



### Instructor Information

- *Name* Gary J. Miller, Ed.D.  
 Associate Professor  
 Educational Leadership  
 School of Education  
 College of Education & Psychology
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### Course Catalog Description

The student will participate and reflect on their leadership and management experiences under the direction of a campus principal in preparation for the *Texas Examination of Educator Standards (TExES) Principal Certification Exam (268)*. One hundred twenty hours (120) of coursework is required during the practicum as a school administrator in a Texas school setting. Practicum experiences are guided by the university instructor; site-based mentor who meets the following requirements: (1) holds a valid Texas Principal certificate, (2) has 3 years of verifiable principal experience in Texas, and (3) has verifiable success in student achievement; and field supervisor. The university instructor has final approval of all activities.

### Student Learning Objectives

Upon completing this course, the student will be able to:

Objective	Texas Principal Standard
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	<b>2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)</b>
Identify positive attributes of exemplary teachers.	<b>1(A)(i)(1),</b>
Reflect upon areas in which they personally must improve to take leadership positions.	<b>2(A)(i)(VI), 3(A)(i)(III)</b>
Understand current legal issues and ways to influence through leadership.	<b>4(B)(iv), 4(B)(v)</b>
Describe what it means to support teachers and provide strategies for doing so.	<b>3(A)(i)(VII)</b>

Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)
Recognize and define the school characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Understand the ongoing commitment to professional development.	3(B)(ii)

### Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module <ul style="list-style-type: none"> <li>• Faculty Information</li> <li>• Course Syllabus</li> <li>• Class Introduction</li> <li>• Open Forum Discussion</li> <li>• Intern Introduction Packet</li> <li>• Reading Assignment: Chapters 1, 2, &amp; 3</li> </ul>	January 12	January 25 <ul style="list-style-type: none"> <li>*Class Introduction</li> <li>*Open Forum Discussion</li> <li>*Permission Form</li> <li>*Leadership &amp; Management Activities List</li> <li>*Supervisor Qualifications Contact Information</li> </ul>
Module 1 <ul style="list-style-type: none"> <li>• Reading Assignment: Chapters 4, 5 &amp; 6</li> </ul>	January 26	February 1 <ul style="list-style-type: none"> <li>*eJournal Entry #1</li> </ul>
Module 2 <ul style="list-style-type: none"> <li>• Reading Assignment: Chapters 7 &amp; 8</li> </ul>	February 2	February 8 <ul style="list-style-type: none"> <li>*eJournal Entry #2</li> </ul>
Module 3 <ul style="list-style-type: none"> <li>• Reading Assignment: Chapters 9 &amp; 10</li> </ul>	February 9	February 15 <ul style="list-style-type: none"> <li>*Glow &amp; Grow Self-Assessment</li> </ul>
Module 4 <ul style="list-style-type: none"> <li>• Reading Assignment: Chapters 11 &amp; 12</li> </ul>	February 16	February 22 <ul style="list-style-type: none"> <li>*eJournal Entry #3</li> </ul>
Module 5 <ul style="list-style-type: none"> <li>• Reading Assignment: Chapters 13, 14 &amp; 15</li> </ul>	February 23	March 1 <ul style="list-style-type: none"> <li>*eJournal Entry #4</li> </ul>
Module 6	March 2	March 22 <ul style="list-style-type: none"> <li>*Video Entry</li> </ul>
Module 7	March 23	March 29 <ul style="list-style-type: none"> <li>*eJournal Entry #5</li> </ul>
Module 8	March 30	April 12 <ul style="list-style-type: none"> <li>*eJournal Entry #6</li> </ul>
Module 9	April 13	April 26 <ul style="list-style-type: none"> <li>*eJournal Entry #7</li> </ul>
Module 10	April 27	May 2 <ul style="list-style-type: none"> <li>*Time For A Final Reflection</li> <li>*Practicum Self-Evaluation</li> <li>*Field Observation Artifacts</li> <li>*Practicum Observation Report</li> <li>*TEA 268 Exam Status</li> <li>*Student Practicum Log</li> </ul>

## **Evaluation & Grading**

- *Intern Introduction Packet*
  - Refer to “Practicum in the Principalship II EDLR 5371 Introduction Packet” in **Appendix 1** for instructions on securing your mentor and arranging activities.
  - *Intern Introduction Packet* is **not** graded.
- *Reading Assignments*
  - *Passing the Principal as Instructional Leader TExES Exam: Keys to Certification and School Leadership (3rd Edition)* is the required textbook.
  - *Reading assignments* are **not** graded.
- *eJournal Entries*
  - Refer to “eJournal Entries” in **Appendix 2** for instructions, formatting, and scoring.
  - eJournal Entries are graded as **A (Completed) / I (Incomplete)**.
- *Video Entry*
  - Create a video (3 to 5 minutes) identifying a problem or challenge on your campus and reflect on a plan to resolve it. You may include supporting documentation in your video presentation.
  - *Video Entry* is graded as **A (Completed) / I (Incomplete)**.
- *TExES Principal Certification Exam (268)*
  - If you are enrolled in EDLR 5333 or have taken EDLR 5333, **take the exam by the end of the semester or register for the exam for a date after the semester**. Students do not have to pass the exam. Meeting the program’s Certify Teacher practice exam requirements while enrolled in EDLR 5333 is a prerequisite to registration.
  - *TExES Principal Certification Exam (268)* is graded as **A (Completed) / I (Incomplete)**.
- *Field Observation Activities (New from TEA: 19 TAC Chapter 228)*
  - Participate in 1 “formal” field observation activity, including an evaluation
  - Participate in 3 “informal” field observation activity, there are no evaluations
  - *Field Observation Activities* are graded as **A (Completed) / I (Incomplete)**.

## **Assessment Specifics & Assignments**

• <i>Intern Introduction Packet</i>	No point value
• <i>Reading Assignments</i>	No point value
• <i>eJournal Entries</i>	A (Completed) / I (Incomplete)
• <i>Video Entry</i>	A (Completed) / I (Incomplete)
• <i>TExES Principal Certification Exam (268)</i>	A (Completed) / I (Incomplete)
• <i>Field Observation Activities</i>	A (Completed) / I (Incomplete)

## **Final Grade Calculations**

- **A (Completed)**
  - Completion of **all** *eJournal Entries*, *Video Entry*, *Field Observation Activities*, and **taking or scheduling** the *TExES Principal Certification Exam (268)* before the end of the semester. Note: students **do not** have to **pass** the *TExES Principal Certification Exam (268)* to get credit. More details about registering for the exam will be announced during the semester.
- **I (Incomplete)**
  - If a student **does not** complete **all** of the *eJournal Entries*, *Video Entry*, and *Field Observation Activities* that student will receive an “I” for the course regardless of the student’s *TExES Principal Certification Exam (268)* status.

### **Teaching Strategies**

- Canvas is the primary online learning management system used to teach and manage course assignments for Practicum in Principalship II EDLR 5371.

### **Related Field Experiences**

- Students will intern at a campus setting directing instructional teacher practice and support programming in the role of the educational leader under the guidance of the site-based mentor (i.e., campus principal) and field supervisor.

### **Required Textbook**

- Wilmore, B. (2019). *Passing the principal as instructional leader TExES exam: Keys to certification and school leadership (3rd Edition)*. Thousand Oaks, CA: Corwin Press, Inc. (ISBN 9781544342184)

### **Reference**

- Knight, J. (2018). *The impact cycle: What instructional coaches do to foster powerful improvements in teaching*. Thousand Oaks, CA; Corwin Press, Inc. (ISBN 978-1-5063-0686-5)

## **UNIVERSITY POLICIES**

### **Withdrawal Policy**

The last day to withdraw for the **Fall Semester** without penalty is **Monday, March 30, 2026**.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do

Access the list of university guidelines, links, and policies, including information related to the topics listed

<https://www.uttyler.edu/links/>

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, an open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### **Artificial Intelligence Statement for Course Syllabi**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete,

inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course:**

**AI is not permitted in this course at all.**

To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

**College of Education and Psychology (CEP) Vision and Mission**

**Core Purpose of the College of Education and Psychology**

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

**Vision:** The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

**Mission:** The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

**UT Tyler's School of Education Standards for Educator Preparation Programs**

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

## Appendix 1

## Practicum in the Principalship II

### EDLR 5371

### Introduction Packet to Site-Base Supervision

It is important for you to notify your site-base supervisor (i.e., campus principal) that you will be participating in a practicum this semester and arrange for him or her to provide **supervising, mentoring, and coaching**. To assist you in the process, I have prepared the following documents in this packet for you to share with your site-based supervisor:

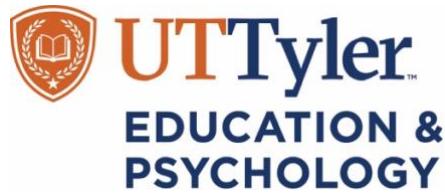
- » Cover Letter: Personalized with your name and mentor's name.
- » Use the Word formatted Cover Letter document located in the Resources Folder.
- » Permission Form: Signed by your site-base supervisor.
- » Leadership & Management Activities: Suggested activities agreed upon with your site-base supervisor. Please refer to the Practicum Activities document located in the Resources folder for additional ideas.
- » *Effective Principal Mentor Attributes*: Key attributes a site-base supervisor needs to have to lead your development.
- » *Qualities in Effective Principal Mentors*: Skills that you will also want to develop.
- » *MED in Educational Leadership Field & Site Supervisor Handbook* link.

After your site-based supervisor signs the permission form and reaches an agreement with you on the practicum activities you will upload the documents in Canvas under their respective assignments. As the semester progresses, adjustments to the activities can be made by submitting to me an addendum in Canvas for approval. I hope that you have a strong relationship with your site-base supervisor during the practicum. However, if you have any concerns or questions, please contact me as soon as possible.

#### Additional Points

- » Your site-base supervisor must hold a valid Texas Principal certificate.
- » Your site-base supervisor must have 3 years of verifiable principal experience in Texas.
- » Your site-base supervisor must have verifiable success in student achievement (i.e., STAAR test results).
- » **IF your site-base supervisor does not meet these requirements, attach a dated/signed addendum explaining why.**

**Dr. Miller has final approval of all practicum activities.**



Date

Dear **(Your principal)**,

**(Your name)** is enrolled in Educational Leadership with Principal Certification; a Master of Education program at The University of Texas at Tyler. The program is delivered in four blocks of study. Each block is equivalent to a semester. Block I is *Introduction to the Field of Educational Leadership*, Block II is *Best Practices in Curriculum and Instruction*, Block III is *Special Populations and Special Functions*, and Block IV is *The Principalship*. Blocks II - IV have an applied practicum component.

**(Your name)** is currently taking the course *Practicum in the Principalship II EDLR 5371*. The purpose of this course is to provide the student with applied leadership experiences under the guidance of an experienced principal. At the conclusion of each week, the student will write a journal entry reflecting on their experiences. The student's final grade for the course depends upon the successful completion of practicum activities along with the accompanying journal entries.

Please find attached a permission form and list describing the type of activities that the student could engage in during the practicum. **(Your name)** requests that you not only assist in developing a list of potential activities but also supervise their practicum experience. Please refer to the *Effective Principal Mentor Attributes* and *Qualities in Effective Principal Mentors* documents for guidance.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call (903-565- 5675) or email (gmillier@uttyler.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,

Gary Miller, Ed.D.  
Associate Professor

Educational Leadership  
School of Education  
The University of Texas at Tyler

Campus Email: gmillier@uttyler.edu  
Campus Phone: (903) 565-5675

## Permission Form

I hereby agree to serve as the site-base supervisor (mentor) for **(Student's name)**  
As the site-base supervisor (mentor), I understand that my responsibilities include:

- **Supervising** the student during the campus experiences.
- **Mentoring** and **coaching** with the student on a regular basis.
- Assisting and guiding the student if problems arise.
- Completing an evaluation form on the student at the end of the practicum.
- Read and will faithfully apply the principles of the *Effective Principal Mentor Attributes, Qualities in Effective Principal Mentors* documents in this packet and read the *MEd in Educational Leadership Field & Site Supervisor Handbook* (scroll down to “Additional Information”)
  - <https://www.uttyler.edu/academics/colleges-schools/education-psychology/departments/education/graduate/med-principal-cert-online/>

Site-base supervisor (mentor), qualifications include:

- Valid Texas principal certificate
- At least 3 years of verifiable principal experience in Texas
- Verifiable success in student achievement (e.g., STAAR test results)
- **IF you do not meet these requirements, attach a dated/signed addendum explaining why.**

Signature

\_\_\_\_\_  
Site-base Supervisor

Print Name

\_\_\_\_\_  
Site-base Supervisor

School Email

\_\_\_\_\_  
Site-base Supervisor

TEA ID #

\_\_\_\_\_  
Site-base Supervisor

Campus Name

\_\_\_\_\_  
6-Digit District #

Gary Miller, Ed.D.  
Associate Professor  
Educational Leadership, School of Education  
The University of Texas at Tyler  
Campus Email: gmiller@uttyler.edu  
Campus Phone: (903) 565-5675

## Leadership Activities

The practicum requires students to log 120 hours of practicum activities focusing on a variety of school leadership topics (some suggested topics are listed below). This list provides examples, you and your site-base supervisor (i.e., principal on your campus) may come up with other meaningful activities. You will find more examples in our Resources Folder. The leadership topics and specific activities proposed will be determined in collaboration with your site-base supervisor. The course instructor has final approval of all practicum activities.

### General Leadership

- Serve as principal-for-a-day
- Serve as chair for a site-base decision-making committee
- Serve as administrator-in-charge for an extracurricular activity

### Action Research

- Complete an assigned action research project

### Instructional Leadership

- Oversee the implementation of a new instructional program
- Present or organize a professional development workshop for teachers

### Discipline Management

- Assist with disciplinary measures
- Observe a principal-parent conference

### Social Worker

- Work with a counselor on a student education program

### Public Relations

- Publish a campus newsletter
- Speak at a community service organization

### Plant Manager

- Walk the building and compile a preventative maintenance list
- Prepare a work-order to fix a broken item

### Financial Planner

- Assist the principal with budget preparation

### Personnel Specialist

- Participate in an interview process for a teacher or paraprofessional

## Effective Supervisor Mentoring and Coaching Attributes

### **Empathy**

Strong leaders can connect with others in a way that's free of judgment. When you have an innate ability to see the perspective of another and understand them, you make good decisions even on difficult subjects because your focus is on helping the greater good rather than identifying what caused the difficulty. The ability to empathize with others shows you are a trustworthy individual and earns respect from others.

### **Curiosity**

Curiosity is a trait that seeks to understand and improve when able. By remaining curious, you model the desire to learn and develop professionally, which helps you guide your team by example. A curious nature teaches others that learning and developing is a journey rather than an end goal, and it enables you to facilitate others' learning.

### **Positivity**

Focusing on weaknesses only disengages and discourages others, so staying positive is a coaching skill that is much needed to move a team in a productive direction. Help others see their strengths and validate their hard work. A good leader will help an individual identify their unique abilities and harness those skills to help them improve professionally and sometimes personally.

### **Persistent**

A strong coach is focused on staying the course and helps guide others toward their goals without getting discouraged. They can foresee issues and use obstacles and challenges as a means of improvement. Your persistence will motivate others to keep pressing on despite any difficulties that arise.

### **Innovation**

An essential coaching skill is to lead in developing ideas. Asking probing and open-ended questions of others is a way to help filter these ideas and solve problems creatively. Your ability to formulate questions and focus on solutions rather than problems will support others and assist in maintaining focus on a common goal.

### **Communication**

Another essential skill to be a coach is effective communication. Communicating with clarity and transparency gains the trust of others and ensures that everyone is clear on expectations. Asking for feedback from team members or employees, practicing active listening, and being forthright and articulate when voicing your ideas can help you create an inclusive environment, improve performance, and help employees take ownership and enjoyment in their work.

## **Effective Supervisor Mentoring and Coaching Attributes (continued)**

### **Sincerity**

Good leadership and coaching skills entail a sincere focus on the individual and a genuine desire to help. People will follow those who do not have ulterior motives and take a sincere interest in others. Being passionate about your work, humble in your abilities, and patient with others demonstrates reliability and good intentions.

### **Guidance**

Guiding a team with direction is another good coaching skill that effective leaders have. They can tactfully confront excuses or resistance by reflecting, clarifying, and reforming problems as solutions to gain insight and overcome obstacles.

## **Qualities of Effective Mentors and Coaches**

### **Leadership Skills**

As a principal, you are in charge of a large team of staff, as well as a huge number of students and you are the mediator between students, teachers, and their parents. Therefore, as principal, you must be a strong leader so that students, staff, and parents respect you and listen to what you say. It can be useful for principals to have previous experience in various other teaching leadership roles, such as head of a department or organizer of a co-curricular activity (many principal postings will require you to have this previous experience anyway).

### **Ability to Adapt and Innovate**

One of the skills that all educators, not just principals, should have is the ability to adapt and innovate. We live in a world where technology is constantly evolving and there are constantly new teaching techniques emerging. Principals have to lead by example and must not be afraid of change but rather make changes to the curriculum and teaching style as these new trends and techniques emerge.

### **Communication Skills**

As a principal, you come into contact with many different people: parents, students, and staff members. You, therefore, need to make sure that you communicate any necessary information to them, and appropriately – the way that you would address a student would be different from how you would communicate with a parent or staff member. The most important thing is that you keep all parties informed about what is going on at the school. To communicate with parents, for example, you could send out a weekly newsletter outlining events happening at the school and student achievements for the week. To communicate with staff, you could send out a weekly bulletin with any relevant information they may need to know about students.

### **Ability to Delegate**

There is a common misconception that a good leader is someone who is able to do everything themselves. Whereas, in fact, the best leaders (and therefore the best school principals) know when they should delegate a certain task to someone else. There might be some tasks that other staff members would be better equipped to complete, or sometimes a principal may simply have far too much work to complete themselves and require help from other members of staff to get everything done. This is where being able to delegate specific tasks to other members of staff comes in very handy.

### **Be Decisive**

Another essential quality for a school principal is that they are decisive. Being decisive gives the impression to both staff and students that you know what you are doing and that you are confident in your abilities. This, in turn, increases their confidence in your ability to lead the school. In addition, usually, if you act decisively and therefore quickly, it means that the issue which you are trying to address is also solved more quickly.

### **Problem-Solving Skills**

Problem-solving skills are arguably one of the most important skills for a principal to have since principals are presented daily with a range of problems, from funding issues to students' home issues. If anyone (staff or students) has any kind of problem, then the principal is the person that they will go to in order to help them solve it.

## Qualities of Effective Mentors and Coaches (continued)

### Ability to Prioritize

While a principal hears about many different issues even on the same day, they are not all equally as important. Therefore, a principal must be able to prioritize the most important issues so that they can be dealt with as swiftly as possible.

### Be Sensitive and Empathetic

Throughout a school, there will be students, parents, and staff from a wide variety of socioeconomic backgrounds and situations at home. As a principal, you have to be able to empathize with people even though you may not have experienced what they are experiencing. You need to be able to listen actively and give advice and solutions to help them. A kind, empathetic school principal also comes across as far more approachable. You want staff and students to feel like they are able to come to you with any issue.

### Be Visible

It is extremely important that principals are seen in the corridors and that they directly interact with students, staff, and parents. This once again makes a principal seem far more approachable to both staff and students. It is also extremely valuable for the principal, as it allows them to get to know the community that they serve and better understand them and their needs.

### Relevant Expertise or Knowledge

It may seem obvious, but your mentor should, more often than not, have some kind of relevant background. Maybe they're a few levels or titles ahead of you or have worked in the space you're interested in for some time. But they should be able to help propel you forward because they've been there, seen the landscape, and know what it takes to be successful.

### Enthusiasm for Sharing That Expertise

Just as important as your mentor having expertise is their being willing to share it with you. They shouldn't be someone who begrudgingly hands over knowledge and expects figurative payment in return, nor should they reveal things in a vague, manipulative fashion. Rather, they should be open and excited to spread the word. The best mentors give advice not because they like to hear themselves talk, but because they genuinely want others to benefit from the hard-won wisdom they've learned over the course of their careers.

### Respectful Attitude

You don't want someone who criticizes you harshly and unconstructively, mistreats you or others close to you, and ultimately gives you a bad name. That makes for an unproductive and frustrating partnership. And on the rare occasions when good mentors act in a less-than-respectful manner, they acknowledge it and apologize authentically.

### Eagerness to Invest in Others

Mentoring is an investment. No one gets paid to do it in their day job. Because there's no concrete incentive, you'll want a mentor who finds genuine joy in helping others. Great mentors realize that they're playing a long game, and as a result, are patient in how they guide others down their path. They don't expect immediate gains, and they don't give up easily. More importantly, they care about maintaining and growing their professional relationships.

## Qualities of Effective Mentors and Coaches (continued)

### Give Honest and Direct Feedback

Finding someone respectful is key but so is finding someone who will give you some tough love when you need it. A good mentor knows how to deliver feedback in a way that's constructive, kind, and direct, and doesn't shy away from being honest because they're afraid of hurting your feelings.

### Reflective Listening and Empathy

Your mentor should be asking questions more often than simply telling you what to do. They should show that they're curiosity about your decisions. That curiosity is important because you want someone who can relate to you from your perspective. Oftentimes, people try to impose their own beliefs or ways of approaching things on others, and this can be a good mentor's downfall. So, find someone you can trust to take your values and input into account over their own.

### Willingness to Be a Sponsor

Not every mentor has to also be a sponsor, but it can be really helpful to have this kind of mentor in your corner. The difference between the two is action: While a mentor is someone who can guide you with advice and support, a sponsor is an ally who takes it one step further by being someone who is actively advocating for you.

*Essential Coaching Skills for Strong Leadership* by Indeed Editorial Team, February 25, 2020. Retrieved from <https://www.indeed.com/career-advice/career-development/coaching-skills>

*The 10 Essential Skills of a Good School Principal* by Andrea Merlo, May 26, 2021. Retrieved from <https://www.teacheracademy.eu/team/andrea-merlo/>

## Appendix 2

## eJournal Entry

### Instructions

For eJournal Entries use the **eJournal Entry Template**:

- Log – listing your internship activities
- Reflection – Passing the Principal TExES Exam – relating your field experiences to the principles and concepts discussed in the reading assignments for that week drawing any comparisons between your experiences and one or more of the six Domains:
  - Domain I - School Culture
  - Domain II - Leading Learning
  - Domain III - Human Capital
  - Domain IV - Executive Leadership
  - Domain V - Strategic Operations
  - Domain VI – Ethics, Equity, and Diversity
- Equity-Centered Leaders – Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from *Education Development Center Quality Measures Center for Program Assessment and Technical Assistance*.) Describe how you helped achieve these goals for this entry.

The eJournal Entries allows for reconstruction of activities and reflections to examine the meaning and implications of your actions in terms of a campus leader.

By the end of the semester, you will have accomplished two things as an administrative intern: (a) a written record of your leadership, management, and curriculum and instruction activities (b) a series of reflections and analyses on your perceptions of leadership aligned to the six Domains.

**Note:**

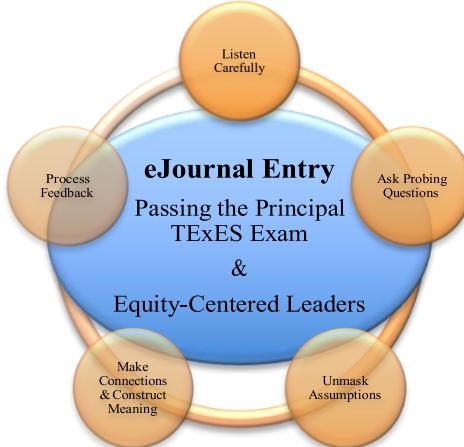
- Some days you may have nothing to log because you did not perform any internship activities.
- You must submit an eJournal entry every due date even if no activities were logged. If that is the case, complete "II. Reflection" and "III. Equity-Centered Leaders" only. The entry can be either:
  - A discussion from a previous entry taking a different perspective, perhaps your point of view has changed over time since its writing.
  - A discussion on a completed internship activity that you did not address in a previous entry.

## eJournal Entry Template

### 120 Total Hours Required for the Semester

Total hours for this entry:

Total hours for the semester:



Name

Campus

eJournal Entry #

I. Log: **Describe the practicum activities completed each day and include the amount of time spent, rounded to the nearest half hour.** For example, “Observed the assistant principal discuss a student discipline referral with parents. (30 minutes).”

II. Reflection: Referring to the textbook Passing the principal TExES exam: Keys to certification and school leadership, relate your practicum experiences to the principles and concepts discussed in the reading assignment for that week drawing any comparisons between your experiences and one or more of the six Domains:

- > Domain I - School Culture
- > Domain II - Leading Learning
- > Domain III - Human Capital
- > Domain IV - Executive Leadership
- > Domain V - Strategic Operations
- > Domain VI – Ethics, Equity, and Diversity

III. Equity-Centered Leaders: Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from *Education Development Center Quality Measures Center for Program Assessment and Technical Assistance*.) **Describe how you helped achieve these goals for this entry.**

*Please keep your eJournal Entry to no more than two pages in length, 10- or 12-point font, and single- or double-spaced.*

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <i>(Value: 1=Credit)</i>	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. <i>(Value: 1=Credit)</i>	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. <i>(Value: 0=No Credit)</i>
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. <i>(Value: 1=Credit)</i>	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. <i>(Value: 1=Credit)</i>	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. <i>(Value: 0=No Credit)</i>

Eberly Center for Teaching Excellence, Carnegie Mellon University  
 Adapted from: Scoring Rubric for Short, Research-based Position Paper  
 Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University