Sam Houston STATE UNIVERSITY

A Member of The Texas State University System

EDAD 6371 Role of the Principal in School Administration
Spring 2018

College of Education

Department of Educational Leadership

Instructor:
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Office Hours: I am available through email and phone. Please email or text me if you need to schedule a phone conference.

Online Class:

SHSU Blackboard Course

Description:
EDAD 6371 Role of the Principal in School Administration. This course is designed for school administrators and supervisors. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle or senior high school level.
***This syllabus may be modified as needed at the professor's discretion.**

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Required Textbooks

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd ed.).
    Jossey-Bass

Theoharis, G. (2009). *The school leaders our children deserve*. Teachers College Press.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).
Important: Learning fundamental principles, generalizations, or theories.
Important: Learning to apply course material (to improve thinking, problem-solving, and
        decisions).

TK20 Account 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. https://tk20.shsu.edu/

Course Format:
I believe that learning is facilitated by an instructor that offers the following:
- safety
- risk
- relevance, and
- challenge.

Students appreciate choice and variety. Therefore, students are invited to set personal learning goals and to share additional materials that will support learning for themselves and others. Online assignments will be planned to include readings, reflections, case studies, and activities that will enrich theoretical understandings. Participants will be asked to keep up with all the readings and assignments so that they may be successful in the course and program.

I will use a varied approach such as field projects, reflections, written assignments to achieve the objectives of the course. The allotment of instructional time will exceed the minimum requirements for the 3-credit hour course. To meet the goals and objectives of this course, instruction consists of a minimum of 4 hours per week (40 hours total). Instruction is comprised of 4.5-6 hours per week of class and field-based activities. All key topics related to the principal in the school setting are covered including: goal-setting, strategic planning, organizational design, leadership, decision-making, communication, human   resources, student services, curriculum development, improving teaching, and business management.

Course Content:
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.

Upon successful completion of this course, students will be able to:

1. Research and describe the role and responsibilities of the principal as established by
    practice and by state law.

2. Analyze and explain the applications of leadership theories about motivation, influence, authority, and power (including situational leadership, servant leadership, & transformational leadership).
3. Research and describe the strategies for facilitating effective communication with all internal and external stakeholders and explain how you will apply these effective practices as a school administrator.
4. Research and explain the requirements for site-based decision making as outlined in Texas law.
5. Research and describe applications of change theory, effective meeting leading behaviors, and time management strategies.
6. Research and explain conflict management styles and describe strategies for facilitating productive conflict and personal leadership strengths and the importance of developing interpersonal trust and listening skills.
7. Research and define ways to implement strategic planning, manage human resources, personnel in schools, and the systemic processes for school improvement (e.g., improvement cycle, tools, data analysis, needs assessments, program evaluations).

<div align="center">NEW 268 Principal Framework</div>

Color denotes TEA Priority Statements **BOLD denotes Domain and Competencies.**
Domain I   School Culture (School and Community Leadership)
<u>**Competencies**</u>
001.
The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)
001. A
Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals.
001. B
Uses emerging issues, recent research, knowledge of systems (e.g. school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.
001. C
Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
001. E
Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
001. F
Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
001. G
Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
001. H
Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

001. I

Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

001. J

Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

002.

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

002. A

Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

002. B

Implements strategies to ensure the development of collegial relationships and effective collaboration

002. C

Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

002. D

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

Domain III   Human Capital (Human Resources Management)

005.

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

005. A

Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

005. E

Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

006.

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

006. A

Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

006. B

Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

Domain IV   Executive Leadership (Communication and Organization Management)

007.

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

007. A

Understands how to effectively communicate a message in different ways to meet the needs of various audiences

007. B

Develops and implements strategies for systematically communicating internally and externally

008.

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

008. A

Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

008. B

Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

008. C

Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

008. D

Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

008. E

Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

Domain V   Strategic Operations (Alignment and Resource Allocation)

009.

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

009. A

Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

009. B

Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

Domain VI   Ethics, Equity, and Diversity

011

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

011.A

Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

011.B

Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

011.C

Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

011.D

Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

011.E

Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

011.F

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

Matrix

Course Objectives	Course Activities	Performance Assessments and Measurement	Standards Alignment ConceptualFramework (CF) NCATE Knowledge and Skills Proficiencies by indicator (N), ELCC, State (TExES Principal Framework 268)
1. Research and describe the role and responsibilities of the principal as established by practice and by state law.	Research the Texas Principal Standards, Roles and Responsibilities and Texas Education Code and Texas Administrative Code	Reflection and Administrator Standards and Competencies Paper	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC Standard 6.1 TEXES 001-011
2. Analyze and explain the applications of leadership theories about motivation, influence, authority, and power (including situational leadership, servant leadership, & transformational leadership).	Readings, Research, and Utilize Internet resources	Reflection and Discussion Board Posts	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC Standard 2.1, 5.1-5.3 TEXES 006
3. Research and describe the strategies for facilitating effective communication with all internal and external stakeholders and explain how you will apply these effective practices as a school administrator.	Readings, Research, and Utilize Internet resources	Reflection and Campus Data Analysis Paper	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 4.1-4.3 TExES 007

4. Research and explain the requirements for site-based decision making as outlined in Texas law.	Readings, Reviewing Site-based Decision Making, and Research the Texas Education Code.	In Box Exercise/Case Study and Discussion Board	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.1, 3.2, 3.3 TExES 001
5. Research and describe applications of change	Readings, Research, and	In Box Exercise/Case	CF1 Knowledge Base CF3 Communication

theory, effective meeting leading behaviors, time management strategies, and personal strengths related to developing interpersonal trust.	Utilize Internet resources	Study and Discussion Board	N 1e, 1f ELCC 2.4; 3.1, 3.2, 3.3, 2.1 TExES 001; 002; 007
6. Research and explain conflict management styles and describe strategies for facilitating productive conflict and personal leadership strengths and the importance of developing interpersonal trust and listening skills.	Readings, Research and Utilize Internet resources	Reflection and Discussion Board	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.1, 3.2, 3.3, 2.1 TExES 001; 002
7. Research and define ways to implement strategic planning, manage human resources, personnel in schools, and the systemic processes for school improvement (e.g., improvement cycle, tools, data analysis, needs assessments, program evaluations.	Analyze Campus Improvement Plan, Readings, Research, and Utilize Internet Resources	Reflection and Campus Data Analysis Paper	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 1.1, 1.2, 1.3, 1.4 and 3.1, 3.2, 3.3 TExES 005; 008

Course Evaluation:
Performance Assessments (linked to course objectives)
The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by these assessments:

Reflections	20%
Discussion Boards and Zoom Meetings	20%
Presentations (2) Chapter and Topic	10%
Activities (3)	15%
Campus Data Analysis Paper	10%
Case Study Questions	5%
Principal Certification Standards	20%

Total = 100%

Grades:
A = 90-100
B = 89-80
C = 79-70
F = 69 and below

- Every assignment is graded on a scale of 0-10, with 8.0-8.9 representing *meets expectations*.
- No make-up assignments will be given.
- **Late work is not acceptable. See syllabus for policy.**
- **All work is subject to plagiarism checks.** Copying the words of others without giving credit is plagiarism. Students will receive a failing grade for plagiarism.

Grading Scale for the Course
A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce graduate level work.

Regarding grading, work that 'meets expectation' at the graduate level will receive a "B." Students earning an "A" will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Expectations:
Class participation, online attendance, timely completion of all assignments, use of feedback in   future work.

Assessment Descriptions
- **Reflections-** Students will be responsible for <u>one page succinct reflections</u> that synthesize the   reading, research, discussions, and/or video clips.
    - Format: typed, 12-point, "easy to read" font, 1 inch margins, 1.5 or double spacing, edited at least 3 times, no cover page, full name, course, assignment description, & date in top right corner (use the Header option).

- **Discussion Board Posts and Responses and Zoom Meetings** – Questions related to weekly readings, research, and/or video clips will be posted several times throughout the semester. You will be asked to provide your perspectives and respond to the posts of others.
  In addition to the Discussion Board, we will have 2 required Zoom meetings for real time dialogue and information. On the week prior to the virtual meeting, I will email the students a Doodle Poll, please respond promptly to the poll, so that I may quickly schedule the Zoom meetings.
  Additional instructions are available on Blackboard Assignments and Activities.

- **Presentations**
  "Trust Matters" Chapter Presentation- Students be assigned a chapter to present or co- present from the "Trust Matters" book. The PowerPoint, Prezi, or other digital presentation will be 10-15 slides and provide the class with key concepts from the chapter. Students are encouraged to use additional resources such as articles, books, and/or video clips to supplement their presentations. I will assign your chapter on <mark>Jan 29</mark> once everyone has submitted the Introductory Post to verify online class enrollment and allow for late registration.
  Selected Topic Presentation – Students will select a topic from a topic list and present their research findings in a digital format of their choice. Presentation will be 10-15 slides and provide the class with some key concepts, best practices, or strategies. Students are encouraged to use additional resources such as articles, books, and/or video clips to supplement their presentations.
  Additional instructions for the   presentations are posted on Blackboard Assignments and Activities.

- **Campus Data Analysis Paper –** This assignment will allow you to determine the needs and interventions required **on an anonymous campus** given specific data regarding the campus demographics, assessment scores, SES, attendance to create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision. **Additional instructions for this paper are available on Blackboard Assignments and Activities.** Two pages max.

- **Case Study Questions**– This assignment will provide you an opportunity to use your decision making skills to address concerns from teachers, parents and community members. You will be given a case study scenario for you to analyze and reflect on the issues and determine which actions to take to address the concerns and answer the questions. **More instructions are provided on Blackboard Assignments and Activities**. Two pages max.

- **Principal Certification Standards and Competencies** – This assignment will require the analysis of the NEW Texas Administrative Code (TAC) §241.15 which are the Principal Certification Standards. Your paper will focus on the analysis of the required standards and competencies; you will reflect on your strengths and a professional growth plan to address any challenges or areas you may need more professional development or to research best practices. **Additional instructions for this paper are located on provided on Blackboard Assignments and Activities.** Three pages max.

Activities: These activities are designed to give you hands-on experiences in a school working with your administrators and for students to reflect on these Activities from a principal's perspective.

You will be required to have all of these for the final portfolio in EDAD 6362.

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: Two acceptable formats to use to document your work are listed below.
Students are required to use these descriptions (noted in purple below) as a header for each paragraph so that each of these descriptions is addressed in either of the two acceptable formats and for it to be clear to the instructor that these areas were addressed in the activity.

Format 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.

Format 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 what you did.
Analyze the actions and skills needed or your actions and skills.
Appraise these 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, edited at least 3 times. Spacing: 1.5 or double.

Make sure you have your name on your paper and the number, name, and description of the Activity.

Example: *Jennifer Aniston Activity #4*
Faculty Orientation and Induction Year Procedures: Discuss faculty orientation and induction year procedures for beginning teachers. Describe evaluation procedures used in this program (to evaluate the program's effectiveness).

1. Secure and/or develop a comprehensive checklist for the opening and closing of a school year. Critique the effectiveness of such documents and any additional areas/topics that should be addressed in these documents or procedures from the principal and teacher points of view.

2. Review and critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions for this position.

3. Discuss faculty orientation and induction year procedures for beginning teachers. Describe evaluation procedures used in this program (to evaluate the new teacher induction's effectiveness).

Course Schedule

Date Due	Readings	Assignments
All Assignments including Chapter Presentations are due on Monday of the assigned week by 11:55 pm unless otherwise noted. **Initial Discussion Board posts are due on Monday. Additional Discussion Responses or Responses to classmate's posts are due on Friday by 11:55 pm.**		
Jan 18 **First Day of the Semester**	Course Overview-Review Syllabus, Assignments, and Due Dates Get familiar with Blackboard Online Course-Navigation, Submitting Assignments, Assignment Requirements	Get Organized between now and Jan 22
Week 1 **Jan 22 - 26**	Reading: Reculturing the Asst. Principalship	Discussion Board Introduction Activity
Week 2 **Jan 29 - Feb 2**	A Matter of Trust Ch. 1 Trust Matters	Reflection 1 Ch 1 Dr. MG
Week 3 **Feb 5-9**	Defining and Fostering Trust Ch. 2-3 Trust Matters	Ch. 2 Dr. MG & Ch. 3 Dr. MG Discussion Board 1
Week 4 **Feb 12-16**	Teachers Trusting One Another Ch.6 Trust Matters	Ch. 6 Activity 1
Week 5 **Feb 19-23**	Cultivating Trust with Students, Building Trust with Families, Community Leadership Ch. 7-8 Trust Matters	Ch. 7 & Ch. 8 Discussion 2 via Zoom Meeting/Virtual Dates and Times to be announced

Week 6 **Feb 26 - March 2**	Dealing with Betrayal Dealing with Revenge Ch. 4-5 Trust Matters	Ch. Presentation Ch. 4 & Ch. 5
Week 7 **March 5 - 9**	Restoring Trust, Trustworthy Leader Ch. 9-10 Trust Matters	Ch. Presentation Ch. 9 & Ch. 10 Reflection 2
March 12 - 16	**Spring Break for Students and Faculty**	
Week 9 **March 19-23**	Inclusion and Change for Improvement Ch. 3-4 School Leaders/7 Keys	Activity 2 Topic Presentation
Week 10 **March 26 - 30** **March 30 Good Friday**	Climate and Achievement Gap Ch. 5-6 School Leaders/7 Keys Review of Course Concepts Course Reflections	Reflection 3 Topic Presentation
Week 11 **April 2 - 6**	Barriers Ch. 7 School Leaders/7 Keys	Discussion Board 3 Topic Presentation
Week 12 **April 9 - 13**	Resilience Ch. 8 School Leaders/7 Keys	Activity 3 Topic Presentation
Week 13 **April 16 - 20**	Ethical Leaders Ch. 9 School Leaders/7 Keys	**Case Study Questions** Topic Presentation
Week 14 **April 23 - 27**	Ethical Leaders Ch. 10 School Leaders/7 Keys	Discussion 4 via Zoom Meeting/Virtual Dates and Times to be announced Topic Presentation
Week 15 **April 30 - May 4**		**Principal Certification Standards Paper**

Principal Certification Standards: Texas Administrative Code

TAC §241.15

268 Principal Framework
These Principal Standards and Framework will be in effect for the new TExES 268 Principal Exam due to be released around December 2018 or January 2019.

State Standards: Texas Administrative Code-Administrator Standards
TAC §149.2001
These Standards are used to evaluate Principals.

State Standards: Texas Administrative Code-Teacher Standards
TAC §149.1001

TExES 068 Principal Preparation Manual (Domains and Competencies) for the current Principal Exam.

ELCC Standards:
National Standards for Educational Leaders

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - Procedures in Cases of Academic Dishonesty #810213
    - Students with Disabilities 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 Messengers in Academic Classrooms and Facilities #100728
- Visitors in the Classroom- Only registered students may attend class. Exceptions can 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.

• 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).
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- **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.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (*Please provide additional information for the candidate if the DDP is administered during your course.*

Please check your Sam email regularly. Your instructors and the program coordinator will be communicating with you via your Sam email address. Review the Ed. Admin. Master Students Organization on Blackboard for program, practicum/internship, and certification information. Let your professor know if you do not have access to this Organization on Blackboard so that you may be added.

For Principal Certification Only Students
Principal-Certification Only candidates need to complete the embedded internship activities for all of the courses in the program. Such courses not taken by cert students may include:
EDAD 6378 Building Capacities for Teaching and Learning (Curriculum)
EDAD 6379 Program Evaluation for School Improvement
EDAD 6385 Culturally Proficient Leadership
All embedded field activities are included in the final EDAD program portfolio.
Content is taught in all courses that will be tested on TEXES. Therefore, certification-only candidates need to review textbook chapters concerning courses listed above.
Some of these topics are: Curriculum, Instruction, Assessment, School Improvement, Meeting needs of diverse populations, Best practices for at-risk learners, Data collection and evaluation techniques (e.g., questionnaires, focus groups, data analysis).