



Educational Leadership-
Master's & Principal Certification

PROGRAM HANDBOOK

2018-2019



Sul Ross State University

A Member of the Texas State University System

Welcome to the Sul Ross State University Educational Leadership-Master's Degree and Principal Certification Program. This handbook will serve as a guide for you throughout your program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. I am always happy to visit with you anytime.

Best of luck to you in this endeavor.

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Acknowledgment and Agreement

This is to acknowledge that I have received, read and understood the Sul Ross State University Educational Leadership/Principal Certification Program Manual. I understand that it is my responsibility to abide by standards, guidelines and policies set forth in the Educational Leadership/Principal Certification Program Manual.

Student Signature: _____

Date: _____

PROGRAM OVERVIEW

Program Options

Except for the Practicum coursework (which is arranged), this is an entirely online program with class meetings conducted via virtual classroom. There are three options for students in the Educational Leadership Program. Option 1-Students may work towards obtaining a Master's of Education with a specialization in Educational Leadership with Principal Certification. By the end of their first semester, students must obtain permission from their district and campus leadership to complete the practicum coursework in order to seek certification. Option 2-Those unable to obtain such permission, however, may seek a Master's of Education with a specialization in Educational Leadership (without certification). Option 3-Students with a Master's of Education with a specialization in Educational Leadership may return at any time to complete their certification once permission to complete the certification practicum coursework is received from the student's district and campus leadership. See below for a brief description of the requirements for each option.

1) M.Ed.-Specialization in Educational Leadership with Principal Certification

This is a 30-hour graduate program resulting in a Master's of Education with Principal certification. By the end of the first semester of the Educational Leadership Program, a student must obtain permission from their district and campus leadership (Certification Form – Appendix A) to complete the certification practicum coursework or the student may not seek certification. (They may still obtain the M.Ed.-Specialization in Educational Leadership without Principal Certification, as outlined below.) Prospective students will follow the admission procedures outlined in the subsequent section of this manual. Students will be responsible for completing all required coursework, including 160-hours of practicum coursework, successful portfolio defense, university required practice and practice examination, state-mandated certification examination (the TExES Principal Exam) and state-mandated certification performance measures (the PASL) once implemented in Fall 2019. Students must score a minimum of 80% or 260, whichever is higher, on a TExES practice examination (CertifyTeacher) and provide appropriate evidence. Students must obtain a minimum of a 3.0 (“B”) for each course completed in the program. Credit will not be accepted for any course in the program for which students did not receive a 3.0 (“B”). Students must complete the AEL and T-TESS trainings and provide the completion certificate to their advisor. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination. Students who fail an attempt to pass the TExES Principal Examination will be asked to complete additional studies.

2) M.Ed.-Specialization in Educational Leadership without Principal Certification

This option is a 30-hour program designed for individuals who do not hold a Master of Education degree or related master's degree, and may be taken entirely online. Prospective students will follow the admission procedures outlined in the subsequent section of this manual. Students will be responsible for completing all required coursework, including 160-hours of practicum coursework and successful portfolio defense. Students must obtain a minimum of a 3.0 ("B") for each course completed in the program. Credit will not be accepted for any course in the program for which students did not receive a 3.0 ("B").

This option is designed for students who are seeking administrative positions other than the principal or assistant principal positions. Students with a Master's in Education with Specialization in Educational Leadership obtained from Sul Ross State University after Spring 2019 may return (subject to time deadlines) and obtain the Principal Certification by completing the Certification Practicums I, II, and III (3 sch). Additional coursework may be required if the Certification Program has undergone substantive curricula changes. No credit will be given for courses older than five (5) years.

-OR-

3) Principal Certification Only/Non-Degree Seeking

This option is for students already holding a Master's degree in education or related field from an accredited university. The typical Certification-Only student can expect to complete a minimum of 27 hours towards certification. The student must apply to the university and meet the admission criteria. Upon acceptance, a transcript review will be performed by the major advisor to determine proficiency. Additional coursework may be required if an acceptable level of proficiency is not demonstrated by previous coursework and experience. Students who have completed a Master's in Education with specialization in Educational Leadership may transfer courses into this certification program that are the equivalent (as determined by the Educational Leadership Coordinator and Education Department) if previously obtained within the required time limits. A student must obtain permission from their district and campus leadership to complete the certification practicum coursework and provide the attached form (Appendix A) before students will be accepted into the certification program. Prospective students will follow the admission procedures outlined in the subsequent section of this manual. Students will be responsible for completing all required coursework, including 160-hours of practicum coursework, successful portfolio defense, university required practice and practice examination, state-mandated certification examination (the TExES Principal Exam) and state-mandated certification performance measures (the PASL) once implemented in Fall 2019. Students must score a minimum of 80%, or 260 whichever is higher, on a TExES practice examination (CertifyTeacher) and provide appropriate evidence. Students must obtain a minimum of a 3.0 ("B") for each course completed in the program. Credit will not be accepted for any course in the program for which students did not receive a 3.0 ("B"). Students must complete the AEL and T-TESS trainings and provide the completion certificate to their advisor. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional

studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination. Students who fail an attempt to pass the TExES Principal Examination will be asked to complete additional studies.

ADMISSION

Application Process

Applicants should visit the Graduate Students webpage on the Sul Ross website at <http://www.sulross.edu/pages/3620.asp>. Here you can access the Apply Texas online application and submit your application. If you have any question regarding applying to Sul Ross please contact the Graduate Department at (432) 837-8052 or e-mail admissions@sulross.edu. Refer to the Graduate Students website or the university catalog for specific admission criteria to the university. Non-enrollment for a period longer than a semester will result in having to reapply to the university. If you have to withdraw from the program, it is advisable to notify the Registrar, at that time, if you plan to return later to the program.

Once you are accepted into the Graduate Program at Sul Ross, you will receive an email containing information outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the specified department.

Admission to Sul Ross State University does not guarantee admission to any program in the Sul Ross State University Department of Education. The final decision of admission rests with the SRSU Department of Education.

PROGRAM REQUIREMENTS

Certification

In order to be certified as a principal in Texas, students must complete three major performance measures or tasks (the PASL) and submit them for grading to TEA (for test-takers beginning in Fall 2019). These tasks require students to work with leadership teams on their campus and not only plan but also implement and monitor an improvement plan. In addition, students must pass a principal certification exam. The new TExES Principal 268 exam (which begins in January 2019). The new TExES 268 includes essay questions, video prompts, and long scenarios. In addition, there is a rigorous certification process that requires students seeking certification to serve in a leadership role on their campus.

Examples of a “leadership role” include the following: serving as a curriculum specialist, department chair, campus improvement plan committee member, or leadership committee member. Students who are serving as an Assistant Principal or Principal (on a Probationary Certificate) are qualified to seek certification. Once a student has submitted the form letter with signatures to the Coordinator of the Educational Leadership Program, a final decision about admission into the Certification Program will be made. Whether or not the “leadership role” is sufficient to allow a student into the Certification Program is a decision for the Program Coordinator of the Educational Leadership Program and the SRSU Department of Education. A form letter is attached to this Handbook (in Appendix A) which must be submitted to the Coordinator of the Educational Leadership Program no later than the end of the student’s first semester of the program in order to be considered for admission to the Certification Program. Students will not be allowed to register for the certification practicum courses ED7100, ED7101, and ED7102 without admission to the Certification Program.

If a student changes their campus or district employment during the program, the student will be required to immediately notify the Coordinator of the Educational Leadership Program and provide a new Certification Letter from the campus and district leadership using the form in Appendix A. Once a student has submitted the form letter with signatures to the Coordinator of the Educational Leadership Program, a final decision about continued participation in the Certification Program will be made. Whether or not the “leadership role” is sufficient to allow a student to remain in the certification program is a decision for the Program Coordinator of the Educational Leadership Program and the SRSU Department of Education.

Students who sign up for the Master’s in Education with specialization in Educational Leadership WITH Certification initially will be probationally admitted. Once the student has provided the certification form letter (attached as Appendix A) with signatures, a decision will be made about admission into the Certification Program. If a student is not admitted into the Certification Program, the student will be admitted fully into the Master’s in Education with specialization in Educational Leadership WITHOUT certification. A student may reapply to the Certification Program at any time by resubmitting a new Certification form letter (Appendix A). Students admitted in the Certification Program after the first semester of coursework may have additional course requirements and will have to complete the certification practicum coursework (ED7100, ED7101, and ED7102).

Advisor/Student Interview

The student and major advisor will complete an interview regarding his/her potential career as a campus-based administrator. This informal interview will allow the advisor and student to develop a degree plan and discuss any questions regarding the course of study. The interview can be held via telephone, Skype, or other synchronous communication.

Course Requirements

The Educational Leadership- Principal Certification Program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom. Many students have found entirely online program to be the answer to juggling their careers and continuing their education. Sul Ross utilizes a course management system, Blackboard, and virtual classroom to deliver high quality instruction online. Students are required to have a computer, microphone and camera in this online program. Paperwork for Educational Leadership may contain electronic signatures due to the online nature of this program which shall be considered as substitutes for original signatures.

The following courses are required for a **Master's Degree with Certification** in Educational Leadership (30 sch):

ED 5330 Introduction to School Administration+
ED 5332 Educational Research I+
ED 5333 Educational Research II++
ED 7304 Educational Leadership for Principals - *Must be taken with ED7100*
ED7100 Practicum I - *Must be taken with ED7304*
ED6312 Curriculum, Instruction & Assessment
ED7309 Special Populations and Programs
ED 5319 School Law
ED 6320 School Support Services - *Must be taken with ED7101*
ED7101 Practicum II - *Must be taken with ED6320*
ED6315 Instructional Leadership: Planning, Implementation & Monitoring of the Instructional Program - *Prerequisite: ED6312. Must be taken with ED7102*
ED7102 Practicum III- *Must be taken with ED6315*
(See below description of field-based experience.)

+Must be taken within first 6 hours
++Must be taken within first 9 hours

The following courses are required for a **Master's in Education with specialization in Educational Leadership (without certification)(30 sch):**

ED 5330 Introduction to School Administration+
ED 5332 Educational Research I+
ED 5333 Educational Research II++
ED 7304 Educational Leadership for Principals
ED6312 Curriculum, Instruction & Assessment
ED7309 Special Populations and Programs
ED 5319 School Law
ED 6320 School Support Services
ED6315 Instructional Leadership: Planning, Implementation & Monitoring of the Instructional Program - *Prerequisite: ED6312.*
ED 7313 Practicum in School Administration* - *Advisor Approval Required.*
(See below description of field-based experience.)

+Must be taken within first 6 hours
++Must be taken within first 9 hours
* Must be taken during last semester at Sul Ross

The following courses are required for Principal Certification Only (27 sch):

ED 5330 Introduction to School Administration+
ED 5333 Educational Research II+
ED 7304 Educational Leadership for Principals - *Must be taken with ED7100.*
ED7100 Practicum I - *Advisor Approval Required. Must be taken with ED7304.*
ED6312 Curriculum, Instruction & Assessment
ED7309 Special Populations and Programs
ED 5319 School Law
ED 6320 School Support Services - *Must be taken with ED7101.*
ED7101 Practicum - *Advisor Approval Required. Must be taken with ED6320.*
ED6315 Instructional Leadership: Planning, Implementation & Monitoring of the Instructional Program - *Prerequisite: ED6312. Must be taken with ED7102.*
ED7102 Practicum III – *Advisor Approval Required. Must be taken with ED6315.*
(see below description of field-based experience)

+Must be taken within first 6 hours

Degree Plans/Certification Plans

A degree plan will be developed once the student and advisor meet and discuss program requirements. **Please keep a copy of your signed degree plan for your records.** Students seeking a Master's degree will have a degree plan, while students seeking certification only will have a certification plan. Both are developed early in entering the program because they serve as the primary tool for advisement. It is the student's responsibility to keep the degree/certification plan updated after each semester. Students seeking certification must provide the Certification Form (Appendix A) with signatures to be considered for admission into the Certification Program.

PROGRAM EVALUATION PROCESS

Students will be monitored as they progress through the Educational Leadership Program. There are six major program benchmarks.

1. After completion of ED5330, Introduction to School Administration, ED5332 Educational Research I, and ED5333 Educational Research II, ED7304, Educational Leadership, and ED6312 Curriculum, Instruction and Assessment, students will complete a comprehensive assessment on the change process. This assessment includes multiple choice and essay questions that ask students to demonstrate mastery of the elements of a targeted improvement plan for both Domain I and

Domain II problem statements. Students must score an 80% on the Change Process test to demonstrate mastery.

2. As part of the ED7304 Educational Leadership course, students will create a plan outlining the steps to create a Professional Learning Committee or Leadership Team that includes planning, implementation, and monitoring steps.
3. As part of the ED6315 course, students will create a targeted improvement plan that addresses an identified need that will impact student achievement. This plan will include a plan for the implementation and monitoring steps.
4. As part of the ED6320 School Support Services course, students will create a Professional Development Plan tailored to a targeted improvement plan that addresses a prioritized problem, root cause(s) and a solution. Students will also prepare a budget and ensure in the plan that resources are in place for successful implementation. This plan will include a plan for the implementation and monitoring of the Professional Development.
5. At the conclusion of the Practicum, students will create and present a comprehensive Portfolio with work from all courses that demonstrates a mastery of each Domain and Competency. Students will be evaluated by a committee of Educational Leadership professors. A copy of the Portfolio Rubric is attached as Appendix E.
6. As part of the Practicum, students seeking Certification will take a CertifyTeacher practice examination and a Representative Practice Examination. Students must score an 80% on the Representative Test and a 260 on the CertifyTeacher practice examination to demonstrate mastery.

Practicum/Field-Based Experience - Certification

Students must complete 160 clock hours of observation in a TEA accredited school. Students will register for Practicum I, II, and III-Certification (ED 7100, ED7101, and ED7102), after approval by their program advisor if they seek certification. If the student is in a Master's Only Program, the student will complete ED7313 Practicum – see below. The purpose of this structured experience is to place the practicum student in actual situations that they will encounter in the profession and to complete three projects while serving in a leadership role on campus. Students will be required to submit a request outlining the specifics regarding the mentor principal or superintendent and the campus/district at which the practicum hours will be completed. It is the practicum student's responsibility to secure a mentor and a district, but final approval will be made by the program advisor. The practicum student will maintain a detailed log of approved activities throughout the practicum and will be verified by the mentor principal/superintendent. Observation hours must be verified by a mentor teacher or campus principal/director and completed in an acceptable instructional/educational setting.

The practicum student can expect three observations each year in the practicum courses. The observations will be conducted by a certified field supervisor assigned as the practicum supervisor. Communications will be maintained between the field supervisor, site supervisor, and intern. It is the practicum student's responsibility to arrange all meetings.

Additional information regarding documentation of field-based experience will be provided in Blackboard upon enrollment in the practicum.

Background Checks Many school districts require a criminal history check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks.

Practicum/Field-Based Experience – Master’s Only (no certification)

Students must complete 160 clock hours of observation in a TEA accredited school. Students will register for ED 7313, Practicum in School Administration, after approval by the program advisor, during either the last Fall or Spring semester. The purpose of this structured experience is to place the practicum student in actual situations that they will encounter in the profession. Students will be required to submit a request outlining the specifics regarding the mentor principal or superintendent and the campus/district at which the practicum hours will be completed. It is the practicum student’s responsibility to secure a mentor and a district, but final approval will be made by the program advisor. The practicum student will maintain a detailed log of approved activities throughout the practicum and will be verified by the mentor principal/superintendent. Observation hours must be verified by a mentor teacher or campus principal/director and completed in an acceptable instructional/educational setting.

The practicum student can expect three observations and compliance throughout the practicum. The observations will be conducted by a certified field supervisor assigned as the practicum supervisor. Communications will be maintained between the field supervisor, site supervisor, and intern. It is the practicum student’s responsibility to arrange all meetings. Additional information regarding documentation of field-based experience will be provided in Blackboard upon enrollment in ED 7313.

Background Checks Many school districts require a criminal history check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks.

Portfolio Defense

Students in the Educational Leadership Program will be required to complete a defense of the student-created portfolio during the last semester of coursework. This defense will assess the graduate student’s knowledge gained throughout the program and the quality of work submitted to the portfolio. Applications can be accessed through the Educational Leadership webpage and submitted to the Coordinator of the Educational Leadership Program during the semester before anticipated graduation.

Graduation (Master's Students Only)

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications can be found on the Educational Leadership webpage.

TESTING AND CERTIFICATION

Upon approval, all students will be required to take and pass the state certification examination, referred to as TExES and (beginning in fall 2019) the PASL. Prior to completing the examination and PASL, the student must fulfill departmental testing requirements. Information is provided below regarding testing requirements for students. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination.

Certify Teacher Practice Exam

All students in the program are required to purchase and complete the online departmental practice examination to determine the level of preparedness prior to the TExES exam. Further information regarding the online exam can be found on the Certify Teacher website at www.certifyteacher.com. The major advisor will only **accept the first two attempts** and results should be emailed directly to the student's program advisor. **A passing score on the Certify Teacher Qualifying Exam is 80% or 260, whichever is higher.**

AEL/T-TESS Certification

In order to become eligible for final certification test approval (TExES 068), and the PASL, students must provide the department with proof of AEL and T-TESS certification. This can be obtained through the local regional education service centers. Contact the RESC early in your program to make arrangements to complete the requirements! Please contact your advisor for more information.

TExES Certification Exam and PASL

Students in the program are advised to take the TExES exam at the end of the last semester of their coursework. Before approval to test is given to any student, they must pass the Certify Teacher practice examination with 80% or 260 whichever is higher on not more than 2 attempts. Final test approval will rest with the major advisor and the director. Registration information as well as registration deadlines and test dates can be found online at <http://www.texas.ets.org/>. The test preparation manual can be downloaded at http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf

If the TExES exam or PASL is not passed, a remediation plan will be developed prior to approval to retest. This may include additional coursework or individualized study sessions. **Remember that effective 1 September 2015 the Texas Administrative Code was changed so a person may not re-take any TExES exam more than four times. If you should not pass a TExES exam by the fifth attempt you will not be able to continue towards that particular certification.**

Certification

To be eligible to receive the standard Texas Principal certificate, a candidate must:

1. Provide Certificate of Completion of AEL & T-TESS certifications from a RESC or other approved institution.
2. Purchase and complete Certify Teacher Principal Test Preparation & Review software or other approved TExES Review.
3. Provide Certificate showing completion of 6 hours of study in Certify Teacher Principal Test Preparation or other approved TExES Review.
4. Provide Certificate showing a score of 260 or 80% (whichever is higher) on the Certify Teacher Principal Practice Exam or other approved TExES Practice Test.
5. Apply for Certification and pay appropriate fees.
6. Pass the TExES Principal Examination. Students who delay in their initial testing of the TExES more than 2 months from completion of all program requirements, may be asked to do additional studies as prescribed by the Program Coordinator before being recommended by SRSU to take the TExES Principal Examination. Students who fail an attempt to pass the TExES Principal Examination will be asked to complete additional studies.
7. Maintain a Leadership Role on a campus sufficient to allow the student to complete the practicum course requirements and provide necessary permission forms to allow students to complete the PASL requirements.
8. Submit Performance Measures and pass the 3 PASL tasks (once implemented in Fall 2019).

Upon successful completion of all program requirements you will apply and be recommended for your certificate by Sul Ross State University. At this point, you may become a fully certified principal and can access your certificate from the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=506&menu_id=865&menu_id2=794

For more information about the TExES 268 which will replace the TExES 068 in January 2019, and the PASL which becomes effective in Fall 2019, students should visit the following websites:

TEA guidance on the TExES 268 and PASL: <http://cms.texas-ets.org/epp/principal-and-pasl-assessments/>

PASL Tasks: <https://www.ets.org/ppa/test-takers/school-leaders/requirements/>

Certification Checklist

The checklist below outlines the procedure for applying for the Principal certificate

1. _____ **Certification (degree/certification plan) completed**
 - _____▪ Program requirements are complete
 - _____▪ Transcripts/service record (if applicable) provided to SRSU-Education Certification office
 - _____▪ Certify Teacher test passed and scores sent to major advisor
2. _____ **TEXES certification exam and PASL completed as required**
3. _____ **Application on file with the Texas Education Agency (TEA)**
 - _____▪ Go to the TEA website (<http://www.tea.state.tx.us>) and use your Educator logon information to your TEAL account.
 - _____▪ On the MAIN MENU on the left side of the screen, choose APPLICATIONS, which has a drop-down selection list. Choose PROFESSIONAL CERTIFICATE TEXAS PROGRAM.
 - _____▪ Follow instructions to APPLY.
NOTE: After the affidavit, you must indicate the “recommending entity” Choose ***Sul Ross State University – Alpine – University Based.***
The next line asks what you are applying for. Type in the name of the certificate you are seeking; i.e., Principal.
 - _____▪ Certification fee paid. The fee is \$77 per application. If you have not previously applied for certification (i.e., educational aide or probationary), you will be required to complete the fingerprint process.
 - _____▪ If you have problems or questions about the online application, you may call TEA at 1-888-863-5880.

STUDENT RESPONSIBILITIES

Confidentiality

Confidentiality is of utmost importance for the students enrolled in the Educational Leadership program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis.

Class Attendance

Students are required to attend all classes. Students will be dropped for excessive absences defined by the university absence policy. Students should also review the Online Absence Policy posted in each course syllabus.

Dress Code

Practicum students should present themselves as professional educators. As a minimum, students will follow their school district's dress code policies for faculty and staff. Specific questions/concerns should be addressed to your major advisor.

APPENDIX B- PRINCIPAL STANDARDS/ DOMAINS & COMPETENCIES

Principal Standards:

Program curriculum will address the following principal certification standards set forth in TAC RULE §241.15:

(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.

Principal (268) Test Framework

*Asterisk notes TEA Priority Statements for beginning Principals

DOMAIN I — SCHOOL CULTURE (School and Community Leadership) (Approximate domain weight is 22-23%. Domain includes constructed-response questions.)

Competency 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).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002 The beginning principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) (Approximate domain weight is 41-45%. Domain includes constructed-response questions.)

Competency 003 The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management) (Approximate domain weight is 18-19%. Domain includes constructed-response questions.)

Competency 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.

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) (Approximate domain weight is 5-6%.)

Competency 007 The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. *Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008 The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

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

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) (Approximate domain weight is 5-6%.)

Competency 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.

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

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

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010 The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

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

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

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

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

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

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY (Approximate domain weight is 4-6%.)

Competency 011 The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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

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

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

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

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

F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

Texas Education Agency, September 2017

**APPENDIX C- COURSE DESCRIPTIONS
MASTER'S IN EDUCATION
WITH SPECIALIZATION IN EDUCATIONAL LEADERSHIP**

ED5330 (3-0) Introduction to School Administration. An overview of school administration that includes roles, functions and duties of those who administer and supervise in the schools. Theory, policy development, the improvement process, executive leadership, instructional leadership, recruitment and retention, staff evaluation and professional development, diversity, culture, vision, and accreditation standards are also included. Must be taken in first 6 sch.

ED5332 (3-0) Educational Research I. A course designed to broaden the perspectives of education graduate students and to introduce them to the techniques of conducting educational research including the selection and interpretation of multiple data sources that promote data-driven decision-making on their campuses. Must be completed in first 6 sch.

ED5333 (3-0) Educational Research II. An advanced course designed for education graduate students to apply the techniques of educational research that promote data-driven decision-making on their campuses by completing a statistically-sound, data-driven educational research project on an identified need of their school campus related to student achievement. Prerequisites: ED5330 and ED5332.

ED6312 (3-0) Curriculum, Instruction and Assessment. A course which introduces education graduate students to public school curriculum and its adoption process in Texas; instruction and how to improve it to positively impact student achievement; and assessment and how to measure student success. Students will be introduced to the topics, among others, of the change process, horizontal and vertical alignment, scope and sequence, and rigor.

ED6315 (3-0) Instructional Leadership: Planning, Implementation and Monitoring of the Instructional Program. A course which examines the improvement process of curriculum, instruction and assessment to positively impact student achievement. Students will create a campus improvement plan to address an identified problem on their campus. If a student is seeking Certification, this course must be taken with ED7102.

ED6320 (3-0) School Support Services. A study of the management of school services for which a chief administrator of an educational unit is responsible. Course content includes attendance, accounting, physical plant and facilities, construction and maintenance, human resources, nutrition, and transportation. Students will create a Professional Development Plan that addresses a need identified on their campus by data. If the student is seeking Certification, this course must be taken with ED7101.

ED7100 (0-1) Practicum I for Certification. A course required for certification which provides a minimum of 50 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a collaborative team to study a problem relating to student achievement on their campus. Students will serve in a leadership role as part of this committee. Students will prepare a report that details the change process and a video of themselves conducting one of this committee's meetings. This course must be taken with ED7304. Advisor Approval Required.

ED7101 (0-1) Practicum II for Certification. A course required for certification which provides a minimum of 50 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a professional development plan to address a problem relating to student achievement on their campus. Students will serve in a leadership role in conducting the professional development and in the change process. Students will create a plan that highlights the professional development, its implementation and monitoring and report on its success. This course must be taken with ED6320. Advisor Approval Required.

ED7102 (0-1) Practicum III for Certification. A course required for certification which provides a minimum of 60 clock hours of field experience in the principalship in a T.E.A. accredited public, private, or parochial school. Students will create and implement a campus improvement plan and work with the CIP Committee to address a problem relating to student achievement on their campus. Students will serve in a leadership role in the entire change process including creating the plan, implementing and monitoring it. This course must be taken with ED6315. Advisor Approval Required.

ED7304 (3-0) Educational Leadership for Principals. A critical examination of the theory and practice of leadership. The behaviors, skills, attributes, beliefs, and attitudes for leadership will be researched and investigated. Special attention will be placed on the change process to improve campuses and the development of professional learning communities. Students will develop a plan to create a PLC or Leadership Committee to study a problem on their campus identified by data. Must be taken with ED5333. If student is seeking certification, this course must be taken with ED7100.

ED7309 (3-0) Special Populations and Programs. A study of the needs of multicultural and special student populations and the state and federal programs that currently serve them in public schools.

ED 7313 (0-3) Practicum in School Administration. A course which provides reality experiences in the principalship in a T.E.A. accredited public, private, or parochial school; students spend a minimum of 160 clock hours working with a principal and/or assistant principal in the conduction of everyday administrative duties. Prerequisite: Approval of advisor and completion of a minimum of 24-27 semester hours of principal preparation coursework. Must be taken in last semester. Advisor Approval Required.

APPENDIX D - EDUCATOR'S CODE OF ETHICS AND AFFIRMATION

Texas Administrative Code §247.2

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Statement of Affirmation



1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

State Board for Educator Certification

Texas Educators' Code of Ethics

Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247. 2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

Educator Candidate's signature

Date

APPENDIX E – Portfolio Rubric

Portfolio Presentation Scoring Rubric

Student Name:

Student e-mail:

Date of Presentation:

Student mobile ph #:

Panel Members:

Submitted by:

Scoring----- Courses	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.
ED 5330 – Introduction to School Administration	Score (0 to 5) and notes:		
ED5332 – Educational Research I	Score (0 to 5) and notes:		
ED5333 – Educational Research II	Score (0 to 5) and notes:		
ED 7304 – Educational Leadership for Principals	Score (0 to 5) and notes:		
ED6312 Curriculum, Instruction & Assessment	Score (0 to 5) and notes:		
ED7309 Special Populations & Programs	Score (0 to 5) and notes:		
ED5319 School Law	Score (0 to 5) and notes:		
ED 6320 – School Support Services	Score (0 to 5) and notes:		
ED 6315 – Instructional Leadership: Planning, Implementing, and	Score (0 to 5) and notes:		

Scoring----- Courses	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.
Monitoring an Instructional Program			
Practicum	Score (0 to 5) and notes:		
Final Comments:			
Average score (total score/10): 90% is considered Mastery; 80% is Passing. Pass or Fail:			

APPENDIX F – ED7304 Professional Learning Community Rubric

Professional Learning Community Formation- Scoring Rubric

Student Name:

Instructor:

Scoring-----	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.
Report on elements of the Plan to create PLC	Score (0 to 5) and notes:		
Selection of Team Members	Score (0 to 5) and notes:		
Communication tools to assist in formation	Score (0 to 5) and notes:		
SMART Goals – Problem Statement	Score (0 to 5) and notes:		
Data Analysis – underlying research on identified problem	Score (0 to 5) and notes:		
Meeting Timeline	Score (0 to 5) and notes:		
Team Agenda Template	Score (0 to 5) and notes:		
Implementation and Tracking Intervention Template	Score (0 to 5) and notes:		
End of year assessment tools	Score (0 to 5) and notes:		
Overall plan comprehensiveness and detail; APA, grammar and quality of writing	Score (0 to 5) and notes:		

Scoring-----	<p>Exceeds Expectations: 4 to 5 points</p> <p>Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.</p>	<p>Meets Expectations 2 to 3 points</p> <p>Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.</p>	<p>Below expectations 0 to 1 point</p> <p>Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.</p>
Final Comments:			
<p>Average score (total score/10): 90% is considered Mastery; 80% is Passing. Pass or Fail:</p>			

APPENDIX G – ED6320 Professional Development Plan Rubric

Professional Development Plan Scoring Rubric

Student Name:

Instructor:

Scoring-----	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.
Elements of the Plan	Score (0 to 5) and notes:		
Timeline	Score (0 to 5) and notes:		
Aligned Budget and Resources for Initial Implementation efforts	Score (0 to 5) and notes:		
Summary of underlying Needs Assessment	Score (0 to 5) and notes:		
Underlying research showing that training is effective	Score (0 to 5) and notes:		
Implementation Plan-report & template	Score (0 to 5) and notes:		
Continuous Monitoring Plan – report & template	Score (0 to 5) and notes:		
Benchmark template with re-training plan, budget and resources	Score (0 to 5) and notes:		
End of year assessment tools	Score (0 to 5) and notes:		
Overall plan comprehensiveness and detail; APA,	Score (0 to 5) and notes:		

Scoring-----	<p>Exceeds Expectations: 4 to 5 points</p> <p>Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.</p>	<p>Meets Expectations 2 to 3 points</p> <p>Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.</p>	<p>Below expectations 0 to 1 point</p> <p>Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.</p>
grammar and quality of writing			
Final Comments:			
<p>Average score (total score/10): 90% is considered Mastery; 80% is Passing. Pass or Fail:</p>			

APPENDIX H – ED6315 Targeted Improvement Plan Rubric

Targeted Improvement Plan- Scoring Rubric

Student Name:

Instructor:

Scoring-----	Exceeds Expectations: 4 to 5 points Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.	Meets Expectations 2 to 3 points Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.	Below expectations 0 to 1 point Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.
Report on elements of the Plan with aligned Budget and Resources	Score (0 to 5) and notes:		
CIP Timeline	Score (0 to 5) and notes:		
Underlying Data Analysis Report	Score (0 to 5) and notes:		
SMART Goals – Problem Statement	Score (0 to 5) and notes:		
Implementation and Monitoring Plan with Budget	Score (0 to 5) and notes:		
Completed CIP Checklist	Score (0 to 5) and notes:		
Completed CIP template	Score (0 to 5) and notes:		
Tracking Intervention Template	Score (0 to 5) and notes:		
End of year assessment tools	Score (0 to 5) and notes:		
Overall plan comprehensiveness and detail; APA,	Score (0 to 5) and notes:		

Scoring-----	<p>Exceeds Expectations: 4 to 5 points</p> <p>Students address all aspects of the course thoroughly and provides specific examples from assignments to support answers. Student clearly understands the concepts.</p>	<p>Meets Expectations 2 to 3 points</p> <p>Student partially addresses the course with some specificity and provides examples that partially support answers. Student indicates some understanding.</p>	<p>Below expectations 0 to 1 point</p> <p>Student does not address the course or does not show an adequate understanding of the information or provide supporting example(s) for answers.</p>
grammar and quality of writing			
Final Comments:			
<p>Average score (total score/10): 90% is considered Mastery; 80% is Passing. Pass or Fail:</p>			