



**EDAD 6394 ADVANCING EDUCATIONAL LEADERSHIP  
Spring 2018**

*EDAD 6394 is a required course for the Educational Administration Degree and  
Principal Certification*

**College of Education, Department of Educational Leadership**

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**Class Format:** Lessons will include a combined approach of face-to-face meetings (3 Saturdays), online classroom discussion, outside reading, required field-based activities, and other activities via Blackboard to achieve the objectives of the course.

**Class day and time:** Three Saturdays\*: **March 24, 31, and April 7**, 8:30 AM-4:30 PM, and Online with Field-based Activities. Class starts **March 19 (after spring break)** with online assignments!

**\*Attendance at all three of these face-to-face Saturday classes is mandatory for AEL Certification.**

**Class location:** The Woodlands Center (TWC), Room to be announced and online

**Course Description:** This course is designed to certify individuals as having completed Advancing Educational Leadership. Emphasis is also placed on the improvement of instruction based on data and research findings and demonstration of leadership knowledge and skills.

**Textbooks:** Texas Education Agency. (2015). *Advancing educational leadership (AEL) participant guide*. Austin TX: Author.

The Texas Education Agency's approved ***AEL Participant Guide*** serves as the required text and includes a variety of materials and resources. Please go to the following **Region 13 website: [http://ael.education/]**, to purchase the AEL participant guide. You will need the manual **for the first Saturday class Mar. 24<sup>th</sup>**. The cost of the guide is \$40. Please allow enough time for delivery.

**Certification:** Official certification can be accessed at [<http://www4.esc13.net/ild/ip/>]; however, students **MUST pay the required fee of \$75** to Sam Houston State University via the following Educational Leadership Department site: **Marketplace** [[https://secure.touchnet.com/C21329\\_ustores/web/store\\_main.jsp?STOREID=12](https://secure.touchnet.com/C21329_ustores/web/store_main.jsp?STOREID=12)].

Your AEL Certificate fee should BE PAID no later than **April 8th**. Note: Region 13 ESC requires SHSU to pay this fee before you can access your AEL (Advancing Educational Leadership) certificate. Rosters are submitted AFTER the course is complete.

**Course Content:** In this course, the major emphasis is placed how the instructional leader can apply the learning to meet the following goals:

**Goal 1: Describes the function of teaching and learning on the contemporary campus**

- Uses National and State Standards and their impact [National Standards (NCTM), Texas Essential Knowledge & Skills (TEKS)]
- Incorporates Instructional Theory [direct instruction, constructivism, modes of learning (inquiry), assessment]
- Reflects on the impact of instructional theory on teaching and learning
- Describes components important to teaching & learning (curriculum, assessment, instruction, professional development, organizational management)

**Goal 2: Analyzes curriculum components important to student performance**

- Identifies strengths and areas of concern in student performance (for all students and by subgroups)-
- Analyzes TEKS and compare curriculum documents to identify gaps in written curriculum.
- Describes the areas of curriculum revisions needed to support student achievement.
- Uses alignment strategies to vertically and horizontally align curriculum.

**Goal 3: Analyzes instructional delivery.**

- Conducts a needs assessment of instructional delivery (example data to include lesson planning, classroom observations, schedules (time for learning), grouping arrangements, time spent on planning, discipline infractions)
- Compares findings with student performance to Identify strengths and areas of concern
- Analyzes role of leadership and design specific strategies to improve delivery
- Describes effective lesson planning with attention to objective development related to cognition and content of the objective (Anderson & Krathwold)

**Goal 4: Analyzes assessment practice**

- Describes important components of effective assessment practices for a campus
- Describes assessment practices used to measure student learning of curriculum
- Analyzes assessment components of a current school assessment process and identify strengths and areas of concern
- Describes the role of leadership in the improvement of effective assessment

**Goal 5: Analyzes resources for instruction and curriculum (texts, software and programs)**

- Identifies programs and related resources used on a campus
- Describes the relationship between resources and student achievement.
- Understands policies that may impact resources, curriculum, & instruction

**Goal 6: Analyzes faculty's instructional needs and professional development**

- Identifies current and best practices in professional development
- Describes the instructional effectiveness of individual faculty using observation data, lesson plans, and student assessment data

- Develops effective conferencing strategies with faculty designed to improve instructional effectiveness
- Proposes a professional development plan for the campus. Describe the difference between professional development needs of a campus compared to individual teachers

**Goal 7: Organizes the instructional program to increase student achievement**

- Utilizes change strategies to create awareness and consensus
- Analyzes current scheduling to increase student engagement, time-on-task, and teacher planning
- Develops organizational systems to support student achievement (additional personnel, department and team leadership, communication)
- Describes ways to empower teacher leadership for improved effectiveness
- Uses strategic planning to create effective campus improvement plan
- Understands the use of effective conferencing, conflict resolution, and team building strategies to improve student performance
- Describes strategies and resources related to accountability of student performance

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

Basic Cognitive Background

Objective 1. **Gaining factual knowledge** (terminology, classifications, methods, trends in becoming an instructional leader)

- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success
- Connecting facts, understanding relationships
- Identify and utilize four critical elements in understanding and making decisions about teaching and learning

Application of Learning

Objective 2. **Applying what you have learned in this course**

- Recognize the importance of utilizing systems thinking to make decisions
- Understand the role of an instructional leader in the system
- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success

Intellectual Development

Objective 3. **Gaining a broader understanding and appreciation of intellectual/cultural views and perspectives.**

- Critically evaluating ideas, arguments, and points of view. Using higher level thinking skills in analysis and review of data from Data Packet and scenarios presented in course.
- Applying what you are learning in this course to clarify thinking or solve problems when consulting teachers and staff

**Course/Instructor Requirements:** Using a hybrid format, online and face to face, participants will become adept in the basic tenets and requirements of the principalship: 1) creating positive school culture; 2) establishing and sustaining vision, mission, and goals; 3) developing self and others; 4) improving instruction; and 5) managing data and processes.

Twenty-four hours of this 45-hour course are for AEL certification, a prerequisite to the training for the Texas Teacher Evaluation Support System (TTESS), a state requirement for school administrators who evaluate teacher performance. In addition to a principal certificate, school principals are expected to have AEL and TTESS training once employed in a supervisory position. Emphasis is placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process of educational change. The curriculum for this course includes the knowledge of the literature, ongoing student engagement in research and appropriate professional practice and training experiences in advancing educational leadership.

**Alignment of Program standards: TEXES, NCATE, IDEA, and principal standards as aligned by EDL at Sam Houston State University are available at the following links:**

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Web address for Educational Leadership Program Standards (*ELCC*) *organization standards*:  
[www.npbea.org/ELCC/ELCCStandards](http://www.npbea.org/ELCC/ELCCStandards)

**TEXAS PRINCIPAL STANDARDS and COMPETENCIES (Appendix B)**

<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>

**Professionalism:** Expectations of Graduate Students and Principal Certification Candidates include: demonstrate regular and active participation in class (face to face and online), timely completion of assignments, and respectful interactions with others.

Students are expected to interact face to face as well as online with others as assigned in the syllabus and within the course modules. Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study. Student dispositions will be factored in the final grade for the course.

### **University Policies**

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #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](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY

#### USE DURING INSTRUCTION

- Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
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- 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.
  - **Plagiarism:** Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

### 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.

### **Assignments**

**Participation:** Attendance and participation is both expected and required in this class. Students are expected to be actively engaged each class session. Online students must have completed all required reading and activities and weekly interaction with the class (unless otherwise noted by instructor) is expected. Class participation is extremely important in order for everyone to learn at the highest level, not only from your instructor but from each other. A lack of participation will result in a reduction in your final grade.

#### **Written Assignments:**

##### **I. Principal Preparation Field-based Activities**

**Students will complete the following field-based assignments** as part of the required AEL coursework. When writing up the field-based activities, please follow the Brown and Irby Reflection Cycle format (see Appendix C). Reflection is an important tool in our new appraisal systems for both teachers and principals. Learning how to reflect by using tools for reflection can facilitate the process. Be sure to include an artifact such as the professional development plan or campus plan (or cover/first page if a lengthy document) when appropriate.

**1.5 Conduct a teacher observation** (in person or video), including: (a) Conduct Pre-observation, (b) Observe/Collect Data, (c) Analyze Data, (d) Conduct Feedback, (e) Develop Growth Plan Ideas. Using the strategies and processes associated with teacher coaching and mentoring, develop a support plan for the teacher, including the concepts learned in the effective conferencing and the teacher coaching and mentoring strands included in the AEL framework.

**1.3 Identify and describe various types of data and processes** from all components of a school system to determine the strengths and needs of the campus for each of the following areas: (1) **curriculum and instruction** and related data analysis processes designed to support improving teaching and learning, (2) data used in goal setting and planning for a positive **school culture**, and (3) data and processes that include varied **professional development** activities, specifically those strategies that support effective conferencing, conflict resolution, and team building skills. **(Also the FINAL EXAM)** Use three-day Advancing Educational Leadership (AEL) training as your guide for your Exam.

**II. Six Blackboard discussions on topics related to educational leadership, including; the Principal Standards, listening/communication, culture/climate, technology and learning, and teacher observation.**

**III. Collaborative group work (lists, charts, diagrams)-evaluated through participation grade.**



## Student Evaluation

**All** work is expected to be at the graduate level and reflects minimum grammatical/written mechanics errors in order to be accepted for a grade.

Work should be:

- clear, well organized, and concise
- free from grammatical and spelling errors
- typed (12 point) and **double spaced** with 1 inch margins on left and right, with name, date, course, paginate with page number in upper right hand corner
- demonstrate a thorough analysis of the assignment
- include supporting evidence from course readings and additional resources (citations must be provided)
- adhere to the conventions delineated in the 5th edition of the APA Manual, including the use of bias-free language.
- include last name, course number, and assignment reference in header.
- due on the date specified, as late work will not be accepted or awarded credit unless special arrangements are made with the instructor of the course **BEFORE** the assignment is due

### **Definition of expected quality levels:**

A grade of “A” in the course represents consistent *exceptional* work [**Exceeds Standards**] with detailed responses and no grammar & spelling errors. **All** assignments are turned in on time. Student demonstrates learning **beyond** the course and stated expectations. **Learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills earn “A” work.**

A grade of “B” in the course represents *expected* work [**Meets Standards and demonstrates mastery of objectives assessed**] with responses that address required elements. Written work consists of correct grammar & spelling at 90% accuracy. Discussions are thoughtful and follow guidelines. The assignments are turned in on time. Learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments earn “B” work. **Graduate students demonstrating proficiency related to the course objectives earn B’s. A “B” represents acceptable performance.**

A grade of “C” represents *below expectation* work or [**Failure to meet Standards**] which **lack consistency in addressing required** responses. Written work consists of misspellings, poor use of grammar and punctuation. Reflection papers and some written assignments are poorly organized and don’t follow the required formats described in syllabus. Discussions are missing, short, or inappropriate. Work overall is poorly done, submitted late, or non-existent. Course objectives will be assessed using discussions, written activities, active class participation, and presentations. A grade lower than C is not acceptable at the graduate level.

**Grades are earned based on the following point system:**

Class Participation (THREE Face-to-Face meetings @ 150 pts./class): **450 pts**

Students will be prepared to actively contribute to discussions and activities related to the following:

- AEL Conceptual Framework, Exploring AEL Themes, Creating Positive School Culture and Establishing and Sustaining Vision, Mission, and Goals
- Developing Self and Others, Conflict Resolution, Improving Instruction, Teacher Coaching, AEL.education
- What's Your App? Improving Instruction, Managing Data and Processes, Leadership Analogies, Action Planning

Online Participation (Five modules-includes discussions/related assignments): **300 pts**

- Course Introductions, Principal Standards
- Listening/Questioning
- Technology and Enhanced Learning
- Climate and Culture
- Teacher Observation & Feedback

Field-based Activities & Reflections (and Final Exam): **150 pts**

- Teacher Observation and Coaching Plan
- Final Exam (Data Sources and Data Analysis for Needs Assessment)

**TOTAL: 900 points**

**FINAL GRADE: 800-900 = A; 700-799 = B; 600-699 = C; below 600 = F**

**(TENTATIVE COURSE OUTLINE-EDAD 6394-Online/TWC)**

**COURSE OUTLINE BELOW.** The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students. Additional class assignments will be given in detail as we move through the course in a sequential, thoughtful approach. Below you will find our anticipated class schedule, please be mindful this is a tentative schedule and subject to change to better meet the needs of the class:

**March 19-22 (Online) Module 1- Course Introduction**

- Class Introductions-Online discussion
- Syllabus Review/Course requirements
- Acquire materials for course
- Explore Blackboard environment
- Review Texas Principal Standards

**March 24 (Saturday) AEL First face-to-face class at TWC (8 hrs) – 8:30AM-4:30 PM**

- AEL Conceptual Framework
- Exploring AEL Themes
- Creating Positive School Culture and
- Establishing and Sustaining Vision, Mission, and Goals

**March 26-29 (Online) Module 3-Listening and Questioning**

- Explore resources
- Online discussion- Principals skills/Listening and Questioning



**March 31 (Saturday) AEL Second face-to-face class at TWC (8 hrs) – 8:30 AM- 4:30 PM**

- Developing Self and Others
- Conflict Resolution
- Improving Instruction
- Teacher Coaching
- AEL education

**April 2-5 (Online) Module 4- What's Your App?/Technology Enhancements**

Share apps, programs, and technology solutions that you have found to be successful in collecting, analyzing, and applying data to enhance learning on campuses. Reflect on how these are important to a principals' skills set.

**April 7 (Saturday) AEL Third face-to-face class at TWC (8 hrs) – 8:30 AM-4:30 PM**

- Improving Instruction
- Managing Data and Processes
- Leadership Analogies
- Action Planning

**April 9-12 (Online/Field-based) Module 5- School Culture for Learning and**

- Online discussion-
- Articles, Videos

**April 16-19 (Online) Module 6- Teacher Observation & Feedback**

- Online discussion about Teacher Observations
- **Field-based Activity 1.5** Teacher Observations/Conferencing. Reflection **due April 19**

**April 19-Final Due**

- **Field-based Activity 1.3** Data sources for Instructional Improvement. Reflection **and Data Sources--**Use three-day Advancing Educational Leadership (AEL) training as your guide for your Exam-**due April 19**



## APPENDIX A

### **Request for Certification Advancing Educational Leadership Certificate Information**

In order to receive your certificate, ALL of the information on the form is required. What you type here is what you will need to upload onto the ESC Region 13 website where your certificate information and certificate are stored [<http://www5.esc13.net/ild/ip.html>].

This information will be uploaded after you have completed the three face to face training days (24 hours) in their entirety AND after you have paid \$75 to Sam Houston State University via SAM Marketplace (see below). You will need to pay by credit card. The department will not take cash or checks. Your AEL Certificate Payment SHOULD BE PAID no later than **March 24th..**

Note: SHSU makes no money from this transaction as the money is paid to ESC Region 13 for your certificate.

#### **HOW TO PAY FOR YOUR CERTIFICATE**

1. Type in [www.shsu.edu](http://www.shsu.edu) in the web address box.
2. Click on **“Fast Links”** in the upper right hand corner of the webpage.
3. From the drop down menu, select **Education**.
4. Under the *“College of Education”* menu on the right hand side, select **Departments**
5. Scroll down to the middle of the page and click on the **Educational Leadership** link.
6. Locate the menu on the right hand side, select **Marketplace**.
8. Click on **“AEL Certificate”**; when you purchase this item, PLEASE send me an email confirmation with **“AEL Certificate Purchase”** in the subject line

## APPENDIX B

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

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#### **§149.2001. Principal Standards.**

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors

multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and

invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide

them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

- (i) Effective culture leaders:
  - (I) leverage school culture to drive improved outcomes and create high expectations;
  - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
  - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
  - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
  - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
  - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
  - (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
  - (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
  - (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

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



- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
  - (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
  - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
  - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.
- (B) Indicators.
- (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
  - (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
  - (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
  - (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

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

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

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**For additional information, email [rules@tea.state.tx.us](mailto:rules@tea.state.tx.us).**

## APPENDIX C

### Brown & Irby Reflection Cycle

This format is found on pg. 31 of The Principal Portfolio by Brown & Irby, along with in-depth descriptors. Below is a brief description of each phase of the reflection cycle. Page formatting: About one page, **no more than 2 pages**, 12-point font, 1 inch margins. Spacing: 1.5 or double. Include **labels** (Criterion, Artifacts, etc.) in your paper.

#### Sections:

- A. Criterion: Record the Principal Standard(s) (Appendix B) that relate(s) to this assignment if available (you may use letter/numbering).
- B. Artifacts: Select artifacts that you reviewed, analyzed, discussed as part of your field-based activity. If citing a resource, please do so in APA 6<sup>th</sup> edition style formatting. If you are asked to include the artifact (i.e. campus planning document), then you may attach the document in a separate file.
- C. Describe: Describe the assignment as it was written and add information from your site/field exploration. Who? What? When? Where?
- D. Analyze: Analyze what you observed, read, or experienced in terms of comparisons and contrasts. What were the critical pieces as they relate to your actions/experiences.
- E. Appraise: Determine impact and effectiveness of the program or situation as you experienced it. Compare your observations and experiences to your own values and beliefs. How valuable was this experience to you? How valuable was it to your school community?
- F. Transform: Reflect on the impact this experience has had on your own development. How has what you learned in this experience changed or affected your thinking? What new goals can you set for yourself based on your experience? What do you need to learn more about? What areas do you need to grow?