailed to you via Docusign. You will need to complete the form using the totals on the Log you have been keeping in Excel and then attach the Excel file to the form using the attachment link in the form. The Log will then be automatically sent to the Site Supervisor/Mentor and University Field Supervisor for verification. Once all three parties have signed, you will receive an email with the completed verification form. Make sure to upload the form and any other attachments to the online portal for EDAD 5156.

Practicum Reflections

The weekly reflections that you submit to your University Field Supervisor by email **expand** upon your Log by sharing what you learned from the administrative action and why you feel it belongs to that particular competency. The reflections should all be on one Microsoft Word document (*that encompasses the time from the beginning of the semester through the date of submission*) that is separated by Competency listed numerically, 1-11. Within each Competency the student will list the reflections concerning what happened that week in chronological order with a weekly date notation that will allow the reader to correlate the reflection with the Log citation upon which the student is expanding. This running series of reflections concerning your administrative actions is

submitted to your course professor through an online portal in Blackboard monthly for review and feedback along with your cumulative Log.

In your weekly reflections that are submitted to your University Field Supervisor by e-mail each weekend (Sunday by midnight – accompanied by your cumulative Log). You may include in the text of your email any “aha” moment(s) or unique learning experience(s) that you had during that week. If you experience some shift in thinking or if you find that you are perceived differently by your fellow faculty members, tell your University Field Supervisor about how that affected you.

Your University Field Supervisor will be submitting a communication grade to the course professor at the end of the semester concerning your timely and accurate submission of your Log & Reflections. Please make sure that you utilize the wisdom of both supervisors as you complete tasks and converse with them concerning other endeavors that you could complete during the semester to give you a broader view of school administration & leadership.

Campus Visits by University Field Supervisor

The University Field Supervisor will hold at least three meetings with the intern that will take place at the campus where the intern is doing the practicum. These visits will be a minimum of 45 minutes in length. The first meeting may include an introductory period to allow the Field Supervisor to meet with the Campus Site Supervisor/Mentor and student and discuss the expectations for the semester. All three campus visits will be observations of the student performing an administrative task (EX: leading a faculty meeting, coordinating an evening program). Each campus visit will be documented on a Concordia Principal Practicum Observation form, signed by all parties and then submitted to the University Professor through the online portal in Blackboard.

Meeting Between the Administrative Site Supervisor/Mentor and University Field Supervisor

There will be a meeting, in person or by phone, between the Site Supervisor/Mentor and the University Field Supervisor to discuss the success of the intern in completion of the onsite part of the practicum. This meeting will be confidential between the two parties. This will be to determine the successful completion of the practicum by the student or the need for additional needs to be addressed concerning the intern’s performance. This information will also be utilized by the Field Supervisor to complete the Principal Practicum Final Evaluation form.

Initial Contact Form

The initial contact form will be completed by your university field supervisor and sent to you after s/he has made initial contact during EDAD 5156. The form indicates that your university field supervisor has completed his/her updated training. You will review the form, sign, and it will then be automatically sent to your campus Site Supervisor/Mentor for him/her to sign and indicate when he/she has completed the online training. Once the form has been complete, all three parties will receive an email with the signed and completed form. The form with all 3 signatures must be uploaded in Blackboard by the end of the third week of the semester. This paperwork will be placed in your TEA certification folder.

Principal Standards

The Texas Administrative Code, §149.2001: The Standards Required for the Principal Certification are listed below. The knowledge and skills identified must be used by educator preparations programs in the State of Texas. These standards are the foundation for the assessment of our Concordia University Texas students as they complete their work in our Educational Administration program.

Chapter 149. Commissioner’s Rules Concerning Educator Standards **Subchapter BB. Administrator Standards** **§149.2001. Principal Standard**

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 populations; (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

- (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous 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 with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
 - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

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 (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(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.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.

Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245

Educational Administration
11400 Concordia University Drive
Austin, Texas 78726

Principal Internship Information

Student's Name _____

Address _____

City, State, Zip _____

Phone: (home) _____ (work) _____ (cell) _____

Concordia E-Mail address _____

Other E-Mail Address: _____

District name: _____

Campus Name _____

Campus Address _____

Current job assignment/grade level _____

Administrative Site Supervisor/Mentor Name _____

Site Supervisor/Mentor's Position and Title: _____

Work Phone: _____ E-Mail Address: _____

Practicum Initial Contact/Training form

Practicum Student Name: _____

Practicum School Name: _____

My university supervisor contacted me during the first three weeks of the practicum (8/26-9/13)

Date of contact: _____

Method of contact (please circle only one): email phone in person

Practicum Student Signature: _____

To be completed by site supervisor/mentor (principal)

Site Supervisor (Mentor/Principal) Name: _____

I completed the on-line Site Supervisor/Mentor training within the first three weeks of the practicum (8/26-9/13) on (Date): _____

Site Supervisor (Mentor/Principal) Signature: _____

To be completed by field supervisor (university supervisor)

University Field Supervisor Name: _____

I completed the on-line Field (University) Supervisor training before the first day of the semester (8/26) on (Date): _____

University Field Supervisor Signature: _____



Campus Site Supervisor Responsibilities

Thank you for agreeing to act as Site Supervisor for the intern, _____, that has taken the journey to become a future administrator. You have been selected by the intern and approved by the University because of the talents, strengths, vision, and ethics you display as an active educational leader.

As the administrative site supervisor, it is the desire that you expose the intern to as many “real life” experiences as possible. The intern you are supervising will be expected to log 160 hours of administrative intern experience during EDAD 5156. No hours logged before the start of the semester will be accepted. If during the internship experience, the student cannot fulfill the requirements due to extreme extenuating circumstances, he/she is to contact the Director of the College of Education, by means of a petition, in order to seek possible exceptions of these requirements.

The Practicum is tied very closely to the eleven TExES 268 Competencies and the six Domains as well as the five Principal Standards required under TAC 149.2001 which are necessary for any successful administrator to master. It is the policy and requirement of the College of Education that the intern experience a minimum of 10 hours in each of these eleven competencies, with the remaining hours to be logged in any of the Competencies. They are not limited to the 160-hour requirement. Any additional hours over and above the 160 may be logged in any of the eleven competencies. Hours are to be logged all sixteen weeks of the practicum. Your goal will be to assign administrative duties that fall into these eleven competencies. First, look at the description of the Competencies/Domains and then decide what activities you will assign the intern to do for them to experience each of the competencies.

1. Please read through the eleven competencies that are required for Internship.
2. Review the Educational Administration Specialization Handbook with your intern.
3. The Practicum is framed in a sixteen week “hands on” experience; therefore, a plan should be in place before the sixteen-week Practicum begins as to how the intern will accomplish the 160-hours of field work.

Listed below are contact people for Concordia University

- | | | |
|----------------------|------------------------------------|--|
| 1. Dr. Gregory Jones | Practicum Course Professor | Gregory.Jones@concordia.edu |
| 2. Dr. Lori Einfalt | Director School of Education | Lori.Einfalt@concordia.edu |
| 3. Alison Chai | Certification & Compliance Officer | Alison.Chai@concordia.edu |

Campus Observation Form

Observation Number: _____

Student Name _____ Location _____ Start Date of Practicum Aug 26, 2019

Observation Date _____ Start Time _____ End Time _____ (MUST BE AT LEAST 45 MINUTES)

Pre-observation Conference Date _____ Method (check one): phone email in person

Post-observation Conference Date _____ Method (check one): phone email in person

Field Supervisor _____ Site Supervisor (Mentor) _____

Event/Activity _____ Student Role _____

Check the boxes for each Competency Indicator observed:

Domain I – School Culture – 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 wellbeing of staff and students
- (J) Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Domain I – School Culture – Competency 002

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) Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision Implements strategies to ensure the development of collegial relationships and effective collaboration
- (B) Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning
- (C) Ensures that parents and other members of the community are an integral part of the campus culture
- (D) Aligns financial, human, and material resources to support implementation of a campus vision and mission

Domain II – Leading 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

Domain II – Leading Learning – Competency 004

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

- (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 – 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

Domain III – Human Capital – 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 – 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

Domain IV – Executive Leadership – Competency 008

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) 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 – Competency 009

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) 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

Domain V – Strategic Operations – Competency 010

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) Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- (B) Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- (C) Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- (D) Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- (E) Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- (F) Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- (G) Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- (H) Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

Domain VI – Ethics, Equity, & 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 mission
- (E) Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- (F) Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- (G) Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- (H) Articulates the importance of education in a free, democratic society

Comments/Post-observation discussion:

Sample – Do not use

Interventions:

Student _____ Mentor (Principal) _____ Supervisor _____



Final Evaluation: Practicum for Principal Certification

Directions: This form is to be used by university supervisors, in collaboration with the campus mentors, to provide a final evaluation of the candidate seeking principal certification. Please fill out all areas.

Student: _____ Site Supervisor (Principal): _____

Campus/District Name: _____

Field Supervisor (University): _____ Practicum Start Date: **August 26, 2019**

Final Evaluation Date: _____ Number of Hours Completed in Practicum: _____

To be completed by the evaluator:

Please describe the candidate's attributes in the following five Standards noting such things as strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations.

Domain I – School Culture – Competency 001

Domain I – School Culture – Competency 002

Domain II – Leading Learning – Competency 003

Domain II – Leading Learning – Competency 004

Domain III – Human Capital – Competency 005

Domain III – Human Capital – Competency 006

Domain IV – Executive Leadership – Competency 007

Domain IV – Executive Leadership – Competency 008

Domain V – Strategic Operations – Competency 009

Domain V – Strategic Operations – Competency 010

Empty rectangular box for student information.

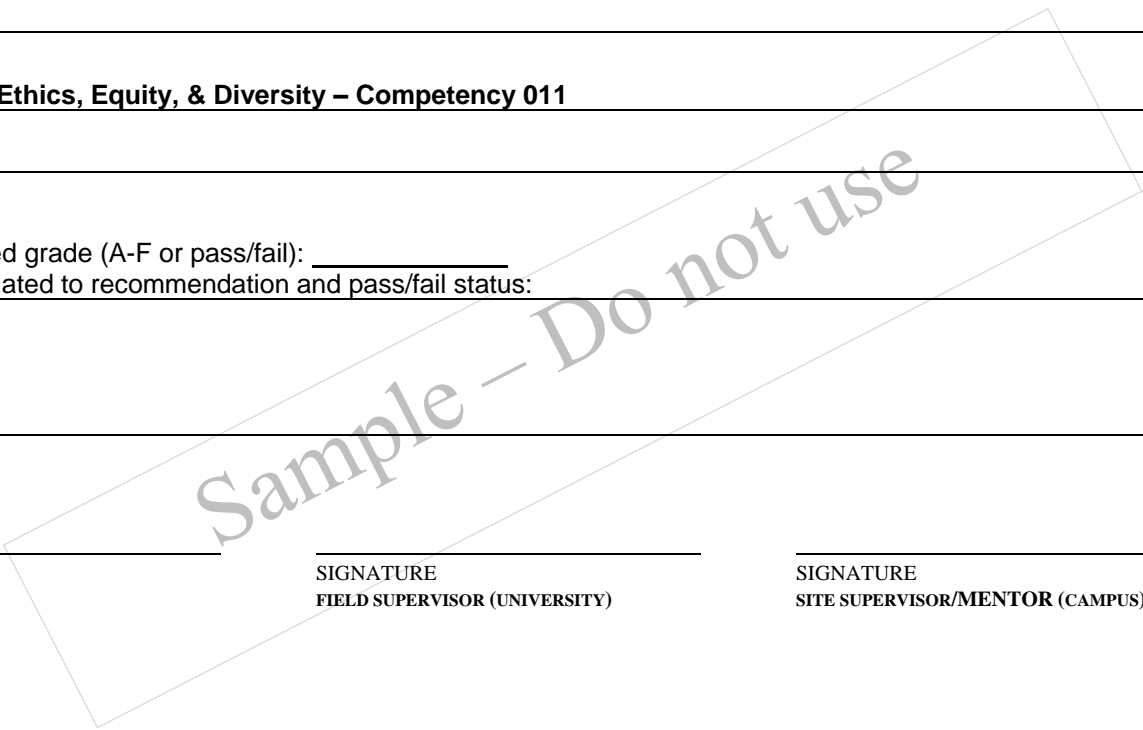
Domain VI – Ethics, Equity, & Diversity – Competency 011

Empty rectangular box for student information.

Recommended grade (A-F or pass/fail): _____

Comments related to recommendation and pass/fail status:

Large empty rectangular box for comments.



SIGNATURE
STUDENT

SIGNATURE
FIELD SUPERVISOR (UNIVERSITY)

SIGNATURE
SITE SUPERVISOR/MENTOR (CAMPUS)

Practicum Log

Revised Fall 2019



Student: _____
Administrative Mentor: _____
Field Supervisor: _____
Semester: _____

Master of Education

Practicum Log

You must log a minimum of 10 hours in each competency

160 Total Practicum Hours Required	LOGGED HOURS	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL HOURS:	0	Competency Hours											

Date	Brief Description of the Tasks	1	2	3	4	5	6	7	8	9	10	11

Sample – Do not use

COMPETENCY REFLECTIONS

As you complete your practicum you must remember to focus on the eleven competencies. You will complete an Excel spreadsheet noting the tasks you have completed throughout the semester on a weekly basis and submit them to your University Field Supervisor by midnight each Sunday evening. You will also categorize the tasks into one of the eleven competencies and note the week these reflections correlate with in your Log. You are to complete a minimum of 160 hours during the 16 weeks of the practicum (please continue logging all 16 weeks regardless of the quantity of hours logged) and a minimum of 10 hours in each of the eleven competencies. The spreadsheet will assist you in monitoring your progress with the standards.

You will Reflect each week on the administrative endeavors you have completed and email your Log & Reflections to your University Field Supervisor by Sunday midnight. You will write after the Competency in an MS Word document an expansion of the task in your Log. You should provide information concerning what you learned, why you chose that Competency, and what you have determined about school administration. The reflections should be ongoing from the beginning of the semester and updated on a weekly basis. They will be submitted to your course professor at the end of each month accompanied by your cumulative Log. Please begin each reflection's description with the date it occurred as a reference to your log sheet. In your weekly email that you submit to your field supervisor, you should tell about any 'aha' moment(s) or new learning experience(s) that you had during that week in the body of the email. We want you weekly to also communicate in the body of your email to your Field Supervisor any shift in thinking that occurred that week, or if you feel that you are perceived differently by your fellow faculty members, tell about how that affected you.

Feel free to add as many additional pages as needed to each of the standard sections.

Competency 1

Competency 2

Competency 3

Competency 4

Competency 5

Competency 6

Competency 7

Competency 8

Competency 9

Competency 10

Competency 11