

HOUSTON BAPTIST UNIVERSITY
A HIGHER EDUCATION

EDAD 6291/6292 Internship in the Principalship

Syllabus and Handbook

Houston Baptist University
School of Education

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Course Syllabus/Handbook
EDAD 6291/6292: Internship in the Principalship
Fall 2014

*Required course for master's degree in education (M.Ed.) and
Texas Principal Certification*

COURSE DESCRIPTION

This course is a 2-semester practicum designed to provide field experiences in school administration at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with an administrator for a minimum of 160 clock hours in the field in the time period of over 2 semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program and in the summer school experience. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Enrollment in the course should follow completion of EDUC 6310, EDAD 6310, EDUC 6300, and EDAD 6301 and requires approval of the program director. This course should be taken near the conclusion of the principal preparation program with the courses listed above previously taken. The student must have completed at least 27 hours in the principal preparation program in order to take the course unless a waiver is granted.

DATE AND TIME OF CLASS MEETINGS:

Monday 7:30-8:20

ROOM NUMBER:

Hinton 205

INSTRUCTOR INFORMATION

Name: Julie Fernandez

E-mail: jfernandez@hbu.edu

Cell Phone: 713-819-2043

Office Phone:

Office Location: 365 Hinton

Office Hours:

M 3:00-4:30 **T** 5:30- 6:00 **W** 10:00-2:00 **Th** 4:00- 5:00 **F** by appointment

LEARNING RESOURCES

Web address for state standards: SBEC/TEXES

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

Web address for *specialty organization standards: ELCC*
[http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

RELATION TO THE MISSION OF THE UNIVERSITY

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”
- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal.
- The learning experiences in the courses throughout the College of Education Graduate Program support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community), and Pillar IX (Cultivate a Strong Global Focus).

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION

The mission of The College of Education is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.
- in relation to the stated goals and purpose of the College of Education, this course will provide learning experiences that are founded on current theoretical and practical knowledge to develop as a successful educational administrator. Learning experiences will provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field all within a Christian perspective.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES DEPARTMENT OF CURRICULUM AND INSTRUCTION

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;

- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to demonstrate their skills, knowledge, and application of the Standards for Advanced Programs in Educational Leadership (National Policy Board for Educational Administration, 2002), <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>. Also, students will demonstrate general knowledge and competency related to the standard areas established by the State Board of Educator Certification (SBEC).

1. Candidates will participate in planned intern activities to allow for application of knowledge and skills on a full time basis (9-12 hrs/wk). (ELCC 7.1, 7.2)
2. Candidates will apply skills and knowledge articulated in the ELCC standards as well as the Texas standards for educational leaders. (ELCC 7.3)
3. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (ELCC 7.1)
4. Candidates' experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. (ELCC 7.4)
5. Candidates will communicate with members of the school community. (ELCC 1.4, 6.2)
6. Candidates will utilize data-based research strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision. (ELCC 1.2)
7. Candidates will utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2)
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. (ELCC 2.2)
9. Candidates will prepare for the state certification examination (TExES) and complete the 100-item practice exam, unless they have already passed the exam.

COLLEGE OF EDUCATION REQUIREMENTS RELATED TO TExES AND ELCC STANDARDS

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>
- The following TExES and ELCC standards, and competencies are represented in this course:

STANDARDS MATRIX

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: State standards (SBEC) Specialty Organization Standards (ELCC)
1. Candidates will participate in planned intern activities to allow for application of knowledge and skills on a full-time basis (9-12 hrs/wk).	*Activity Log	Activity Log	ELCC 7.1, 7.2 SBEC 1-9
2. Candidates will apply skills and knowledge articulated in the ELCC standards as well as the Texas standards for educational leaders.	*Internship Activities	Internship Activities	ELCC 7.3 SBEC 1-9
3. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.	*Activity Log	Activity Log	ELCC 7.1 SBEC 5, 7
4. Candidates' experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	*Activity Log, *Internship Activities	Activity Log Internship Activities	ELCC 7.4 SBEC 1-9

5. Candidates will communicate with members of the school community.	*School Improvement Project	School Improvement Project	ELCC 1.4, 6.2 SBEC 2
6. Candidates will use data-based research strategies and strategic planning processes that focus on student learning to understand how to inform the school's vision.	*Demographic Study *School Improvement Project	Demographic Study &/or School Improvement Project	ELCC 1.2 SBEC 1, 7
7. Candidates will use sources such as student assessment results, student and family demographic data, and an analysis of community needs.	*Demographic Study *School Improvement Project	Demographic Study &/or School Improvement Project	ELCC 1.2 SBEC 7
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	*School Improvement Project	School Improvement Project	ELCC 2.2 SBEC 4, 5, 7
9. Candidates will prepare for the state certification examination unless they have already passed the exam.	Review activities	TExES Practice Test	

TOPICAL OUTLINE

1. Demographic Study
2. School Improvement Project
3. Leadership Framework, Resume, and 5 Year Goals
4. ELCC Reflections
5. Activity Log
6. TExES Practice

TEACHING STRATEGIES

1. practice TExES exam
2. class discussion
3. student presentations

ASSESSMENT OF LEARNING

1. Seminars

Scheduled to give interns an opportunity to share experiences with other interns and the university supervisor.

2. Demographic Study

A review of key findings about the characteristics of the school context.

3. School Improvement Project

Supports the campus/district vision and is approved by the campus administrator and the university instructor.

4. Leadership Framework, Resume, and 5 Year Goals

Tools useful for planning professional growth and career opportunities.

5. ELCC Reflections

After completing the internship activities, complete a Reflection of each ELCC standards (1-7) to summarize learning in that area.

6. Activity Log

A record of a minimum of 160 hours of “on the job” activities related to building leadership. Hours spent on embedded activities may be counted.

7. TExES Practice

Examination is a 100-item released TExES given in a secure testing environment. Students who have passed the state TExES exam or who have made at least a 70% on the practice exam are exempt from this requirement.

COURSE REQUIREMENTS

1. Candidates must be approved by the cooperating site administrator prior to beginning assignments. The University and Site Internship Principal Preparation Program Agreement form with the appropriate signatures must be returned to the university supervisor within two weeks of the semester

beginning. This agreement acknowledges that the cooperating campus administrator agrees to assist and supervise you and to validate and certify that you have completed assigned activities.

2. Candidates must attend scheduled seminars during the semester the course is taken. Candidates should consult with the university supervisor in advance, if there is an unavoidable need for an absence.
3. Candidates must complete all assigned tasks described in the syllabus.
4. Candidates and the cooperating site administrator must agree that a minimum of 160 hours will be spent on internship activities at one or more school sites. The internship activities shall be completed in the last semester of the program. Hours completed before the semester begins but during the program can be included.
5. Candidates must have access to a reliable internet connection and be familiar with basic Microsoft software programs.
6. Candidates must communicate through the HBU email system only.
7. Candidates must complete the comprehensive examination required in the College of Education for receipt of the master's degree in education.
8. Candidates must complete the practice TExES examination required for principal certification.
9. Candidates must complete the TExES examination required for principal certification.

ASSESSMENT OF LEARNING:

Assignment	Possible Points
Class Participation	10
Portfolio	10
Resume'	5
Five Year Goals	5
Leadership Framework	5
Demographic Study	5
Internship Activities	115
Program Improvement Project	70
Activity Log	70

GRADING STANDARDS

School of Ed. Letter Grades	School of Ed. Percentages for Letter grades	Points Earned to Correlate with School of Ed. Grading Scale
A	94-100	330-307
A-	90-93	306-297
B+	87-89	296-287
B	83-86	286-274
B-	80-82	273-264

C+	77-79	263-254
C	73-76	253-242
C-	70-72	241-231
F	69 and below	230 and below

Grade Descriptions: A-A- = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning and coursework beyond the stated outcomes. B+-B- = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines and completing course assignments that meet graduate work expectations. C+-C- = work is earned by learners who do not meet graduate work expectations. F= Failure to meet Standards.

DESCRIPTIONS OF ASSIGNMENTS FOR THE PRINCIPAL INTERNSHIP PROGRAM

- **Principal Preparation Program Academic Portfolio**

The academic portfolio contains key assessment components of the Principal Preparation Program. The academic portfolio provides benefits in two ways to our leadership preparation program: (a) candidate evaluation and (b) program evaluation. In addition, the portfolio is designed to help candidates synthesize theories and strategies from graduate coursework and apply them in the field.

The portfolio contains the following components:

1. Introduction (includes updated Resume, 5-yr Goals, Leadership Framework)
2. Demographic Study
3. Internship Activities and Reflections
4. School Improvement Project
5. Internship Activity Log
6. Documentation of permission to complete the internship

- **Resume for the Principal Preparation Program Academic Portfolio**

Submit a current resume that outlines the following:

1. Background and experiences in education
2. Certifications
3. Extensive training
4. Awards
5. Applicable leadership experiences.

- **Five Year Goals for the Principal Preparation Program Academic Portfolio**

Reflect on your future plans and professional goals for the coming years. Submit a document with the following:

1. List your professional goals for the next five years
2. Explain why the goals that you selected are important to you
3. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals

- **Leadership Framework for the Principal Preparation Program Academic Portfolio**

Submit a document that describes your professional framework. Include the following:

1. Your philosophy of education
2. Your philosophy of leadership
2. Your vision for learners
3. Your vision for teachers
4. Your vision for the organization
5. Method of vision attainment

- **Demographic Study for the Principal Preparation Program Academic Portfolio**

The objective of the demographic study is to review data and statistics for the targeted campus. The study should enable the candidate to understand the school and community and potential areas for improvement (ELCC 1.4). The demographic study provides a professional development tool for candidates to identify areas to improve student achievement (ELCC 2.4). This demographic analysis identifies potential community stakeholders and facilitates the stewarding of a school vision that capitalizes on diversity (ELCC 1.5).

The demographic study will focus on a selected campus. The study should include a summary of demographic data of the school, a brief history of the school, political and geographical characteristics of the school attendance area, background of the professional and support staff the school, and an overview of student performance data for the school.

Submit a written report and detailed PowerPoint that outlines the following (*Identify the response to each section clearly, for example, 1a, 1b, etc. and include headings for each section, for example 1. Historical background of the community and school*):

1. Historical background of the community and the school
 - a. What is the history of the city or community?
 - b. How was the area, community, or neighborhood developed?
 - c. Who were some of the individuals recognized as pioneers of the community?
 - d. Are there any important historical events related to the school to note?
 - e. How many schools and facilities are contained in the district?
 - f. When was the campus opened?
 - g. Why was the campus given its specific name?

2. Campus governance
 - a. Review the campus organizational chart (create/provide a diagram of the organizational chart) .
 - b. What is the chain of command in the school?
 - c. How is the campus site-based committee selected and how does it function?
3. Enrollment/Growth/Achievement
 - a. What is the district enrollment? (disaggregate by ethnicity, socio-economics, grade level, etc).
 - b. What is the school enrollment? (disaggregate by ethnicity, socio-economics, grade level, etc).
 - c. What are the strong and weak areas of student performance on state exams?
4. Political and geographical characteristics of the school attendance area
 - a. What are the socio-economic levels of the families?
 - b. How active are families in various school activities?
 - c. How is the PTO/PTA organized?
 - c. Are there any significant geographical characteristics that might impact students or families?
5. Professional staff
 - a. Describe the campus professional staff.
 1. years of experience
 2. levels of education
 3. demographic characteristics
6. Other elements deemed appropriate to describe the demographics of the school.
7. At the end of the demographic study:
 - a. discuss potential areas for improvement
 - b. identify key stakeholders in the school and community, and
 - c. discuss leadership strategies you might use as a leader of the school.

- **Internship Activities for the Principal Preparation Program Academic Portfolio**

The internship activities are to be completed and details documented in narrative format. The purpose of the activities is to give candidates an inside look at issues that impact decisions of school leaders. This assignment supports the design of comprehensive professional growth plans (ELCC 2.4) by focusing on observations and reflective practice.

The Reflection Process format must be followed for summarizing the activities for each standard (7 reflections total). (See example on the following page)

Reflection Process for Internship Activities for the Principal Preparation Program Academic Portfolio

by B. Polnick and D. Reed

Adapted from The Principal Portfolio, 2nd Edition (2000) by G. Brown and B. Irby

- Artifact:** Identify and define the selected ELCC standard.
- Describe:**
- a. Describe the findings for all of the activities for the selected standard.
 - b. Document the findings by identifying the number of the selected standard and the number of the activity...i.e.: 1.1.
- Analyze:**
- a. Describe the importance of the findings for the activities for the selected standard.
 - b. Include connections to your leadership goal or desired position.
 - c. Compare/contrast elements in your findings to your experiences or previous knowledge.
- Appraise:** Critique or describe whether any of your findings were beneficial to you or not.
- Transform:**
- a. Describe any future ideas or insights you gained.
 - b. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices as an instructional leader.

Please submit your activities in this order and with this numbering system (i.e., 1.1, 1.2, 1.3, 1.4, etc.).

ELCC Standards	Internship Activities
1	1. a. Review your campus accountability rating for 2013. b. Analyze how the accountability is impacting the curriculum and instruction for all learners.
1	2. Analyze the process for using information from various student groups to improve student achievement at the campus.
1	3. a. Review the campus improvement plan. b. Describe how this plan was developed. c. What strategies are documented to implement this plan? d. How does this plan correlate to district goals? e. How will the plan be evaluated?
1	4. Describe the variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: a. Curriculum Instruction & Assessment b. Professional Development c. Supervision d. Communication e. Community Relations f. Organizational Management.

ELCC Standards	Internship Activities
1	5. Analyze the use of the following information regarding improving student performance based on the needs of the students. a. goals b. objectives c. activities d. resources and e. assessment strategies
1	6. Conduct a teacher observation using the developmental supervision process, including: a. Pre-observation b. Observe/Collect Data c. Analyze Data d. Conduct Feedback e. Develop Growth Plan Ideas (if appropriate)
2	1. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.
2	2. Analyze the climate of the campus. What suggestions do you have to improve the climate of the campus?
2	3. Describe and critique the process used at the campus for determining the professional development needs and staff development plans.
2	4. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum change.
2	5. Participate in and critique a curriculum-planning meeting at the campus.
2	6. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.
2	7. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e., regular, vocational, special education, gifted and talented, bilingual).
2	8. Critique the procedures being used in student placement (grouping, promotion, and retention) at the campus.
3	1. Develop a resume which could be used in making application for an administrative position.
3	2. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.
3	3. Describe and evaluate the role of the school secretary in office management. Observe office management procedures. Describe responsibilities of the secretary and other clerical positions in the school office.
3	4. Describe the campus discipline management process and practices.
3	5. Describe the principal's responsibility for monitoring the safety and welfare of the school community. Review emergency procedures.
3	6. Describe the procedures for working with bus drivers and parents in handling bus discipline.
3	7. What plan is used for the collection of funds and/or fees for special/restricted accounts in your building? Describe the step-by-step procedures.
3	8. Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction.
3	9. Describe how the principal uses student demographic information in personnel decisions for the school community.
3	10. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used for beginning teachers at your campus.
3	11. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents.
3	12. Discuss the procedures for preparing a master schedule of classes in the elementary/secondary schools.

ELCC Standards	Internship Activities
3	13. Describe the role a building principal plays in the budget development process, including how the principal involves grade level leaders, department chairpersons, classroom teachers, and site-based committees in the budget development process and the school calendar.
3	14. Tour the building with the principal and note needed repairs to be completed within six months. Describe the information which is included in a work order on an immediate project noted in the tour and follow it through to completion.
3	15. Describe the steps in obtaining a requisition and purchase order including receiving and accepting the order.
3	16. Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.
4	1. Attend and critique one school board meeting. Describe the techniques used to communicate the school board's action to employees and to the community. What are the responsibilities of the board? The superintendent?
4	2. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.
4	3. Describe how the results of standardized tests (STAAR, etc.) and AEIS data are shared with parents and the community.
5	1. Review and describe how the principal ensures that the Code of Ethics and Standards Practices for Texas Educators is followed.
6	1. Review the faculty and student handbooks and the district policy manual regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds. What important points does the principal need to know quickly?
6	2. Participate in and critique an Admission, Review and Dismissal (ARD) meeting regarding compliance with the Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services.
6	3. Identify areas of legal actions the campus principal has faced in the last three years.
7	1. Attend a district principal's meeting. Describe how the meeting was organized, actions taken, and the process used to make decisions.

Total Activities: 41

- **“On the Job” Activity Log for the Principal Preparation Program Academic Portfolio**

Candidates must submit a final log of the “on the job” activities related to building leadership activities. The log should contain the date, activity name/description, hours, and reference to an ELCC standard. Your log should include a variety of activities related to the principal's role. Please ensure that some of your hours relate to the role of the leader in improving student achievement and school climate. The log of internship activities serves to assist the candidates with tracking their daily activities as they relate to educational leadership that positively affects school culture (ELCC 2.1) and promotes student learning (ELCC 2.3). University supervisors can also use the logs to monitor candidates' needs and assist them in designing comprehensive growth plans (ELCC 2.4).

Limit hours related to duty supervision (no more than 15%).

1. You may create a spreadsheet to utilize calculations functions.
2. Your total hours should equal a minimum of 160 hours. You may include 50 hours for activities.
3. You may include time spent on internship activities and the school improvement project.

4. University supervisors may ask for periodic log reports for monitoring and assisting you with future growth opportunities.

Format for the Log: (The listed activities are examples; they are not required on the log)

Intern: _____

I certify that, to the best of my knowledge, the intern has completed all of the listed activities.

Cooperating Site Administrator signature: _____

Date	Total time	Description of Activity
	50	Embedded Internship Activities
	1	Interviewed secretary about enrollment procedures for LEP students.
	2	Attended testing coordinator meeting at central office.
	1	Interviewed Asst Principal about placement ARD meetings.
	4	School Improvement Project Planning, meeting with principal, draft plan
	1	Learned procedure for missing textbooks
	8	Worked on cumulative folders to send to high school, removed records that should not be included
Total Time	160	should total 160 by end of semester

- **School Improvement Project for the Principal Preparation Program Academic Portfolio**

The candidate will conduct a School Improvement Project that supports the campus vision and relates to student achievement. The School Improvement Project is intended to improve and broaden the experiences of the candidate while assisting the cooperating site administrator and the school by addressing an identified need or problem. **The project can be action research, program evaluation research, or a research study with relevance to the needs of the campus.**

Candidates should discuss the proposal of their project with the university supervisor for approval BEFORE implementation. Longer projects may be divided into smaller projects but an evaluation of the project activities is expected.

Organization of the School Improvement Project:

1. Statement of the Purpose of the Project

- relevant background data/information identifying the problem or need.

2. List of Activities Completed

- identify strategies used to invite participation and support by various groups (teachers, students, and/or community)
- identify professional growth needed for you and others in order to complete the tasks of the project
- describe how resources for the project will be managed
- describe the impact that the project may have regarding diversity, ethics, or safety issues

3. Review of Literature

- supports the candidates' belief that the proposed strategies are important factors in increasing students' achievement.

b. minimum of 5 references (not older than 10 years)

4. Evaluation

- a. evaluation strategies may include formative and summative evaluation
- b. examples could include checklists of completed tasks, feedback on how the project is progressing, student data, surveys, test scores, observation records
- c. include a summary of the data (charts, graphs, etc) and how you analyzed the data.
- d. include your results and conclusions.

5. Reflection

- a. discuss what went well and what you might do differently.
- b. discuss implications for future work in this area
- c. discuss the leadership skills that you used and developed as a result of this project.

CLASS POLICIES

Absence and Tardy Policies

"Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least **75%** of the scheduled class sessions will receive a grade of "F" for the course, regardless of performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities."

**Addendum to HBU Attendance Policy.*

- Attendance and participation is expected at every class session.
- For classes meeting two times weekly, only 2 absences are permitted per semester. Summer classes are permitted only 1 absence.
- Two tardies are permitted for all classes.
- Medical notes for excused absences will be accepted only one week after the absence.
- Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you **arrive late or leave early**, you will **NOT** receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

Academic Honesty

HBU views any act of academic dishonesty as a violation of the very heart of the nature of the University as expressed in the catalogue. Academic dishonesty occurs when a student submits the work or record of someone else as his/her own or when a student has special information for use in an evaluation that is not available to other students in the same activity. It will result in a zero on the assignment in question and will be reported to the Dean of the College of Education. Appeal procedures and additional information are included in the HBU Online Catalogue. A tutorial has been created that explains behaviors you may engage in, but do not recognize as unethical. Its purpose is to inform and educate you to identify these practices and, therefore, avoid them. You will find the tutorial in a Blackboard class named *Academic Integrity*, and you are encouraged to complete the tutorial before priority registration for the next semester. (You will earn one CLW point upon its completion.—This offering may no longer be active. The professor will notify you in class once this has been determined.) (At the end of this syllabus is a signature page to

acknowledge the specific policy for this course regarding cheating and plagiarism to be signed by the student and submitted to the professor as indicated.)

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

****Addendum: Classroom Behavior Expectations***

Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted. Drinks and snack food are permitted in class as long as all trash is removed.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

Electronic Device Use in the Classroom

- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional times.
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student's possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.
- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

Students are required to read the University Classroom Policy addendum to this course syllabus

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS:

Dr. Dianne Reed

Instructor's Signature: *Dr. Julie Fernandez*

Syllabus Acknowledgement and Academic Honesty Statements

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT**:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

APPENDIX A

Tentative Class Schedule

Due Date: (subject to change by instructor)	Assignments (Maintain all assignments in electronic format.)
Jan. 22	<i>Internship Meeting-Review the handbook/syllabus (review internship activities); arrange school visitations; TExES practice</i>
Jan. 28	Email the School Improvement Project Proposal; continue with other assignments
Feb. 4	Complete internship activities for ELCC standards 1 and 2 and reflections for the standards; begin internship activities for ELCC standards 3 and 4; continue working on log activities; begin working on Leadership Framework, Resume, and 5 year goals
Feb. 11	<i>Internship Meeting -(activity log check, internship activity check, School Improvement Project check, leadership framework check); TExES practice; Tammy presents Demographic Study</i>
Feb. 18	Complete internship activities for ELCC standards 3 and 4 and reflections for the standards; begin internship activities ELCC standards 5 and 6; begin Demographic Study; continue working on School Improvement Project; complete Leadership Framework, Resume, and 5 year goals
Feb. 25	<i>Internship Meeting- (activity log check, internship activity check, School Improvement Project check, Demographic Study check, Leadership Framework; Resume; and 5 year goals check); TExES practice</i>
March 4	Complete working on internship activities for ELCC standards 5 and 6; continue working on Demographic Study; continue working on School Improvement Project; continue to log activities in the activity log; begin working on activities for ELCC standard 7
March 18	<i>Internship Meeting- (activity log check, internship activity check, School Improvement Project check, Demographic Study check); TExES practice</i>
March 25	Complete internship activities for ELCC standard 7 and reflection for the standard; complete work on Demographic Study; continue working on School Improvement Project (complete School Improvement Project); continue to log activities in the activity log
April 1	<i>Internship Meeting- (activity log check, internship activity check, School Improvement Project check, School Improvement Project presentation-Tammy, Demographic Study presentations); TExES practice</i>
April 8	Presentations
April 15	Continue working on activities
April 22	Presentations
April 29	Continue working on activities
May 6	Presentations
May 13	All activities and documents due

APPENDIX B
Houston Baptist University
College of Education
Principal Internship Agreement

I understand that I am participating in an internship sponsored by the College of Education at Houston Baptist University and the _____ School District. I recognize that during the internship, I am subject to the rules, regulations, and policies of the university as well as those of the school district and campus.

I understand that during the internship, I will be representing the university and the department and I will not exhibit any behaviors that would adversely affect the image of either unit. I agree that if my behavior is deemed improper or detrimental to the school district, campus, or the university, I will withdraw from the program and not receive credit. I understand that failure to abide by the required guidelines of the internship program will result in termination.

I further agree that I will: (a) avoid becoming involved in ideological disputes; (b) maintain the confidentiality of records and internal matters at all times; (c) not be in possession of or use an illegal controlled substance, alcohol, or firearm while on school or university property; and (d) always dress professionally in accordance with school district policies.

I have read this agreement. The nature, scope, and required guidelines of the internship program have been explained to me, and I agree to abide by them.

Candidate:

Name: _____ (print)

Signature: _____

University Supervisor:

Name: _____ (print)

Signature: _____

INCLUDE THIS FORM IN YOUR PORTFOLIO

APPENDIX C
Houston Baptist University
College of Education
Cooperating Site Administrator
Principal Internship Agreement

Candidate's Name: _____

Position: _____

District: _____

School: _____

As the Cooperating Site Administrator, I will support the above named individual during his/her participation in the principal internship program at Houston Baptist University. I understand this program will require the candidate to perform assigned administrative duties during the regular school day. I will provide the assistance and opportunities necessary to fulfill the requirements of the internship.

Name: _____ (print)

Signature: _____

Return Form To:

Candidate

INCLUDE THIS FORM IN YOUR PORTFOLIO

APPENDIX D
Cooperating Site Administrator Evaluation of Candidate

Name of Candidate: _____

Cooperating Administrator: _____

Please use the chart below in evaluating the performance of the candidate who has been an intern under your supervision by placing an "X" in the appropriate column. Upon completion of this evaluation form, please return to the candidate.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.			
4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.			
5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			

INCLUDE THIS FORM IN YOUR PORTFOLIO

Cooperating Site Administrator Evaluation (Continued)

Name of Candidate: _____

Cooperating Administrator: _____

Please rate the intern on the following criteria:

	Above Average	Average	Below Average	Did Not Observe
Cooperation				
Community Involvement				
Ability to Organize/Perform Assignments				
Problem Analysis				
Decisiveness				
Ability to Use Supervision				
Personal Motivation				
Judgment				
Written Communication				
Oral Communication				
Sensitivity				
Ability to Relate to School Staff				
Stress Tolerance				
Ability to Relate to Students				
Educational Values				
Range of Interests				
Overall Performance				
Ability to Assume Administrative Assignments				

Additional Comments:

Signature of Cooperating Site Administrator

Date

INCLUDE THIS FORM IN YOUR PORTFOLIO

APPENDIX E
Candidate Self Evaluation

Name of Candidate: _____

Cooperating Administrator: _____

Please use the chart below in evaluating your performance by placing an “X” in the appropriate column. Upon completion of this evaluation form, please return to the university supervisor.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.			
4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.			
5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			

INCLUDE THIS FORM IN YOUR PORTFOLIO

Candidate Self Evaluation (Continued)

Name of Candidate: _____

Cooperating Administrator: _____

Please rate yourself on the following criteria:

	Above Average	Average	Below Average	Did Not Observe
Cooperation				
Community Involvement				
Ability to Organize/Perform Assignments				
Problem Analysis				
Decisiveness				
Ability to Use Supervision				
Personal Motivation				
Judgment				
Written Communication				
Oral Communication				
Sensitivity				
Ability to Relate to School Staff				
Stress Tolerance				
Ability to Relate to Students				
Educational Values				
Range of Interests				
Overall Performance				
Ability to Assume Administrative Assignments				

Additional Comments:

Signature of Candidate

Date

INCLUDE THIS FORM IN YOUR PORTFOLIO

APPENDIX F

ELCC Standards

Standards for Advanced Programs in Educational Leadership (ELCC)

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit

ELCC Assessments 4.6 & 4.7 Data Table

Leadership Framework, Resume, 5-yr goals	Below Expectation=1 (does not meet)	Meet Expectations=2 (partially meets)	Target Expectations=3 (completely meets)
ELCC 1.1...develops a vision for learners (sub element a, b)			
ELCC 1.1 ...develops a vision for teachers (sub element a, b)			
ELCC 1.1 develops a vision for organization (sub element a, b)			
ELCC 1.1 develops a vision for professional growth (sub element a, b)			
ELCC 1.1 ...develops a method of vision (sub element a, b)			
Demographic Study	Below Expectation (does not meet)	Meet Expectations (partially meets)	Target Expectations (completely meets)
ELCC 1.4...analyze school & community for improvement areas (sub element a, b, c)			
ELCC 1.5 uses the demographic study to recruit support of vision (sub element a, b)			
ELCC 2.4 ...creates professional development tool to identify improvement areas (sub element a, b, c)			

ELCC Assessments 4.6 & 4.7 Data Table

Internship Activities and Reflections	Below Expectation (does not meet)	Meet Expectations (partially meets)	Target Expectations (completely meets)
ELCC 1.1 develop vision for learning (sub element a, b)			
ELCC 1.3 implements vision for learning (sub element a, b)			
ELCC 1.4 stewards a vision (sub element a, b, c)			
ELCC 2.1 strategies for positive school culture (sub element a)			
ELCC 2.2 strategies for effective instruction (sub element a, b, c)			
ELCC 2.4 design comprehensive prof growth plans (sub element a, b, c)			
ELCC 2.3 strategies to apply best practices of learning (sub element a, b, c)			
ELCC 4.1 collaborate with community (sub element a, b, c, d, e, f, g, h)			
ELCC 5.1 integrity & fair (sub element a)			
ELCC 6.2 respond to larger contexts (sub element a)			
ELCC 6.3 influence larger contexts (sub element a, b, c)			
Log of Internship Activities	Below Expectation (does not meet)	Meet Expectations (partially meets)	Target Expectations (completely meets)
ELCC 2.1 track promotion of positive culture (sub element a)			
ELCC 2.3 track strategies impacting student learning (sub element a, b, c)			
ELCC 2.4 design growth activities for adults (sub element a, b, c)			

ELCC Assessments 4.6 & 4.7 Data Table

School Improvement Project: Assessment 4.7	Below Expectation (does not meet)	Meet Expectations (partially meets)	Target Expectations (completely meets)
ELCC 1.1 match project to vision (sub element a, b)			
ELCC 1.2 articulate project vision to others (sub element a, b, c)			
ELCC 1.4 gather support for project (sub element a, b, c)			
ELCC 2.1 project accommodates diverse backgrounds (sub element a)			
ELCC 2.4 use professional growth to enhance project (sub element a, b, c)			
ELCC 3.2 include student equity & safety (sub element a, b, c)			
ELCC 3.3 maintain appropriate resources (sub element a, b, c)			
ELCC 4.1 promote parent & community involvement (sub element a -h)			
ELCC 5.1 integrity (sub element a)			
ELCC 5.2 ethical decisions (sub element a)			
ELCC 5.3 equity & fairness (sub element a)			
ELCC 6.1 uses demographic study (sub element a-h)			
ELCC 7.3 relates project to Ed Ldr standards (sub element a)			

APPENDIX G**TExES Competencies-Abbreviated**

Competency 001 – Vision

Competency 002 – Community/Communication

Competency 003 – Ethical/Legal

Competency 004 – Implement Curriculum/Improvement Plans

Competency 005 – Instructional Program

Competency 006 – Personnel

Competency 007 – Decision-making/Problem Solving

Competency 008 – Budgeting/Technology

Competency 009 – Physical Plant/Safe Environment

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP**Competency 001 – Vision**

Statement: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (includes students, staff, parents/caregivers, and community members).

Description

The principal knows how to:

- 1.1. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.2. ensure that parents and other members of the community are an integral part of the campus culture.
- 1.3. implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.4. respond appropriately to diverse needs in shaping the campus culture.
- 1.5. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.6. use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- 1.7. facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- 1.8. align financial, human, and material resources to support implementation of a campus vision.
- 1.9. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- 1.10. support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- 1.11. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

Competency 002 – Community/Communication

Statement: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Description:

The principal knows how to:

- 2.1. communicate effectively with families and other community members in varied educational contexts.
- 2.2. apply skills for building consensus and managing conflict.
- 2.3. implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- 2.4. develop and implement strategies for effective internal and external communications.
- 2.5. develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- 2.6. provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- 2.7. establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 2.8. communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- 2.9. respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003 – Ethical/Legal

Statement: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Description:

The principal knows how to:

- 3.1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 3.2. implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- 3.3. apply knowledge of ethical issues affecting education.
- 3.4. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- 3.5. apply laws, policies, and procedures in a fair and reasonable manner.
- 3.6. articulate the importance of education in a free democratic society.
- 3.7. serve as an advocate for all children.
- 3.8. promote the continuous and appropriate development of all students.
- 3.9. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP**Competency 004 – Implement Curriculum/Plans**

Statement: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Description:

The principal knows how to:

- 4.1. facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- 4.2. facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3. facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 4.4. facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5. facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6. facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7. promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005 – Instructional Program

Statement: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Description:

The principal knows how to:

- 5.1. facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3. create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- 5.5. use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 5.7. facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- 5.8. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- 5.9. analyze instructional needs and allocate resources effectively and equitably.
- 5.10. analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- 5.11. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006 –Personnel

Statement: The principal knows how to implement a staff evaluation and development 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.

Description:

The principal knows how to:

- 6.1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- 6.2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- 6.3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- 6.4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- 6.5. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- 6.6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- 6.7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007 – Decision-making/Problem Solving

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

Description:

The principal knows how to:

- 7.1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- 7.2. implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- 7.3. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- 7.4. use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- 7.5. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- 7.6. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

Domain III—Administrative Leadership**Competency 008 – Budgeting/Technology**

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

Description:

The principal knows how to:

- 8.1. apply procedures for effective budget planning and management.
- 8.2. work collaboratively with stakeholders to develop campus budgets.
- 8.3. acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- 8.4. apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- 8.5. use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- 8.6. develop and implement plans for using technology and information systems to enhance school management.

Competency 009 – Physical Plant/Safe Environment

Statement: The principal 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.

Description:

The principal knows how to:

- 9.1. implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- 9.2. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- 9.3. develop and implement procedures for crisis planning and for responding to crises.
- 9.4. apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).