



**EDAD 6362
Principal Practicum/Internship
Spring 2018**

*EDAD 6362 is a required course for the Master of Education
in Administration Degree and Principal Certification.*

**College of Education
Educational Leadership Department**

Syllabus and Handbook

Principal Certification candidates are encouraged to refer to this handbook on a regular basis so that the candidate understands all the requirements of the practicum/internship course and the certification process.

Table of Contents

Instructor Information	3
Course Description	3
Course Outcomes.....	3
Standards Matrix.....	4
Course Format	5
Course Materials	5
TK20.....	5
TEExES Information.....	5
Course Content/Requirements.....	5
Evaluation: Assessment and Summative Evaluation of Learning Objectives.....	6
Student Guidelines	8
College of Education Information.....	8
Dispositions & Diversity Proficiencies.....	9
Modules 1-5	10
Appendix A: Class Schedule & Due Dates.....	11
Appendix B: Academic Portfolio Project	14
Appendix C: Portfolio Component/Introduction	14
Appendix D: Demographic Study.....	15
Appendix E: Activities & Reflections.....	16
Appendix F: Organization of Activities by ELCC Standards	17
Appendix G: Activities by Course content	19
Appendix H: Activity Log	25
Appendix I: School Improvement Project	27
Appendix J: School Improvement Project Planning Form	28
Appendix K: ELCC Standards.....	29
Appendix L: ELCC Assessments 4.6 & 4.7 Data Table.....	30
TAC§241.15. Standards Required for the Principal Certificate	31
Self- Evaluation of Candidate	37
Site Supervisor Evaluation of Candidate	38
SHSU Comps & Steps to Certification.....	39

EDAD 6362 Principal Practicum/Internship

Required course for master's degree in Administration and Texas Principal Certification
College of Education
Educational Leadership Department

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Class Format: Face-to-Face Meetings and Virtual Meetings

Class day and time: Scheduled Mondays from 5:30- 9:20 pm

Class location: The Woodlands Center

Course Description:

EDAD 6362 Principal Practicum/Internship. This semester laboratory course is designed to provide intensive study and field experience in problems relating to a specific job at the elementary, middle or senior high school level. Prerequisites: Completion of core hours required for Master's coursework. [This is the official course description in the SHSU catalog] 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 Outcomes:

Upon successful completion of this course, candidates will demonstrate general knowledge and competency related to the standard areas established by the State Board of Educator Certification and will be able to demonstrate their skills, knowledge, and application of the Standards for Advanced Programs in Educational Leadership.

1. Candidates will participate in planned intern activities to allow for application of knowledge and skills on a full-time basis (**12-14 Hours per Week**). (ELCC 7.1, 7.2) and the Texas Administrative Code (TAC) §241.15 (a-g)
2. Candidates will apply skills and knowledge articulated in the ELCC standards (ELCC 7.3) and the Texas Administrative Code (TAC) §241.15 (a-g)
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) and the Texas Administrative Code (TAC) §241.15 (a-g)
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) (TAC) §241.15 (a-g)
5. Candidates will communicate with members of the school community. (ELCC 1.4, 6.2) (TAC) §241.15 (a-g)
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) (TAC) §241.15 (a-g)
7. Candidates will utilize sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2) (TAC) §241.15 (a-g)
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. (ELCC 2.2) (TAC) §241.15 (a-g)
9. Candidates will prepare for the state certification examination (TEXES) by attending a Review Session or by participating in an Optional Online Review and complete the 100-item practice exam, unless the candidate has already passed the exam.

The curricula for this practicum/internship course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Standards Matrix

Objectives/Learning Outcomes	Activities- *indicates field-based activity	Performance Assessment	Standards: State Principal Certificate Standards (TAC) §241.15 Specialty Organization Standards (ELCC) Conceptual Framework (CF)
1. Candidates will participate in planned activities to allow for application of knowledge and skills on a full-time basis (12-14 hours per week).	***Activity Log	Activity Log	ELCC 7.1, 7.2 TAC a-g CF 1, 5 DDP 1
2. Candidates will apply skills and knowledge articulated in the ELCC standards as well as the Texas TAC standards for Principals.	***Activities	Activities	ELCC 7.3 TAC a-g CF 1-5 DDP 1-10
3. Candidates will demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typically made by educational leaders.	***Activity Log	Activity Log	ELCC 7.1 TAC a-g CF 5 DDP 5, 6, 9,10
4. Candidates' experiences will occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.	***Activity Log, *** Activities	Activity Log Activities	ELCC 7.4 TAC a-g CF 5
5. Candidates will communicate with members of the school community.	***School Improvement Plan	School Improvement Plan	ELCC 1.4, 6.2 TAC b-g CF 3 DDP 3, 4
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 Plan	Demographic Study &/or School Improvement Plan	ELCC 1.2 TAC b-g CF 4 DDP 9
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 Plan	Demographic Study &/or School Improvement Plan	ELCC 1.2 TAC b, c, f CF 4 DDP 1,5, 9
8. Candidates will facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	***School Improvement Plan	School Improvement Plan	ELCC 2.2 TAC b-g CF 5 DDP 6,7,8
9. Candidates will prepare for the state certification examination unless they have already passed the exam.	TExES Review Session	TExES Practice Test	TAC a-g

Web address for state certificate standards: [TAC §241.15 Principal Certificate Standards.](#)

Course Format:

Teaching strategies will include field activities, class discussion, and student online presentations.

IDEA objectives. Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course.

Essential Objectives:

Learning to apply course material (to improve thinking, problem solving, and decisions).

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objectives:

Learning how to find and use resources for answering questions or solving problems.

Course Materials:

Required Materials

1. Candidates should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see http://www.shsu.edu/~ucs_www/).
2. Blackboard will be used as the platform to submit all assignments and participate in discussion boards.

TK20 Information: The College uses the Campus Tools Higher Ed. Assessment and Management System to conduct systematic teaching and assessments for all students in the college.

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at:

<https://tk20.shsu.edu/>

TEXES Information (Masters in Administration and Principal Certification):

A Review Session is offered each semester. Candidates are encouraged to attend the required Review Session before taking the Practice Exam. After attending the review or paying and participating in an optional Online review session, sign up for the online TEXES 100 item Practice Exam with the Internship and Exam Assistant. After passing the Practice Exam, candidates **who have at least 2 year of certified teaching experience** may take the State Exam. **You will need approval to take the TEXES Principal 068 Certification Exam by the Principal Certification Coordinator, Dr. George Moore.**

Candidates will need to pass the Principal Certification Exam **before graduation or within 1 year after graduation.** **If the candidate waits past the 1 year after graduation, he/she will be ineligible to take the exam.**

At least one SHSU TEXES review session will be offered per semester at TWC. Registration is required, contact Assistant. **If a candidate fails the Principal Certification Exam, the candidate will contact, Dr. George Moore (gwm002@shsu.edu), for approval to sign up for another exam.**

Course Content:

The content consists of field-based activities and projects designed to meet the course outcomes.

Course Requirements: (Course Expectations)

1. Candidate must be approved by the site supervisor/administrator (principal or assistant principal) prior to beginning assignments. This agreement acknowledges that the site supervisor/campus administrator agrees to assist, supervise, and mentor the candidate and to validate and certify that candidate has completed assigned activities and hours.
2. Candidate must attend scheduled seminars (distant learners must arrange phone conferences or virtual meetings with the university instructor) and participate in discussion boards during the semester you take the course. Candidate is required to consult with the field supervisor/professor in advance, if there is an unavoidable need for an absence.
3. Candidate must complete all assigned tasks described in the syllabus and submit portfolio components to the TK20 system by the deadlines specified by either this document or revised by your professor.
4. Candidate and the site supervisor/campus administrator must agree that a minimum of **160+ hours** will be spent on practicum/internship activities at one or more school sites. The practicum/internship activities shall be completed in the last long semester or the last two long semesters of the program for interns who are on a probationary contract.
5. Candidate must have a Teacher Service Record on file. Candidate's TSR must indicate that you have at least

- 2 years of certified teaching experience in a TEA accredited campus.
6. Candidate must complete ALL the TExES preparation requirements.
 7. Candidate must acknowledge the 1-year policy to pass the TExES test and apply for certification. After completing the program, the candidate has one year to take and pass the exam. **After one year, the candidate will be required to take refresher coursework before approval is given.**

Course Concerns: Please email your instructor if there are any concerns before consulting the department chair or other program administrators.

Evaluation: Assessment and Summative Evaluation of Learning Objectives
Activities and Performance Indicators assessed AND required in the Practicum/Internship:

* Denotes pertinent information for students who have already passed the state TExES exam.

** Denotes TK20 Portfolio Components.

1. **TExES Preparation Manual Study Guide:** is a study guide that students must complete by due date. **See Class Schedule and Due Dates.** Complete each step of the Sam Houston State University Principal Study Guide. Grade and submit the results of A, B, and C to your professor for review. Download the study guide provided by the state. [Principal Preparation Manual](#) and the [Study Guide Answer Sheet](#) to submit your responses is located also in SHSU Blackboard.

*Candidates who have passed the state TExES exam are exempt from this requirement.

2. SHSU TExES Review Session

- Candidates will attend a SHSU TExES review session as part of one required seminars in this course.
- Free TExES Review Session offered once each semester.
- Candidates will receive credit for attending the TExES Review Session.
- Candidates who cannot attend session can select other options:
 - Attend review session at Region Service center or other location at student expense. Submit certificate to instructor. To find TExES workshops, search for Elaine Wilmore or <http://www.texasreviews.com/>
 - Participate in review activities online at student expense at this website: <http://www.certifyteacher.com/>. Show verification of completion by sharing your test results of online practice test located in this software.

*Candidates who have passed the TExES 068 Principal exam are exempt from this requirement.

3. **TExES Practice Examination** complete the 100-item released TExES given in a secure testing environment. **Candidates are required to take this practice exam immediately after they have completed the preparation manual questions on the study guide and have reviewed questions in the Review Session with instructor and colleagues or Online training.**
Candidates are required to pass the practice test with an 85 or better. If a candidate fails the practice test, he/she will continue to review and re-take the test until he/she passes it during the course semester.
Candidates who score around an 85 usually pass the state exam.

*Candidates who have passed the TExES 068 Principal exam are exempt from this requirement.

4. **Observations** will be scheduled to give the candidate opportunities to practice administrative skills and dispositions and receive constructive feedback. The candidate's observation form will be shared with the candidate and the site supervisor/campus administrator. (**TK20 Portfolio Component)
5. **Discussion Boards** are scheduled to give the candidate an opportunity to practice administrative dispositions and learn important administrative skills.
6. **School Improvement Project** supports the campus/district vision; and requires approval by the site supervisor and the field supervisor. This project may be connected to the action research/ program evaluation/research study proposed in EDAD 6379 (Research Methods) course. See Appendix I for more information.
7. **Demographic Study** is a review of key findings about the characteristics of the school context. It may have been completed during the Cultural Proficiency course. If not, please complete the demographic study during this course. See Appendix D for more information.
8. **Leadership Framework, Resume, Goals** are tools useful for planning professional growth and career opportunities See Appendix C for more details. (**TK20 Portfolio Component)
9. **30 Practicum Activities.** See Appendix F for more information.

10. **ELCC Reflections & Diversity Reflection** After completing the 30 Activities, complete a Reflection (page or paragraph) for each ELCC standard (1-6) to summarize learning in that standard area **and** a complete a 1-2 page Diversity Reflection to describe your experience with diverse learners. See SHSU Advanced Dispositions and Diversity Proficiencies. **(**TK20 Portfolio Component)**
11. **Activity Log** is a record of 160+ hours of “on the job” activities related to building leadership. Up to 60 hours spent on the Course Field Activities, may be counted in the activity log. FINAL ACTIVITY LOG MUST BE SIGNED AND DATED BY SITE SUPERVISOR. See Appendix H for description. **(**TK20 Portfolio Component)**
12. **Evaluation Performance** Self and Site Supervisor **(**TK20 Portfolio component)**

Course Assessment Guide:

Assignments	Course Grade Percent
Plan for School Improvement Project (Appendix J)	2.5
TEExES Study Guide Answer Sheet MUST BE COMPLETED BY Feb 2	2.5
TEExES 068 Review Session MUST BE COMPLETED BY Feb 5	5
TEExES Practice Exam MUST BE COMPLETED BY Feb 12	20
Seminars/Virtual Meetings, Self-Evaluation, Discussion Participation	3
(3) Observations (**TK20 Portfolio component)	20
Practicum Activities (7Stds/7 documents)	7
Demographic Study Power Point	5
Leadership Framework & Goals (1 document) Resume (1 document) ELCC Std (1-6) Reflections (1 document) Diversity Reflection (1 document) (**TK 20 Portfolio components)	10
School Improvement Project Power Point	5
Activity Log (**TK20 Portfolio component)	10
Site Supervisor Performance Evaluation and Submission of all required TK20 Portfolio components (**TK20 Portfolio component)	10
Total	100

Candidates are required to take and pass the TEXES Practice Exam and to upload all Portfolio components to TK20 in order complete all Principal Practicum/Internship course requirements.

Failure to complete all course requirements will result in a failing grade.

To earn an A in the course ALL assignments and components of the Portfolio must be turned in on time, complete, and exceed standards for graduate-level work.

Check Class Schedule and Due Dates regularly and submit all assignments on time.

Grading Scale

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 and submitting assignments on time.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility and complete course assignments that meet graduate work expectations.

C or F= Failure to meet Standards/Complete Course/Program Requirements

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- [Visitors in the Classroom- Only registered students may attend class. Exceptions may be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.](#)

Attendance

Candidates must attend the Practicum/Internship Meetings. Distant Learners must schedule virtual meetings with the instructor.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs

Student Disposition Scale: To meet the requirements of NCATE accreditation, students are required to respond to a self-report scale that best describes his/her behavior in the courses that he/she is currently enrolled.

SHSU Diversity Proficiency Standards

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**. Additionally, you will complete written reflections highlighting your experiences.

The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the *SHSU Advanced Dispositions and Diversity Proficiency Standards*.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term “field experience” may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences: In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.

- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiency Standards were addressed within this reflection?

A one to two page Reflection is required that describes your leadership Dispositions and Diversity Proficiency-experience of working with diverse learners. See pages 7-8.

REMEMBER to document diverse experiences and your reflections in TK20. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Module 1 Getting Started (UPLOAD ALL ASSIGNMENTS TO THE SHSU Online)

1. Review syllabus & course requirements.
2. **Attend Practicum/Internship Orientation Meeting.**
Meet with your campus administrator to discuss projects and your activity log if you have not already done so.
Review calendar and start working on the assignments.
3. **For candidates graduating w/ a Master's degree, register for Master's comprehensive exams (see last page SHSU Steps to Principal Certification) & for graduation (see SHSU Registrar website).**
4. Complete, grade, and submit the Study Guide Answer Sheet. Information and Answer Sheet located on Blackboard in the Course Content - Study Guide Answer Sheet for professor to review.
5. **Attend SHSU TExES Review Session.** Register with the Practicum/Internship/Exam Student Assistant.
Candidates who cannot attend the review session may select other options:
Attend review session at Region Service Center or other location at student expense. Attach Certificate to Blackboard for professor to review and give credit. To find TExES workshops, search for Elaine Wilmore or <http://www.texasreviews.com/>
Participate in review activities online at candidate's expense at this website: <http://www.certifyteacher.com/>. Show verification of completion by sharing your test results of online practice test located in this software.
6. **Take the TExES Comprehensive/Practice Exam and pass with 70 for degree or program completion and with an 85 or better for certification exam approval.** If not completed by the required date, this requirement will be considered late and may hinder course completion
7. **UPLOAD SIP Plan (Appendix J)** for professor approval of project and feedback.
8. When you have completed these activities, begin work on Module 2.

Module 2

1. **Conference with the Field Supervisor/University Professor.** If you would like suggestions or need advice regarding your practicum/intern experiences thus far, discuss these with your Field Supervisor/University Professor. Consider the types and quality of experiences that you have experienced thus far so that he/she may provide suggestions of some activities.
2. **Pre-Conference, Observation 1, Post-Conference**
3. **UPLOAD** course activities for **ELCC Standards 1 & 2** as specified in the syllabus and your **Demographic Study PowerPoint** and **Participate in Discussion Board**, minimum of 2 replies.
4. **UPLOAD** activities for **ELCC Standard 3.**
5. **UPLOAD Framework & Goals, Resume, and Self Evaluation Form Signed and Dated.**
6. **If needed, meeting or conference** for candidates needing additional assistance or small group review for the practice test.
7. Take the Practice Exam again, if needed or desired.

Module 3

1. Continue Activity Log and School Improvement Project.
2. **Pre-Conference, Observation 2, Post-Conference**
3. **UPLOAD** activities for **ELCC Standards 4-7.**
4. Take the Practice Exam again, if needed or desired.

Module 4

1. **Pre-Conference, Observation3, Post-Conference**
2. **Attend Practicum/Internship Meeting.**
3. **UPLOAD ELCC Standards 1-6 Overview Reflections:** You will write a reflection paragraph for each of the **ELCC Standards 1-6.** Specifically, write what you learned from the embedded activities (1.1-1.6) in Std.1 and so forth for Std. 2 through Std. 6. **The 6 ELCC Reflections are submitted as one document.**
4. **UPLOAD Dispositions and Diversity Reflection:** You will write a 1-2 page DDP reflection to describe your experience with diverse learners. (See Advanced Dispositions and Diversity Proficiency Standards Information on pp. 8-9)
5. Take the Practice Exam again, if needed or desired.
6. Complete Instructor Evaluation (IDEA).

Module 5

1. **UPLOAD** your **School Improvement Project PowerPoint.** Answer **Discussion Board** questions and participate in a minimum of 2 replies.
2. **ADD Final Week Activity Log hours.**
3. **UPLOAD** Site Supervisor Evaluation Form Signed and Dated and all the TK20 required certification documents.

Appendix A: Class Schedule and Due Dates

Due Dates:	Activities:	Details:
Jan 17, 2018	MODULE 1 Review Syllabus & Course Requirements Activity Log will be submitted weekly	Submit ALL assignments to Blackboard Assignments (located on the Course Content section on the left side) for grading or feedback Additionally, the Demographic Study and School Improvement will be posted in the Discussion Board for course participation TK20 for the Field Experience
Jan 22 Orientation Meeting	Attend Orientation Meeting at The Woodlands Center from 5:30 p.m. to 9:20 p.m. Distant Learners will have a virtual meeting. Notify your instructor if you are a distant learner.	
Jan 29	Register for the SHSU Review Session on Sept 18	Practicum/Internship/Exam Assistant, Abbie Johnson
Feb 2	Grade and Submit Study Guide (SG) Answer Sheet (review activities)	Located on Blackboard Assignments. Print SG Manual and SG Answer Sheet To Blackboard Assignments
Feb 5 Review Session	Attend SHSU Review Session at The Woodlands Center from 5:30 p.m. to 9:20 p.m. Or Complete Optional Review at www.certifyteacher.com	This review session will help you prepare for the Practice Test (100 questions) and the State Exam.
Feb 12	Complete Practice Test on Blackboard (100 questions) worth 20% of the course grade Activity Log Hours	Practicum/Internship/Exam Abbie Johnson will email the Instructions. Blackboard Assignments

Due Dates:	Activities:	Details:
Week of Feb 12 AND Feb 19	MODULE 2 Pre-Conference with University Professor/Instructor and Scheduled OBSERVATION (1) 45 minutes or longer Submit School Improvement Project (SIP) Plan (Appendix J)	Blackboard/TK20 To Blackboard Assignments for professor approval of project and specific feedback
Feb 26	Submit Activities for ELCC Std. 1 & 2, and Demographic Study (DS) PowerPoint Answer the reflective questions and reply to a minimum of 2 posts in Discussion Board by Wednesday	To Blackboard Assignments for your professor to review and DS to Blackboard Assignments and Discussion Board
March 5	Submit Activity Log Hours , Activities for ELCC Std. 3 Framework & 5-Year Goals and Resume Submit Self-Evaluation If needed, additional meeting or conference. Candidate will request the meeting.	To Blackboard Assignments for your professor to review View Resume Writing Webinar on Blackboard Bring your Study Guide Manual and Answer Sheet to the meeting with your professor to review
Week of March 19 AND March 26	MODULE 3 Pre-Conference with University Professor/Instructor and Scheduled OBSERVATION (2) 45 minutes or longer	Blackboard/TK20
April 2	Submit Activities for ELCC Std. 4-7	To Blackboard Assignments for your professor to review

April 16 Job Search and Interview Tips Meeting	MODULE 4 Submit Activity Log Hours , Attend the Job Search/Interview Tips and Completing the Practicum/Internship Meeting at The Woodlands Center from 5:30 p.m. to 9:20 p.m.	Blackboard Assignments
Week of April 16 AND April 23	Preconference with University Professor/Instructor and Scheduled OBSERVATION (3) 45 minutes or longer	Blackboard/TK20
April 23	Submit Reflections for ELCC Standards 1-6 Submit Dispositions & Diversity Proficiencies (DDP) Reflections	To Blackboard Assignments and to Blackboard/TK20
May 7	MODULE 5 Submit SIP PowerPoint and Answer the reflective questions and reply to a minimum of 2 posts in the Discussion Board by Wednesday. Submit Site Supervisor Evaluation Form Submit Final Activity Log and All required TK20 Portfolio components	To Blackboard Assignments for your professor to review and to the Discussion Board for student participation Blackboard/TK20

Appendix B: Academic Portfolio Project

Project meets the following ELCC Standards: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 5.1, 6.2, and 6.3

The academic portfolio project contains key assessment components of the Educational Leadership 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 academic portfolio project is completed during EDAD 6362. The portfolio contains the following components:

- 1. Observations (3) each must be 45 minutes or longer**
- 2. Leadership Framework & Five Year Goals, Resume, Reflections by ELCC Standards 1-6 (6), & Diversity Reflection**
- 3. Practicum/Internship Activity Log (160+ hours)**
- 4. Evaluation Performance: Self and Site Supervisor**

Each component is explained in the following appendices.

You will submit electronic files of the portfolio components to the TK20 system.

<https://tk20.shsu.edu/campustoolshighered/start.do>

Candidates are required to take and pass the TEXES Practice Exam and to upload all Portfolio components to TK20 in order complete all Campus Leadership (Practicum/Internship) course requirements. Failure to complete all course requirements will result in a failing grade.

To earn an A in the course all components of the Portfolio and assignments must be turned in on time, complete, and meet standards for graduate-level work.

Appendix C: Introduction Portfolio Component

The Introduction section of the portfolio includes the following updated documents:

Resume- Submit a current resume that outlines your background and experiences in education. Please include your certifications, extensive training, awards, and applicable leadership experiences.

Five-Year Goals- Reflect on your future plans and professional goals for the coming years. Submit a document with a list of your professional goals for the next five years. These goals should be an update of the previous five year goals that were developed in EDAD 5332, if there are any changes.

Leadership Framework- Submit a document that describes your leadership framework. **Include a philosophy of education, philosophy of leadership, vision for learners, vision for teachers, vision for the organization, and method of vision attainment.**

Appendix D: Demographic Study

The project will be included in the portfolio but may have been completed during the Cultural Proficiency course. If not, please complete the demographic study during this course.

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).

Submit a detailed PowerPoint that outlines elements of the Demographic Study. The demographic study will focus on a selected campus (or district). The study should include a summary of demographic data of the school and district, a brief history of the school or district, 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. **At the end of the study, you should be able (a) to 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.**

Areas to be addressed (Identify the response to each section clearly, for example, 1a, 1b, etc.)

1. Historical background of the community and the school
 - a. What is the history of the city or community? How was the area, community, or neighborhood developed? Who were some of the individuals recognized as pioneers of the community? Are there any important historical events related to the school to note?
 - b. How many schools and facilities are contained in the district?
 - c. When was the campus opened? Why was the campus given its specific name?
2. School district/campus governance
 - a. Review the district's governance organizational chart.
 - b. What is the chain of command in the school?
 - c. How is the campus site-based management 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). What is the growth rate?
 - b. What is the school's enrollment? (Disaggregate by ethnicity, socio-economics, grade level, etc). What is the growth rate?
 - 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 parents?
 - b. How active are parents in various school activities? How is the PTO/PTA organized?
 - c. Are there any significant geographical characteristics that might impact students or parents?
5. Professional staff
 - a. What are the levels of education, years of experience, and demographic characteristics of professional staff at the district level?
 - b. What are the levels of education, years of experience, and demographic characteristics of professional staff at the campus level?
 - c. How do these groups compare?

6. Other elements deemed appropriate to describe the demographics of the school.

At the end of the study, you should be able (a) to 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, with your university supervisor or small group.

Appendix E: Activities & Reflections

Activities (30) are to be completed and summarized by the candidates. The purpose of the activities is to provide the candidates an inside look at issues that impact the decisions of school leaders. This activity supports the design of comprehensive professional growth plans (ELCC 2.4) by focusing on observations and reflective practice.

To enlist the support of your school administrators, you will need to explain that you are working on your principal certification and need their support. If you need to modify any of the Activities, please discuss with your professor. We want to be sensitive to the constraints of building administrators.

Format: There are 2 acceptable formats to use to document your work.

Example 1: Summary and Reflection

Describe the activity.

Reflect about your experiences with the activity.

Discuss any leadership skills you observed.

Consider if you would do anything differently than what you observed.

Example 2: The Brown and Irby reflection cycle.

Goal: describe the goal of the activity

Artifact: describe any documents that you reviewed or created for the activity

Describe what you observed or did.

Analyze your actions and skills needed.

Appraise your actions and skills.

Transform: discuss how you would change or do things differently.

Page formatting: About one page, **no more than 2 pages**, 12-point font, 1 inch margins. Spacing: 1.5 or double.

You may count up to 60 hours in the activity log after completing the activities.

Question: How do I organize the activities?

The activities will be organized by ELCC standard area (See Appendix F). For example, **all activities in Standard 1 should be merged into one document before submitting to TK20. Please do not include a cover page or artifacts as this is not necessary.**

The reflection and summary requirements encourage candidates to develop a vision for learning (ELCC 1.1) and explore how their portfolio activities help implement (ELCC 1.3) and steward the vision (ELCC 1.4) for student success. Through the activities and reflection, candidates seek ways to promote positive school culture (ELCC 2.1), provide effective instructional strategies (ELCC 2.2), apply best practice to student learning (ELCC 2.4), seek ways to collaborate with community members (ELCC 4.1), reflect on how to act with integrity and fairness (ELCC 5.1), and understand how schools respond to (ELCC 6.1) and influence the larger context (ELCC 6.3).

REFLECTIONS (6) Portfolio Component

Question: Do I need to write Reflections about each ELCC standard area?

Yes, after you have completed your 30 Activities as specified, you will **write a reflection paragraph for each of the ELCC Standards 1-6**. Specifically, write what you learned from the Activities (1.1 - 1.6) in Std.1 and so forth for Std. 2 through Std. 6. **The 6 ELCC Reflections are submitted as one document.** A reflection for ELCC Std. 7 is not required.

Diversity Reflection: You will **write a 1-2 pages Diversity Reflection** to describe your experience with diverse learners (See Diversity Information on p. 9).

Appendix F: Organization of Activities by ELCC Standards

Submit the Activities in this order and with this numbering system (i.e., 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6). Start each Activity on a new page by using Control & Enter. All activities in Std. 1 are submitted as one document; all activities in Std. 2 are submitted as one document; and so forth. (See Appendix E for specific directions).

ELCC Standard	Activities	EDAD Course (See Appendix G)
1	1. Develop a Vision of Leadership. Describe how you, as a school leader, will lead, guide, and communicate a vision and related policies.	5332 (1)
1	2. Analyze and describe the process for using information from various student groups to improve student achievement at the campus.	6378 (15)
1	3. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision and Communication and Community Relations/Organizational Management and describe the campus strengths and needs.	6394 (24)
1	4. Analyze and critique goals, objectives, activities, resources and assessment strategies in the Campus Improvement Plan and describe the interventions for improving student performance based on the needs of the students.	6394 (25)
1	5. Conduct a teacher observation (video) using the developmental supervision process, including: (a) Conduct Pre-observation, (b) Observe/Collect Data, (c) Analyze Data, (d) Conduct Feedback, (e) Develop Growth Plan Ideas	6394 (26)
1	6. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned. How is the Campus Improvement Plan evaluated and revised? Describe how the professional development trainings and student intervention strategies were selected.	6394 (27)
2	1. Develop a long-term professional development plan for a school. Include time lines, how to make time available, funding, and expected outcomes.	5332 (2)
2	2. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	6385 (10)
2	3. Describe and critique the process used at the campus for determining the professional development needs and staff development plans.	6385 (11)
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/instruction change.	6378 (13)
2	5. Participate in and critique a curriculum-planning meeting in your grade level or subject area OR another grade level or subject area.	6378 (14)
2	6. Review a campus report card. Analyze how the Texas Academic Performance Report (TAPR) is impacting the curriculum and instruction for all learners.	6378 (16)
2	7. Interview your principal or program coordinators regarding the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged). Describe what you learned and how you will apply this knowledge as a	5386 (21)
2	8. Review the procedures being used in student placement decisions (grouping, promotion and retention) at the campus. Describe what you learned and how you will apply this knowledge as a school administrator.	5386 (22)

3	1. Review and describe the policy and procedures for hiring and dismissing teachers.	5332 (4)
3	2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program (to evaluate the program's effectiveness).	6371 (5)
3	3. 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.	6371 (7)
3	4. Discuss the procedures for preparing a master schedule of classes in the elementary and secondary schools.	6371 (8)
3	5. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions	6371 (9)
3	6. Interview the principal as to how he/she uses student demographic information in personnel decisions for the school community.	6385 (12)
3	7. Describe the principal's responsibility for monitoring the safety and welfare of the school community. Review and describe the school's emergency procedures.	5372 (20)
3	8. Examine and describe the procedures for working with bus drivers and parents in handling bus discipline.	6370 (28)
3	9. 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. (Budget Interview Project)	6370 (29)
4	1. Critique the communication processes used in a public school. What tools are used to communicate with teachers and parents?	5332 (3)
5	1. Review the Educator Code of Ethics Purpose and Scope; Definitions, Texas Administrative Code, §247.1 and the Code of Ethics and Standards Practices for Texas Educators, Texas Administrative Code, §247.2. How does the principal ensure that educators comply with educator laws? What are the most important things you learned from this activity? Why?	5372 (18)
6	1. Review the faculty or student handbook and the district policy manual regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds. Describe what is being done for student and staff safety. What are the most important things you learned from this activity? Why?	5372 (17)
6	2. Analyze and describe changes to the campus discipline management process and practices due to the high numbers and percentages of student placements in-school suspension, out-of-school suspension, and Disciplinary Alternative Education Program placements.	5372 (19)
6	3. Attend an Admission, Review and Dismissal (ARD) meeting as an administrative intern. Review the laws for the ARD Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services. Describe what you learned from these activities and how you will apply this knowledge as a school administrator.	5386 (23)
6	4. What is your campus/district safety policy and implementation plan? What are the most important components? What are the differences between your district plan and the one you heard described by the guest speaker or the district that you researched? What changes or additions would you make as a campus administrator?	6370 (30)
7	1. Attend a district principal's meeting or assistant principal's meeting. If your district does not allow for visitors to attend these meetings, meet with your asst. principal and find out about the meeting from him/her. Describe how the meeting was organized, actions taken, and the process used to make decisions.	6371 (6)

Total Activities: 30

Activities by Course

COURSES/ACTIVITIES		TE _x ES COMPETENCIES			ELCC STANDARDS SUB-ELEMENTS
		EDAD 5332 Administration & Organization of Public Schools			
1. Develop a Vision of Leadership. Describe how you, as a school leader, will lead, guide, and communicate a vision and related policies.		1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision			1.1 Develop the Vision 1.2 Articulate the Vision 1.4 Steward for the Vision
2. Develop a long-term professional development plan for a school. Include time lines, how to make time available, funding, and expected outcomes.		6.1 Collaboratively Develop Prof. Dev. Plan			2.4 Design Prof. Dev. Growth Plans
3. Critique the communication processes used in a public school. What tools are used to communicate with teachers and parents?		2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations			4.1 Collaborate w/ Site-based Committee 4.3 Mobilize Community Resources
4. Review and describe the policy and procedures for hiring and dismissing teachers.		6.4 Recruit, Select, Evaluate Personnel-Legal			3.1 Manage the Organization 3.3 Manage Resources
		EDAD 6371 Role of the Principal			
5. Discuss faculty orientation and induction year procedures for beginning teachers. Describe evaluation procedures used in this program (to evaluate the program's effectiveness).		6.1 Collaboratively Develop Prof. Dev. Plan 6.5 Use Evaluations to Enhance Personnel 6.7 Engage in Professional Development			3.2 Manage Operations
6. Attend a district principal's or assistant principal's meeting. . If your district does not allow for visitors to attend these meetings, meet with your asst. principal and find out about the meeting from him/her. Describe how the meeting was organized, actions taken, and the process used to make decisions.		2.4 Develop Internal/ External Communication 2.9 Respond to Political, Social, Economic Issues			7.4 Work in Multiple District Administrator Settings
7. 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.		9.1 Implement Operations of School Plant/ Systems 9.4 Apply Laws to Support School Programs			3.1 Manage the Organization
8. Discuss the procedures for preparing a master schedule of classes in the elementary and secondary schools.		9.1 Implement Operations of School Plant/ Systems 9.4 Laws-School Programs			3.1 Manage the Organization
9. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.		6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel			3.1 Manage the Organization 3.2 Manage Operations

		EDAD 6385 Cultural Proficiency for School Leaders			
10. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members			2.1 Promote Positive School Culture	
11. Describe and critique the process used at the campus for determining the professional development needs and staff development plans.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction			2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	
12. Interview the principal as to how he/she uses student demographic information in personnel decisions for the school community.	6.4 Recruit, Select, Evaluate Personnel-Legal			3.1 Manage Organization 3.3 Manage Resources	
Assessment Project: Review key demographic data and subgroups (i.e., Black, Hispanic, White, female, males, bilingual, special education, and at-risk) and statistics for a campus in order to discuss potential areas for improvement, and discuss leadership strategies you might employ as a leader. (This assessment may have been completed in the Cultural Proficiency course) PowerPoint or Prezi	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use Student Assessment Data			Program Project: Demographic Study 1.4 1.5 2.4	
		EDAD 6378 Building Capacity for Teaching and Learning			
13. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum/instruction change.	4.2 Monitor/Revise Curriculum-Student Data			2.2 Instructional Programs	
14. Participate in and critique a curriculum-planning meeting in <u>your</u> grade level or subject area OR <u>another</u> grade level or subject area.	4.3 Implement/Monitor Curriculum			2.2 Instructional Programs	
15. Analyze and describe the process for using information from various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions			1.2 Articulate the Vision	
16. Review a campus report card. Analyze how the Texas Academic Performance Report (TAPR) is impacting the curriculum and instruction for all learners.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data			1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	
Assessment: Curriculum Alignment Project for your school including the following components in your project: ____Examine state assessment data such as the campus' State Assessments of Academic Readiness (STAAR) Demographic Summary Report and the Academic Excellence Indicator System report from to determine	Competency 4 Implement Curriculum/Plans 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;			Program Project: Curriculum Alignment Project 2.3 2.2 1.1 1.3 2.2 2.3 1.5	

<p>areas of student performance in need of improvement (ELCC 2.3).</p> <p>___ Identify emerging patterns and trends of the data (ELCC 2.2).</p> <p>___ Review district curriculum documents to determine the objectives' alignment with the lowest performing areas for an identified subject and grade level. (ELCC 2.2)</p> <p>___ Provide recommended revisions for the targeted curriculum areas in district/campus curriculum documents and recommendations regarding alignment with instruction/professional growth for teachers (ELCC 1.1).</p> <p>___ Develop a curriculum action plan for improving student performance in the targeted areas (ELCC 1.3).</p> <p>___ Present the findings of the data (ELCC 2.2).</p> <p>___ Recommend how the school staff can use the data to align the curriculum and promote best practices for enhancing student achievement (ELCC 2.3).</p> <p>___ Describe how you will solicit community support for the vision of the action plan (ELCC 1.5).</p> <p>___ Discuss plans for presenting the project to their school board, community members, school officials, and other stakeholders of the school (ELCC 1.4).</p> <p>___ Discuss strategies to solicit the stakeholders' support in finding additional community resources (ELCC 4.3).</p> <p>___ Reflect on how this project could create new policies and programs for providing equitable instruction for all students (6.3).</p>	<p>and promote the use of varied assessments to measure student performance.</p>			<p>1.4</p> <p>4.3</p> <p>6.3</p>
EDAD 6379 Program Evaluation for School Improvement				

<p>School Improvement Project: Begin an inquiry process to plan, implement, and evaluate a School Improvement Project that is aligned with the Campus Improvement Plan. The student will begin by collecting, analyzing, and reporting previous data results, reviewing and reporting research based best practices, followed by implementing and reporting research based best practices, and reporting benchmark results and recommendations. Student are required to describe the leadership skills they applied and reinforced with this SIP and reflect on what they would do differently the next time. Proposal/plan begins in 6379. The study/evaluation may be completed in 6362. PowerPoint or Prezi</p>	<p>1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.9 Assess/Modify Plans 2.3 Implement Communication System 4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use Student Assessment Data 6.3 Allocate time, funding, resources to ensure effective implementation of professional development plan</p>			<p>Program Project: School Improvement Project 1.1, 1.2, 1.4, 2.1, 2.4, 3.2, 3.3, 4.1, 5.1, 5.2, 5.2, 6.1, 7.3</p>
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EDAD 5372 Federal, State, and Local School Law				
17. Review the faculty or student handbook and the district policy manual regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security, and unauthorized personnel on the grounds. Describe what is being done for student and staff safety. What are the most important things you learned from this activity? Why?	9.2 Ensure Safety of Students & Personnel in Emergencies			6.1 Understand Legal, Political, Social, Economic Context
18. Review the Educator Code of Ethics Purpose and Scope; Definitions, Texas Administrative Code, §247.1 and the Code of Ethics and Standards Practices for Texas Educators, Texas Administrative Code, §247.2. How does the principal ensure that educators comply with educator laws? What are the most important things you learned from this activity? Why?	3.2 Implement Compliance w/ Code of Ethics			5.1 Act with Integrity 5.2 Acts Fairly 5.3 Acts Ethically
19. Analyze and describe changes to the campus discipline management process and practices due to high numbers and the percentage of students who are in-school suspension, out-of-school suspension, and Disciplinary Alternative Education Program placements.	9.4 Apply Law to Support Services 3.5 Apply Laws Fairly 3.4 Apply Legal Guidelines			3.1 Manage the Organization 6.3 Influence Legal, Political, Social, Economic Context
20. Describe the principal's responsibility for monitoring the safety and welfare of the school community. Review and describe the school's emergency procedures.	9.2 Ensure Safety of Students & Personnel in Emergencies 9.3 Develop/Implement Procedures for Crisis Planning			3.1 Manage the Organization
EDAD 5386 Special Populations & Special Programs				

21. Interview your principal or program coordinators regarding the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged). Describe what you learned and how you will apply this knowledge as a school administrator.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction			2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs
22. Review the procedures being used in student placement decisions (grouping, promotion and retention) in the classrooms or on the campus. Describe what you learned and how you will apply this knowledge as a school administrator.	3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences 5.4 Ensure Quality Programs for Students			2.2 Provide Effective Instructional Programs
23. Attend an Admission, Review and Dismissal (ARD) meeting as an administrative intern. Review the laws for the ARD Texas Administrative Code (TAC) Title 19, Chapter 89.	3.4 Legal/Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences			6.3 Influence Legal, Political, Social,
Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services. Describe what you learned from these activities and how you will apply this knowledge as a school administrator.				Economic Context
EDAD 6394 Advancing Educational Leadership (AEL)				
24. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision and Communication and Community Relations/Organizational Management and describe the campus strengths and needs. (Meeting Agendas, Reflection Journal, Data Sources sheets).	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans			1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization
25. Analyze and critique the goals, objectives, activities, resources, and assessment strategies in the Campus Improvement Plan and describe the interventions for improving student performance based on the needs of the students.	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans			1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization

26. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data			1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs
27. Review the Campus Improvement Plan. Describe how this plan was developed, what strategies are planned. How is the campus improvement plan evaluated and revised? Describe how the professional development trainings and student intervention strategies were selected.	1.5 Use Variety of Data 1.6 Involve Stakeholders 1.7 Collaborate on Developing Plans 1.9 Assess/Modify Plans			1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision
EDAD 6370 Campus Business Management				
28. Examine and describe the procedures for working with bus drivers and parents in handling bus discipline.	9.4 Apply Laws to Support School Programs			3.1 Manage the Organization
29. 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	8.1 Budget Planning and Management 8.1 Apply Effective Budget Planning and Management			3.1 Manage the Organization 3.3 Manage Resources
the budget development process as well as the school calendar. (Budget Interview Project)				
30. What is your campus/district safety policy and implementation plan? What are the most important components? What are the differences between your district plan and the one you heard described by the guest speaker or the district that you researched? What changes or additions would you make as a campus administrator?	9.2 Ensure Safety of Students & Personnel in Emergencies			6.1 Understand Legal, Political, Social, Economic Context

Appendix H: Activity Log Portfolio Component

Please 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 a TAC§215.15 (a-g) Principal Certificate Standards. The candidate’s activity log should include a variety of activities related to the principal’s role. Please ensure that some of these hours relate to the role of the leader in improving student achievement and school climate.

Limit hours related to duty supervision to no more than 10 hours (i.e., bus duty, cafeteria duty, before/after school duty). You may create a spreadsheet to utilize calculation functions or create a Word document.

Candidate’s total hours should equal a minimum of 160 hours. The 160 hours will come from the candidate’s practicum/internship for activities on the roles and responsibilities of the assistant principal or principal. ([Review the important documents on Bb-Principal Certification Information and Syllabus](#)) **Field Supervisors/University Professors will require periodic activity log reports for monitoring and assisting you with future growth opportunities.**

The activity log of practicum/internship activities serves to assist the candidates with tracking their daily activities as they relate to educational leadership that positively affects school culture (TAC§241.15 (b) and ELCC 2.1) and promotes student learning (TAC§241.15 (c) and ELCC 2.3).

Format for the Log: (The listed activities are examples.)

Candidate's Name_

Candidate's Signature

Date	Start/End Time	Total Time	TAC§241.15 Principal Certificate Standards	Activity: Observation, Interaction, Facilitation, Collaboration, Prof Development, and Problem Solving Description of Activity	Supervised by
1-18-16	7:30 am 3:30 pm	8	a-g	Asst. principal for the day, shadowed principal at grade level, LPAC, and ARD	
1-21-16	2:30 pm 3:30 pm	1	b-g	Interviewed LPAC Coordinator re: enrollment procedures for LEP/ELL	
1-30-16	2:30 pm 4:30 pm	2	c, e, f	Attended STAAR coordinator meeting at central office.	
1-31-16	4:00 pm 5:00 pm	1	b-g	Interviewed Asst. Principal about placement ARD meetings	
2-1-16	4:00 pm 5:00 pm	1	a-g	School Improvement Project Planning, meeting with principal,	
Date	2:00 pm 3:00 pm	1	b, e	OBSERVATION Student Conferences: Discipline and	
Date	7:30 am 3:30 pm	8	e, f	Worked on cumulative folders to send to high school, removed records that should not be included	
Date	7:30 am 11:30 am	4	a-g	Master schedule: review conflict analysis report, added 2 math sections, notifying teachers	
Date	2:00 pm 5:00 pm	3	b, d, e, g	Edited faculty handbook prior to beginning of school; communicated w/ Asst. Principal regarding suggestions	
Date	7:30 am 3:30 pm	8	b, c, e, f	Parent portal registration, managing receipt of Code of Conduct during Open	
Date	7:15 am 8:15 pm	1	e	Student safety: assisting in bus loop, bike riders & non-compliant	
Date	7:30 am 10:30 am	3	c	Dispersed of new teaching materials & explaining how to	
Date	5:30 pm 7:30 pm	2	a-g	Administrative rep at Parent Teacher Org Meeting	
Date	7:30 am 4:30 pm	9	a-g	AP responsibilities for the day, principal meeting, STAAR tutoring schedule,	
	2:30 pm 4:30 pm	2	b, c, e, f	Attend meeting with Coordinator regarding new GT procedures that will be in compliance with state	
		168 hours Total hours must be more than 160 hours.			

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

Site Supervisor/Campus Administrator will be required to electronically sign the Activity Hours.

Appendix I: School Improvement Project

During the Research Methods course and the Practicum/Internship course, the candidate will conduct a School Improvement Project that supports the campus/district 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 school's needs. The School Improvement Project is submitted as a Power Point.**

Submit the SIP proposal Planning Form (Appendix J) to the university supervisor for approval BEFORE implementing the school Improvement project.

This SIP should be implemented from beginning to end in the semester. 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, including relevant background data or information identifying the problem or need.
2. List of Activities completed. Please specifically identify (a) strategies used to invite participation and support by various groups (teachers, students, and community), (b) professional growth for you and others, (c) management of resources for the project, and (d) attention given to diversity, ethics, or safety issues.
3. Evaluation of the project. Evaluation strategies may include formative and summative evaluation. Some examples could include checklists of completed tasks, feedback on how the project is progressing, student data, surveys, test scores, observation records, or a materials inventory. Include a summary of the data (charts, graphs, etc) and how you analyzed the data. Include your results and conclusions.
4. Reflection. Please discuss what went well and what you might do differently. Discuss implications for future work in this area and the leadership skills that you used and developed as a result of this project.

Appendix J: School Improvement Project Planning Form

Activity Area: _____

Candidate's Name _____ Semester/Year _____

School _____ District _____

Specific Area of Focus _____

Purpose(s):

Steps Completed:

Timeline:

Budget:

Evaluation:

Appendix K: ELCC Standards
Standards for Advanced Programs in Educational Leadership (ELCC)

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: Practicum/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.

Appendix L: 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)			
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)			
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)			

TAC§241.15. Standards Required for the Principal Certificate.

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes 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;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;

(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

Statutory Authority: The provisions of this §241.15 issued under the Texas Education Code, §§21.003(a), 21.041(b)(4), and 21.046(b)-(d).

Source: The provisions of this §241.15 adopted to be effective August 28, 2016, 41 TexReg 6202.

SHSU Department of Educational Leadership
Self-Evaluation of Principal Practicum/Internship Performance

Semester/Year: _____

Candidate's Name: _____

Field Supervisor _____

Directions: Please use the chart below in evaluating your performance in the practicum/internship.

STANDARDS FOR PRINCIPALS	Below Expectation	Meet Expectation	Target Expectation
The candidate displays integrity and fairness in an ethical manner (Learner-Centered Values and Ethics of Leadership-ELCC 5.1) TAC §241.15 (e) Executive Leadership.			
The candidate can create and steward a vision of learning that is shared and supported by the school community (Learner-Centered Leadership and Campus Culture-ELCC 1.1) TAC §241.15 (b) School Culture.			
The candidates can implement a staff evaluation and development system to improve the performance of faculty and staff members (Learner-Centered Human Resources Leadership and Management-ELCC 2.4) TAC §241.15 (d) Human Capital.			
The candidate can collaborate with families and community members and respond to diverse community interests and needs (Learner-Centered Communications and Community Relations-ELCC 4.2) TAC §241.15 (e) Executive Leadership and (f) 5 Strategic Operations.			
The candidate can manage the organizations and key operations and resources needed to create a safe and effective learning environment (Learner-Centered Organizational Leadership and Management-ELCC 3.1) TAC §241.15 (e) Executive Leadership and (f) Strategic Operations.			
The candidate can design and implement curricula and strategic plans conducive to effective learning and teaching (Learner-Centered Curriculum Planning and Development-ELCC 2.2) TAC §241.15 (c) Leading and Learning.			
The candidate can arouse and sustain a campus culture and instructional program conducive to student learning and professional growth among faculty and staff members (Learner-Centered Instructional Leadership and Management-ELCC 2.1) TAC §241.15 (b-g).			
The candidate can respond to the larger political, legal, and cultural context that surrounds schools (Learner Centered Cultural Leadership and Influences-ELCC 6.2) TAC §241.15 (b) School Culture and (f) Strategic Operations.			

Candidate's Signature _____

Date _____

SHSU Department of Educational Leadership
Site Supervisor Evaluation of Principal Practicum/Internship Performance

Semester/Year: _____

Candidate's Name: _____

School/District: _____

Site Supervisor/Campus Administrator: _____

Directions: Please use the chart below in evaluating the candidate's performance in the practicum/internship

STANDARDS FOR PRINCIPALS	Below Expectation	Meet Expectation	Target Expectation
The candidate displays integrity and fairness in an ethical manner (Learner-Centered Values and Ethics of Leadership-ELCC 5.1) TAC §241.15 (e) Executive Leadership.			
The candidate can create and steward a vision of learning that is shared and supported by the school community (Learner-Centered Leadership and Campus Culture-ELCC 1.1) TAC §241.15 (b) School Culture.			
The candidates can implement a staff evaluation and development system to improve the performance of faculty and staff members (Learner-Centered Human Resources Leadership and Management-ELCC 2.4) TAC §241.15 (d) Human Capital.			
The candidate can collaborate with families and community members and respond to diverse community interests and needs (Learner-Centered Communications and Community Relations-ELCC 4.2) TAC §241.15 (e) Executive Leadership and (f) 5 Strategic Operations.			
The candidate can manage the organizations and key operations and resources needed to create a safe and effective learning environment (Learner-Centered Organizational Leadership and Management-ELCC 3.1) TAC §241.15 (e) Executive Leadership and (f) Strategic Operations.			
The candidate can design and implement curricula and strategic plans conducive to effective learning and teaching (Learner-Centered Curriculum Planning and Development-ELCC 2.2) TAC §241.15 (c) Leading and Learning.			
The candidate can arouse and sustain a campus culture and instructional program conducive to student learning and professional growth among faculty and staff members (Learner-Centered Instructional Leadership and Management-ELCC 2.1) TAC §241.15 (b-g).			
The candidate can respond to the larger political, legal, and cultural context that surrounds schools (Learner Centered Cultural Leadership and Influences-ELCC 6.2) TAC §241.15 (b) School Culture and (f) Strategic Operations.			

Site Supervisor/Campus Administrator's Signature _____

Date _____

SHSU TEXES Review Session REQUIREMENT FOR THE Practicum/Internship Course

At The Woodlands Center (REGISTRATION REQUIRED with Practicum/Internship/Exam Assistant. See Class Schedule and Due Dates) Space is limited. Send your information (i.e., name, email, and Sam ID) to the Practicum/Internship/Exam Assistant.

SHSU Comprehensive Exam – REQUIREMENT FOR THE MASTER’S DEGREE Must Score a 70 or higher on the exam.

SHSU Steps to Principal Certification

Steps to Certification:

REQUIREMENT FOR THE INTERNSHIP COURSE

1. We must have a Teacher Service Record that indicates that you have at least 2 years of certified teaching experience at a TEA accredited campus. **If we do not have a Teaching Service Record on file, it will delay your certification approval.**
2. Register for the 100-item TEXES Practice Exam.
The Practice Exam is a secure exam; therefore, feedback cannot be given about specific questions. You must take and pass the Practice Exam before completing the program and EDAD 6362.
3. Take the Practice Exam (2-5 hours). After completing the Practice Exam, you will be given permission to register for the state exam if your score is at least **85%**.
4. Verify your information on the SBEC Official Certification <https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp>
5. **Email TExES Exam Coordinator/Principal Certification Advisor and Copy the Internship/Exam Assistant for approval to take the state exam.**
6. Register for the state TEXES exam www.texas.ets.org/registrationBulletin and take the exam at the location of your choice. www.texas.ets.org
7. Finish courses and complete the program.
8. **Register with SBEC for certification after you have completed all program coursework and your final grades are posted, you have passed the state exam (TExES), and you have verification that you have at least 2 years of certified teaching experience at a TEA accredited campus. Please do not request certification until program is complete. We will verify your credentials.**

TExES Registration Bulletin: <http://www.texas.ets.org/registrationbulletin/>

See information on the Computer Assisted Tests (CAT) offered often at the testing centers.

Preparing for the Texas Educator Certification Tests

[Watch a video about preparing to take a Texas Educator Certification test. \(Flash\)](#) This video includes tips for preparing and studying, along with tips for reducing test anxiety.

Please prepare for the state exam. Other Review Options include purchasing review materials (books, software, etc). www.certifyteacher.com You can find others by using a search engine on the Internet.

TExES Exam: Students should plan to pass the exam within 6 months of graduation. Do not give up if you do not pass the first time! Remember to contact the TExES Principal Certification Coordinator.

Things you should know when taking the TExES 068 Exam

- Print your Admission Ticket by logging on to your ETS testing account.
- Your ID must match exactly to your registration name.
- Arrive early, no late arrivals will be allowed to test.
- Cell phones and electronic devices are not allowed in the testing centers.
- Dress appropriately-testing room conditions and temperatures vary so dress in layers.
- Check with your colleagues who have taken the exam for testing site recommendations.

Certification: Candidate may apply for the state principal certificate after:

- (a) Candidate has completed all program coursework, final grades, and degree are posted on transcript (This process takes about 2-3 weeks after graduation to post on the transcript.);
- (b) Candidate has passed the state exam (068 TExES); and
- (c) Candidate has verification for at least 2 years of certified teaching experience at a TEA accredited campus with his/her TSR on file.
- (d) After these criteria are met, pay SBEC/TEA and apply for certification, and then email the Principal Certification Coordinator (Dr. Moore) and copy the Practicum/Internship/Exam Assistant (Abbie) for certification approval.