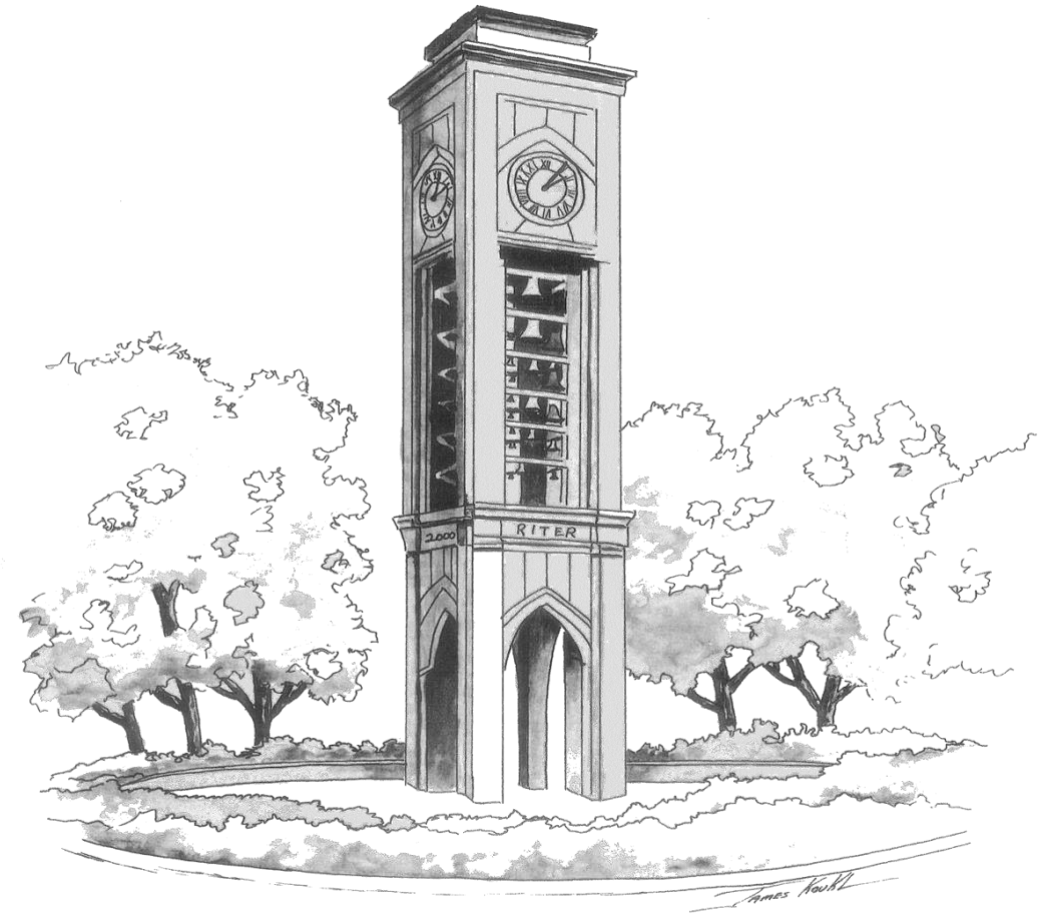
UT Tyler™
SCHOOL OF EDUCATION



MEd in Educational Leadership Handbook

Revised November 2026

Introduction

The University of Texas at Tyler is part of the prestigious University of Texas System that includes 14 institutions located throughout the state. Founded in 1971, the University of Texas at Tyler has a student enrollment of more than 10,000 students, spanning seven colleges, including the recent addition of the College of Medicine. In addition to the main campus in Tyler, there are two regional campuses, one in Palestine and the other located in Longview. Representing students from nearly 60 countries, the University of Texas at Tyler offers more than 80 bachelor, master, and doctoral degree programs, among these is the **Master of Education in Educational Leadership** program. This 100 % online MEd degree program prepares students for the Texas Education Agency state assessments *Principal as Instructional Leader (268) Exam* and *Performance Assessment for Schools Leaders (PASL)*.

The program curriculum consists of 30 credit hours in 10 courses covering leadership theory and practice using a variety of evaluative, investigative, quantitative, and qualitative research methods in meeting the variety of challenges facing current campus leaders, all in an effort to foster school improvement. All courses are taught in the Spring and Fall semesters. During the Summer semester, all courses are taught with the exception of the practicum courses. Students must complete two practicum courses, write an action research project on the topic of their choice, and take the *Principal as Instructional Leader (268) Exam* administered by the Texas Education Agency.

Applicants need a valid teaching certificate, at least two years of verifiable teaching, and currently employed by a Texas school. A Graduate Record Examination score is required if the applicant's GPA is below 3.25 over their last 60 hours of coursework. Prospective students must complete an application for admission, submit a reference, pass a criminal background test, and complete an online admission screening survey. Bachelor's degrees earned from a non-US institution may qualify a student for admission only if approved by an academic committee. In addition, a total TOEFL iBT score of 79 with a speaking subsection score of 26 or higher is necessary for admission.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) regionally accredits the University of Texas at Tyler. Additionally, our program is a member of the University Council for Educational Administration, a collective of top research institutions with programs in educational leadership and policy studies. Our Educational Leadership program is ranked #14 nationally by **Best Accredited Colleges** for Best Online Master's Degrees in Educational Leadership. Lastly, our program has adopted Education Development Center's *Quality Measures* tools and protocols to conduct analytic program self-studies as part of an overall continuous program improvement strategy. Learn more about *Quality Measures* here: **https://qualitymeasures.org**

Master of Education in Educational Leadership

The **Masters of Education (M.Ed.) in Educational Leadership** is an online 30 graduate program. Course work includes a concentration study in public school leadership and practicums. The M.Ed. degree may be earned while completing certification requirements (*Principal as Instructional Leader 268 Exam* and *Performance Assessment for School Leaders*). Following TEA requirements, from the starting date of the first class, students have 5 years to complete the program and apply for the principal certificate.

Admission Requirements:
To be admitted to the Master of Education in educational leadership and Standard Principal certification program, a prospective student must:

- Hold a bachelor's degree from an accredited institution.
- Submit official Graduate Record Examinations scores obtained within the last five years. GRE scores are waived if the applicant has a GPA of 3.25 (overall degree or last 60 hours of coursework) or higher.
- Possess valid Standard Texas teacher certification (in any field).
- Have a minimum of two years of TEA-creditable teaching experience as the teacher of record.
- Have a minimum 2.5 overall GPA or for the last 60 hours.
- Complete the application submission process.
- Note: All students must teach in Texas while enrolled in the program.

Application Submission Process:

- Complete the **Application for Admission**.
- Complete the **Professional Reference Form** questionnaire.
- Send all of the following documents directly to the **Office of Graduate Admissions** (see address below).
- Provide official transcripts from undergraduate and graduate institutions attended.
- Provide official scores on the Graduate Record Examination (GRE). This can be waived if your last 60 hours of coursework is a 3.25 or higher
- Provide a copy of your teacher certification.
- Provide a copy of your teacher service record from each district you have taught. This can be obtained from the district's Human Resources office.

The Office of Graduate Admissions, ADM 345 The University of Texas at Tyler
3900 University Blvd
Tyler Texas 75799

You may also email documents to **ogs@uttyler.edu**

- Once all application materials have been submitted, complete the **Admission Screening** survey.
- When all materials have been received, processed, and admission criteria met, you will receive an offer of admission.

Criminal History Acknowledgment**:**
As required by Texas HB1508, applicants need to be aware of the following:

1. In order to receive a principal certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a $50 fee for this criminal history evaluation.

- For more information, refer to **Preliminary Criminal History Evaluation**.

Additional Information:

In addition to the requirements listed above, the following elements are used to calculate an admission score for the Master of Education Degree in educational administration program. A student must receive a total of 5 or more points using the following criteria:

GRE	**GPA - Last 60 Undergraduate Hours**
287+V/Q Combined - 5 points	3.00+ GPA - 3 points
153+ Verbal - 5 points	2.75+ GPA - 2 points
285+ V/Q Combined - 4 points	2.50+ GPA - 1 point
284+ V/Q Combined - 3 points	
146+ Verbal - 3 points	
283+ V/Q Combined - 2 points	

*GRE is waived for students with a 3.25 or above on the last 60 hours of coursework.

Course Rotation: View course rotation by semester

(scroll down to Course rotation by semester) **here**.

Course Syllabi: View course syllabi **here**.

For additional program information contact:

- Dr. Gary Miller
  M.Ed. & Principal Certification Program Coordinator **gmiller@uttyler.edu** or (903) 565.5675

For additional admission information contact:
SOEgraduate@uttyler.edu or
(903) 566.7087

For complaints:
Follow the policy outlined in the Certification Program's Complaint Policy.

Policy for Candidate Admission Screening Survey

When a candidate completes the survey, it will automatically trigger the survey responses to the following emails:

SOEGraduate@uttyler.edu (tracked when completed) **CEPImageNow@uttyler.edu** (imaged to student's ImageNow folder)

In addition, it will trigger an email to **ogs@uttyler.edu** where it will note that the screening survey has been completed and be removed from the student's "To Do" list. Note, applicants will not get the actual survey responses.

Once the assigned reviewer receives the survey responses, at the bottom he or she will see a link that says "Rating Scale & Recommendation." By clicking on that link, a secondary survey opens for the reviewer to rate the responses. The reviewer can have the email with the responses and rating scale open at the same time. At the conclusion of the survey, the reviewer sees the total score for the responses and will select either "acceptable" or "refer to the departmental committee" for further review. When that survey is submitted, an email will be triggered to SOEGraduate and CEPImageNow with the rating and overall recommendation.

Graduation Guidelines and Procedures

https://www.uttyler.edu/academics/catalog/files/2024-25-uttyler-catalog-20250630.pdf

Graduation Requirements--Master's

1. Complete a Graduate Transfer Credit Approval form within the first semester following admission to a program that identifies the transfer credit awarded and specifies any special requirements.
2. Complete the total number of semester credit hours and other requirements of the degree plan (including transfer credit) within a six-year period. Courses completed on a credit-granting basis (CR)
1. may not be applied toward a graduate degree without approval of the graduate coordinator or the appropriate department chair.
2. Earn a "C" or better in all courses applied to the degree.
3. Earn a cumulative grade point average of 3.0 or higher on all work
4. counted toward the degree.
5. Pass and/or complete comprehensive examination(s) if required for the program.
6. Submit an approved thesis, if required for the program, by the deadlines published by The Graduate School. See Thesis in this section.
7. Follow the steps to apply for graduation on the Registrar's Office website: https://uttyler.edu/current-students/registrar/graduation/applying-for-graduation/.
8. See the Graduation section of the Office of the Registrar website for additional information on this process.

Policy for Taking the TEA Principal as Instructional Leader (268) Exam

Passing TEA's state exams is a state requirement for certification; therefore, policies and procedures are in place to encourage and support students at The University of Texas at Tyler. Texas certification candidates must meet all Texas Education Agency requirements and obtain a satisfactory score, as determined by the program, on the diagnostic screening instrument, *Certify Teacher Practice Exam*, to be eligible to take the state examinations. Upon satisfactory performance on this diagnostic screening instrument, the program coordinator will send a clearance communication, with instructions to request state examination approval to register, to the candidate.

The UT-Tyler College of Education and Psychology certification officer receives the approval request from the candidate and will reply to the candidate with official information and instructions for registering for the appropriate TExES examination. Upon successful completion of all testing requirements and program and/or degree completion, candidates will be instructed to complete the application for certification with the Texas Education Agency.

Texas State Board for Educator Certification (SBEC) TAC §230.21 Educator Assessment policy stipulates candidates are allowed up to four retakes of state certification examinations. If a candidate fails to pass a certification examination after five total attempts, he or she must apply to SBEC for an exception to this policy.

Candidates must pass all appropriate state exams (including the *Performance Assessment for School Leaders* [PASL]) and apply for the Standard Principal Certification with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their clinical/student teaching, practicum, or program.

Late Applications:

If a student allows the six-month period to go by without passing all state exams and applying for certification, additional preparation will be required for recommendation for approval to test. This additional preparation may include one or more of the following:

- Retaking and passing a TExES practice examination.
- Completing instructional review modules.
- Retaking one or more courses approved by the program coordinator. This may involve being readmitted to the university

- Reapply for admission to the university and, upon acceptance, retake the entire certification program. This last option applies automatically to any former candidates who have waited four years or more to apply for and/or complete state certification testing.

If fewer than four years have passed after program completion, the program coordinator in consultation with the School of Education director will determine the amount of additional preparation required for approval to take the state examinations. Considerations may include the length of time since program completion, changes in program course content and field experience expectations, changes in TEA certification levels, and changes in state certification exams.

Principalship:

Candidates must take and pass the *Certify Teacher Practice Exam*, which is a representative test of TEA's *Principal as Instructional Leader (268) Exam*, before being allowed to take the state exam administered by the Texas Education Agency. The practice exam is taken by students enrolled in EDLR 5333. Upon passing the practice exam, students are eligible to take the *Principal as Instructional Leader (268) Exam* during enrollment in EDLR 5371. For those students not passing the practice exam, remediation assignments are provided through the Certify Teacher program based on specific domains and competencies. It is the student's responsibility to meet the testing requirements of the UT-Tyler College of Education and Psychology and the Texas Education Agency.

General Degree Requirements:

Prospective graduate degree students in the College of Education and Psychology must meet specific admission requirements of the selected program. Students with inadequate undergraduate preparation in a chosen program may be required to complete deficiencies. The following are the general procedures for fulfilling degree requirements for Doctor of Education, Doctor of Philosophy, Master of Arts, Master of Science, and Master of Education degrees. Specific academic requirements are described in each of the program sections.

https://www.uttyler.edu/academics/catalog/files/2024-25-uttyler-catalog-20250630.pdf

- Apply for admission to the program of choice at **https://www.uttyler.edu/academics/colleges-schools/graduate/**
- Requirements for program admission will be those in effect at the time the application is submitted.
- Gain admission to the selected degree program.
- File a degree plan during the first semester after admission to the degree program. Complete required semester credit hours of approved graduate work.
- Maintain a grade point average of at least 3.0 (on a 4.0 scale) in all courses applied toward the degree, and a grade point average of at least 3.0 in the academic major. No course with a grade below "C" may be applied toward fulfilling degree requirements.
- Complete thesis or dissertation requirements (if applicable) by following guidelines available in The Graduate School.
- File for graduation prior to the published deadline by completing the procedures in "Filing for Graduation" in the Graduate Policies and Programs section of this catalog.

Certify Teacher Practice Exam

Before being permitted to register and take the *Principal as Instructional Leader (268) Exam* administered by the Texas Education Agency (TEA) during EDLR 5371, students must first take the Certify Teacher Practice Exam in EDLR 5333 as the Mid-Term Exam (passing the practice exam is not a requirement of the Mid-Term Exam). However, students must either pass the practice exam or complete a remediation program if a passing score is not achieved in order to register with TEA for the Principal as Instructional Leader (268) Exam while enrolled in EDLR 5371.

How Does Certify Teacher Work?

The Certify Teacher Promo Code for The University of Texas at Tyler students is **TYLER4728**. The Promo Code will only work when students create an account during the purchase with Certify Teacher using their campus email domain name *@patriots.uttyler.edu*

Student instructions:

- Go to the **Certify Teacher** homepage.
- Select "Texas" and the study guide you wish to purchase (Principal as Instructional Leader), making sure to select the online version option. (Access to the program is granted until you receive a passing grade from the state.)
- Click "Login" under the "Apply Promo Code" option in the "My Shopping Cart" page.
- Click "Sign In" under "I Don't Have an Account Yet" to create your account, making sure to use your UT-Tyler student email address when creating the account (the promo code will not work for any other email).
- Enter the Promo Code TYLER4728 when prompted. The price will drop to the discount price of $165.00 after entering the promo code (compared to $180.00).
- Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete.

M.Ed. Educational Leadership Curriculum Map

Legend: (4) = Formative, (5) = Summative, (X) = Taught not assessed

Student Learning Outcomes: Aligned to *268 Principal as Instructional Leader Test Framework* 6 Domains (11 Competencies) and 9 *Pillars*	EDLR5310	EDLR5311	EDLR5313	EDLR5320	EDLR5330	EDLR5333	EDLR5337	EDLR5349	EDLR5370	EDLR5371
Domain I (001): Establishing and Implementing a Shared Vision and Culture **Pillar:** Communication with Stakeholders	X	4	5	X	4	4	5	X	X	5
Domain I (002): Working with Stakeholders to Support Learning **Pillar:** Communication with Stakeholders	X		5	X	4	4	5		X	5
Domain II (003): Developing and Implementing High-Quality Collaborative Instruction **Pillar:** Curriculum alignment	X	X	5	4	4	X	5		5	5
Domain II (004): Monitoring and Assessing Classroom Instruction to Promote Teacher Effectiveness and Student Achievement **Pillar:** Data Driven Instruction		4	5	X	X	X	5	X	5	5
Domain III (005): Providing Feedback, Coaching, and Professional Development Through Staff Evaluation and Supervision **Pillar:** Observation and Feedback		4	5	X	X	X	5	X	5	5
Domain III (006): Promoting High-Quality Teaching Using Selection, Placement, and Retention Practices **Pillar:** Hiring, Selection, & Retention		4	5	4	4	4	X	5	5	5
Domain IV (007): Developing Relationships with Internal and External Stakeholder **Pillar:** Communication with Stakeholders	X	X	5	4	4	4	5	X	X	5
Domain IV (008): Improving Student Outcomes through Organizational Collaboration **Pillar:** Strategic Problem-Solving	X	4	5	5	4	X	5	X	X	5

Domain V (009): Determining Goals and Implementing Strategies Collaboratively Aligned with the School Vision **Pillar:** Problem Solving		4	5	5	4	4	5		X	5
Domain V (010): Providing Administrative Leadership through Resource Management and Policy Implementation **Pillar**: Professional Development, School Vision and Culture		X	5	4	4	4			X	5
Domain VI (011): Providing Ethical Leadership by Advocating for Students and Ensuring Access to Effective Educators, Programs, and Services **Pillar:** Diversity and Equity		4	5	4	4	4			X	5

Course Practicum Materials
For EDLR 5370 & EDLR 5371

EDLR 5370
Practicum in Principalship I

Introduction Packet

It is important for you to notify your principal that you will be engaged in an internship/practicum this semester. The following two documents have been prepared for you to share with your campus principal:

I. Required Documents

- ☐ Cover letter that needs to be personalized by adding your name and the name of your administrator Site Supervisor.
- ☐ Permission form to be signed by the Site Supervisor.

II. Site Supervisor Responsibilities:

- ☐ Supervising the student during the campus experiences.
- ☐ Meeting 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.

III. Qualifications for the Site Supervisor:

- ☐ Valid Texas Principal Certificate
- ☐ At least three years of verifiable principal experience in Texas
- ☐ Verifiable success in student achievement (i.e. STAAR)
- ☐ Any issue with these required qualifications needs to be shared with your course instructor as soon as possible as there are some exceptions to the three-year rule.

If you have any questions or concerns, please do not hesitate to contact me.

After your Site Supervisor signs the permission form, **please scan** and submit it via Canvas. **You will also need to complete the Google form posted in the Introduction Module.**

Site Supervisor Introduction Letter

Date

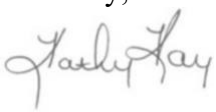
Dear Administrator,

Student's name is enrolled in the Master of Education program at the University of Texas at Tyler. The program, Educational Leadership with Principal Certification, is presented 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 *School Law, Operations and Action Research*, Block III is *Best Practices in Curriculum and Instruction* and Block IV is *Special Populations, Special Functions and The Principalship*. Blocks II and III have an applied internship component.

Student's name is currently enrolled in Block II, *Practicum Principalship I, EDLR 5370*. The purpose of this course is to provide the student with applied instructional and administrative experiences under the guidance of an experienced principal. The requirements of the course consist of a minimum of 120 clock hours of practical experience as a school administrator and conducting an applied research study on a critical issue in educational leadership. The principal practicum provides practical application of knowledge and skills in educational leadership. In addition, EDLR 5370 provides practical application experiences of knowledge through Blocks II and III. At the conclusion of each week, the student will log hours in their practicum log. The student's final grade for the course depends upon the successful completion of all assignments, practicum activities log and action research project/paper and presentation.

With your assistance, we can prepare the next legion of educational leaders to carry on the fine work done by our current administrators. Please feel free to call me at 254-592-9480 or e-mail me at kathyray@uttyler.edu if you have any questions.

Sincerely,



Dr. Kathy Ray
The University of Texas at Tyler
School of Education
Tyler, Texas 75799

Site Supervisor Permission Form

I hereby agree to serve as the Site Supervisor for_____.
I understand that my responsibilities include:

- Supervising the intern during the field experiences.
- Facilitating the intern's required classroom observations/video recordings (two full lessons, 45-minute observations)
- Meeting with the intern on a regular basis.
- Assisting and guiding the intern if problems arise in completing the specified field experiences.
- Verifying the intern is making adequate progress toward the completion of the required 120 hours.
- Completing an evaluation form on the student at the end of the practicum.

As the Site Supervisor, qualifications include:

- Valid Texas Principal Certificate.
- At least three years of verifiable principal experience in Texas.
- Verifiable success in student achievement (i.e. STAAR).
- There are some exceptions to the three-year rule. Please contact the university course instructor for any questions regarding Site Supervisor qualifications.

Please Carefully Read the Information Below

If your Campus Principal is not eligible to serve as your Site Supervisor, due to not meeting one of the qualifications listed above, please have the administrator who is going to serve as your Site Supervisor to complete the information below. In addition, please have your Campus Principal complete the second section of information, on the next page, if they will not be serving as your Site Supervisor.

By signing this form, you agree to serve as the aforementioned student's Site Supervisor.

_____ _____
Site Supervisor's Printed Name Site Supervisor's Signature

_____ _____
Site Supervisor's Email Campus Name

_____
Date

_____ _____
Campus Principal's Printed Name Campus Principal's Signature

_____ _____
Campus Principal's Email Campus Name

_____
Date

Thank you for agreeing to serve as a Site Supervisor.
Sincerely,
Kathy Ray, Ed.D.
kathyray@uttyler.edu

254-592-9480

Teacher Agreement Form

I,_____, agree to work with _____
(a student at UT Tyler) throughout this semester.

I understand that:

- The UT Tyler student will serve as my instructional coach as part of the requirements for The Practicum in the Principalship I.
- The UT Tyler student will observe two of my lessons during the_____semester.
- The two lessons (45 minutes each) will be recorded.
- After the observations, I will meet with the UT Tyler student for post-observation conferences, led by the UT Tyler student. Each meeting will last 45 minutes.
- The two conferences will be recorded.
- The lessons and conferences videos will be shared with Dr. Kathy Ray, the course instructor and my field supervisor for this practicum.
- All conversations that take place during or after the observed lessons will be confidential. The UT Tyler student will **not** share any information about the observed lessons or the post-observation conferences with other teachers or campus administrators.

_____	_____	_____
UT Tyler Student (Print)	UT Tyler Student's Signature	Date

_____	_____	_____
Teacher's Name (Print)	Teacher's Signature	Date

Dr. Yanira Oliveras-Ortiz/Dr. Kathy Ray
August, 2019/January, 2021

Classroom Observation Expectations

As part of your Practicum in the Principalship I, in order to focus on the development of your instructional coaching skills, you are required to conduct two (2) classroom observations and two (2) post-observation conferences with a colleague. Below are the steps to successfully complete the required observation.

First Observation Cycle

Identify a teacher who agrees to go through the two observation cycles during this semester. You will lead these observation cycles. ***The person you select to observe is to be a teacher in a different subject and/or grade level than you.***
Set up a time to observe your colleague and to **record** the first full lesson.
The lesson should be about 45 minutes to capture the beginning, middle, and end of the lesson.
Record a short introduction to the observation video, where you tell your field supervisor who you are about to observe and the content you are going to observe, as if you were walking into the classroom together for the observation.
Watch the lesson and take Scripted Notes of the entire lesson.
Submit the video of the lesson for your field supervisor to watch.
Contact your field supervisor to set the date and time of the Pre-Conference Planning Meeting (via Zoom) to discuss the *Post-observation Conference Planning Form I.*
Complete the *Post-observation Conference Planning Form I* **in its entirety.**
Send your field supervisor a Zoom link for the date and time of your Pre-conference Planning Meeting with them.
Meet with your field supervisor via Zoom to discuss your **completed** *Post-observation Conference Planning Form I* **.** Plan for 45 minutes to an hour for this meeting.
Finalize the *Post-observation Conference Planning Form I*.
Hold and **record** the post-observation with your colleague.
Submit the video of you leading the first post-observation conference and your observation notes.

Second Observation Cycle

Set up a time to observe your colleague and **record** the second full lesson.
Remember that the lesson should be about 45 minutes to capture the beginning, middle, and end of the lesson.
Record a short introduction to the observation video.
Submit the video of the lesson for your field supervisor to watch.
Watch the lesson and take Anecdotal Notes of the entire lesson.
Contact your field supervisor to set the date and time of the Pre-Conference Planning Meeting (via Zoom) to discuss the *Post-observation Conference Planning Form II.*
Complete the *Post-observation Conference Planning Form II* **in its entirety.**
Send your field supervisor a Zoom link for the date and time of your Pre-conference Planning Meeting with them.
Meet with your field supervisor via Zoom to discuss your **completed** *Post-observation Conference Planning Form II***.** Plan for 45 minutes to an hour for this meeting.
Finalize the *Post-observation Conference Planning Form II*.
Hold and **record** the post-observation with your colleague.
Submit the video of you leading the first post-observation conference and your observation notes.

Additional Important Information

During the Practicum, you will work with three (3) school administrators. Below are important definitions of the role of each administration to help you understand the role of your field supervisor in the observation process.

- Your **Site Supervisor** – your principal who will oversee your practicum and will help you complete the required 120 hours of internship.
- Your **Field Supervisor** - an experienced current or retired school principal who has been contracted by UT Tyler, who will be assigned to support and coach you throughout this practicum.
- Your **Instructor** – Dr. Kathy Ray, a former school superintendent, will support you throughout this practicum.

As required by the Texas Education Agency, your **field supervisor** will observe and coach you as you develop your instructional leadership skills. Given that this Practicum is an online course, we will conduct these observations by watching the videos you will submit (the two lessons and the two post-observation conferences). As indicated above, you will meet with your field supervisor before you conduct the post-observation conferences. **These are state-required coaching meetings.** The meetings will be held virtually via Zoom.

Given that these observation and coaching sessions are state requirements, you will **not** receive credit for the Practicum if you fail to submit the videos and/or to participate in the required coaching meetings with your field supervisor.

Your **field supervisor** will provide written feedback (via Qualtrics) after each coaching meeting. As required by the State, your site supervisor and instructor will receive a copy of the written feedback.

The coaching and feedback shall focus on the development of your leadership skills, aligned to the Texas Principal Standards. A copy of these standards has been posted on Canvas.

Grading of Observations and Post-Conferences

As indicated on the syllabus, all assignments must be completed and submitted to receive credit for The Practicum I. Your field supervisor will award 10 points per component of the observation cycle, when the videos, observation form, and observation notes are submitted on time. Refer to the syllabus for the late work policy and the assignment schedule for due dates. *Please note that the following assignments are **not** the only required assignments required.*

You will receive 10 points for each of the following observation components:

- Lesson videos (2)
- Observation checklist (videos 1 and 2)
- Scripted observation notes (video 1 only)
- Anecdotal observation notes (video 2 only)
- Post-observation conference videos (2)

Finally, make sure you keep track of the time you spend preparing and conducting the observations and post conferences, as well as the time you spend working on the observation notes. These activities are all designed to help you complete the required 120 hours and should be included in your time log.

Dr. Kathy Ray October, 2021
Dr. Yanira Oliveras-Ortiz August 2019

Examples of Administrative Practicum Experiences
Leadership and Management Activities

The practicum requires students to accrue **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 mentor (i.e., principal on your campus) may come up with other meaningful activities. The leadership topics and specific activities proposed will be determined in collaboration with your site-base mentor. **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 PTO or Rotary Club meeting

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 and/or paraprofessional

Practicum in the Principalship II
EDLR 5371

Introduction Packet

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 supervision. 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.

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

Practicum in the Principalship II
EDLR 5371

Permission Form

I hereby agree to serve as the site-base supervisor for **(Your name)**

As the site-base supervisor, I understand that my responsibilities include:

- Supervising the student during the campus experiences.
- Meeting with the student on a regular basis.
- Assisting and guiding the student if problems arise.
- Read and will faithfully apply the principles of the *Effective Principal Mentor Attributes* and *Qualities in Effective Principal Mentors* documents.
- Completing an evaluation form on the student at the end of the practicum.

Site-base supervisor, qualifications include:

- Valid Texas principal certificate
- At least 3 years of verifiable principal experience inTexas
- Verifiable success in student achievement (e.g., STAAR testresults)
- **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

School Name

_____
Campus

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

Practicum in the Principalship II
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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

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Effective Principal Supervisor/Mentor 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.

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Effective Principal Supervisor/Mentor 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.

Practicum in the Principalship II
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Qualities in Effective Principal Supervisors/Mentors

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.

Practicum in the Principalship II
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Qualities in Effective Principal Supervisors/Mentors (continued)

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.

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.

Practicum in the Principalship II
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Qualities in Effective Principal Supervisors/Mentors (continued)

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.

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/**

UT Tyler SOE Practicum Observations

PROGRAM: Educational Leadership - Principal

STUDENT INFORMATION:

Name:
Student Patriot Email:
School District:
School:
TEA ID:

OBSERVATION INFORMATION:

Mode of Operation:
Observation Number:
Pre-Observation Conference Date:
Video/Observation Time:
Observation/Video Recording Date:
Length of Video/Observation:
Post Observation Conference Date:

Was the observation conducted on a Saturday or Sunday?

If so, please explain why the observation was conducted outside the regular work week:

OBSERVATION:

- ∅ **Describe the observed activity. Refer to the T-PESS Rubric for "Examples of Artifacts and/or Evidence" at the end of each Domain that support the rating of each Indicator. (TEXT BOX)**

Domain 1: Strong School Leadership and Planning:
Indicator 1.1: Ethics and Standards – Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 1.2: Schedules for Core Leadership Tasks – Focuses calendars and time to address leadership and instructional priorities: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 1.3: Strategic Planning – Leads focused planning processes with strategic monitoring of outcomes: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 1.4: Change Facilitation – Productively manages change processes: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – Models personal commitment to developing self and others: **Improvement Needed/Developing/Proficient/Accomplished**

(RATING SCALE)

Domain 2: Effective, Well-Supported Teachers:

Indicator 2.1: Human Capital - Recruits, selects, assigns, and inducts highly effective educators: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 2.2: Talent Management - Supports and retains highly effective educators: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 2.3: Observations, Feedback, and Coaching – Conducts rigorous, calibrated, and supported observations: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 2.4: Professional Development - Personalizes and aligns professional development: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Domain 3: Positive School Culture:

Indicator 3.1: Safe Environment and High Expectations – Aligns the vision, mission, and goals to a safe environment and high expectations: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 3.2: Behavioral Expectations and Management Systems – Establishes clear expectations and systems for behaviors, including social and emotional supports: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 3.3: Proactive and Responsive Student Support Services – Leads strategies to proactively provide and coordinate student support services: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 3.4: Involving Families and Community – Productively involves and coordinates family and community involvement: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Domain 4: High-Quality Curriculum:

Indicator 4.1: Standards-based Curricula and Assessments - Ensures fidelity of implementation with state and district curricula and assessments: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 4.2: Instructional Resources and Professional Development – Facilitates access to instructional resources and professional development: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Domain 5: Effective Instruction:

Indicator 5.1: High-Performing Instructional Leadership Team - Creates a high-performing, skilled leadership team: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 5.2: Objective-Driven Plans – Supports the development of objective-driven daily lesson plans: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 5.3: Effective Classroom Routines and Instructional Strategies – Develops effective routines, instructional strategies, and experiences for all students**: Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 5.4: Data-Driven Instruction – Monitors multiple forms of data to guide instructional decisions and maximize performance**: Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

Indicator 5.5: Response to Intervention – Leverages resources to respond in a timely manner to all students' needs: **Improvement Needed/Developing/ Proficient/Accomplished (RATING SCALE)**

- ∅ **Give examples of how the observed activity (aligned to the T-PESS Domains and Indicators). (TEXT BOX)**

- ∅ **How did the observed activity address the underlying question: As an Instructional Coach, how do you get teachers, especially those who are resistant to change, on board with the change? (TEXT BOX)**

- ∅ **In addition, think about the three approaches to coaching described in Jim Knight's book The Impact Cycle beginning on page 9. Which approach would you select and why? (TEXT BOX)**

- ∅ **Recommendations for strengthening the educational activities (aligned to the T-PESS Domains and Indicators). (TEXT BOX)**

- ∅ **Student Reflections (aligned to the T-PESS Domains and Indicators). (TEXT BOX)**

Qualtrics Evaluation Link

Using the following link to access the Observation Form when evaluating the field observation:

https://uttyler.az1.qualtrics.com/jfe/form/SV_87IH3p4Dz2tAHjw

The field supervisors must follow the timeframe below when conducting the observations. The dates are aligned to the Texas Administration Code. An observation must be scheduled within each third of the practicum.

Observations

- ☐ First 1/3 of the Semester
- ☐ Second 1/3 of the Semester
- ☐ Third 1/3 of the Semester

NOTE: Student ID and TEA ID numbers must match the information found in TEA's *Educator Certification Online System* (ECOS).

Student Last Name	Student First Name	TEA ID#	District	School	Site-base Mentor
(enter here)	(enter here)	(enter here)	(enter here)	(enter here)	(enter here)

UTTyler
THE UNIVERSITY OF TEXAS AT TYLER



6 Principal Domains: I. School Culture II. Leading Learning III. Human Capital IV. Executive Leadership V. Strategic Operations. VI. Ethics, Equity and Diversity

STUDENT PRACTICUM LOG
EDLR 5370/5371

(revised 8/19/2023)

eJournal Entry	Activity/ESF Lever	I	II	III	IV	V	VI	Time (Minutes)	Cumulative Time (Minutes)
#1	Teacher walkthroughs/Lever 5	X						30	30
#1	Grade level PLC meeting/Lever 1		X					60	90
#1	Campus budget audit/Lever 2			X				45	135
#1	STEAM curriculum review/Lever 4						X	45	180
									180
									180
									180
									180

eJournal Entry	Activity/ESF Lever	I	II	III	IV	V	VI	Time (Minutes)	Cumulative Time (Minutes)
									180
									180
									180
									180
									180
									180
									180
									180
									180
									180
								Total Time (7,200 minutes required)	180

Student's Printed Name:

eJournal Entry	Activity/ESF Lever	I	II	III	IV	V	VI	Time (Minutes)	Cumulative Time (Minutes)
Student's Signature:								Date:	
Site-base Mentor's Printed Name:									
Site-base Mentor's Signature:								Date:	
Instructor's Approval:								Date:	

Activity #	Practicum Activity Description
1	Working with a small committee review the current vision statement and document ways the school has implemented the vision during the past school year. Collaboratively develop a process for involving all stakeholders in the revision of the existing vision statement, addressing changes in demographics, student achievement, resource data, and perception data for the school. Share this information with the principal, and present a plan for possible implementation.
2	Update the school's website OR create a brochure/information packet for parents for the opening of school.
3	Shadow a principal. Then, conduct a follow-up interview to discuss goals for next year and expectations of his or her assistant principals. Compare the styles of leadership and summarize your new learning.
4	Participate in or facilitate the process of writing/modifying and sharing the school improvement plan. Specify how the school vision and use of data drive this plan.
5	Plan a school celebration, activity, or ceremony involving the parents and/or community organizations that will communicate progress toward the realization of the school's vision.
6	Design and administer a teacher, student and parent survey or utilize existing perception data from the school or district. Using the results of this data select and implement appropriate strategies that will capitalize on the diversity of the school community to improve school programs and culture.
7	Conduct three "walk-throughs" in the classroom of a beginning teacher to identify strengths and needs. Coach this teacher by helping in the creation of lesson plans, organization of classroom management, and monitoring of student progress over a period of four to six weeks.
8	Develop questions related to an instructional need specific to the school. Meet with a curriculum specialist in the school district to discuss strategies, resources and implementation of specific best practice activity addressing this need. Summarize your findings and share with the principal.
9	Observe and coach an experienced teacher, selected by the principal. Conference with him/her a minimum of two times. Provide feedback and support and assist in the development of a professional growth plan.
10	Review school crisis plan and modify as needed. Check emergency kits and ensure they are in place and functional.
11	Tour the building with maintenance and head custodian to identify safety, cleanliness, and facility needs.

12	Identify and document the use of all current technologies used for school management, business procedures and scheduling. Provide suggestions for upgrading and maximizing use of these technological tools. Share your findings with the appropriate administer(s).
13	Research media coverage of the school in the past year. Following district guidelines make recommendations and/or a plan for improving the positive press about the school for the upcoming year.
14	Assist in planning, organizing and conducting a program that specifically serves students with special and/or exceptional needs (e.g., parents of autistic children support group, §504 workshop, and working with children of poverty workshop for faculty).
15	Interview one of the school's community partners to discuss ways to improve or expand the partnership. Follow through with at least one of the suggestions made by the community partner. (If no partnerships exist, attempt to establish one.)
16	Handle discipline infractions according to school policies and procedures. One of which should be a Special Needs Student.
17	Participate in the student placement process, addressing academic, social, and emotional needs of students. Closely examine how the school addressed placement of special need students.
18	Actively assist in the coordination and supervision of testing procedures. Participate in the delivery of the code of ethics for staff in relation to the testing process. Work closely with testing supervisor to learn how to manage misadministration issues if they occur.
19	Develop a 3-year history of school data comparing the school's demographic data, student achievement data, and perception data. Plan a PowerPoint presentation for the School Leadership Team to highlight your findings. Include recommendations for school improvement and professional development.
20	Interview a School Nurse regarding health procedures and HIPPA regulations. Document ways the HIPPA regulations are communicated to the parents and community.
21	Conduct a presentation for the faculty advocating programs and best practices that promote and provide equitable learning opportunities for all students. Collect feedback from the staff through an evaluation form. Summarize data and list strategies for improvement.
22	Gather a small focus group or data team to analyze a particular school need. Lead the discussion as participants study the data to clearly understand the problem and brainstorm solutions. Compile the feedback and suggestions for the principal.

23	Review the school/district guidelines for staff selection. Research information on candidates. Participate in at least two interviews of certified employees and follow-through with the hiring process.
24	Review the school/district guidelines for staff selection. Research information on candidates. Participate in at least two interviews of non-certified employees and follow-through with the hiring process.
25	Review teacher attendance records from the past year to determine substitute teacher utilization. Analyze the data and make recommendations to the principal.
26	Evaluate the mentoring plan implemented in the school during the past year and interview at least 2 new teachers and at least 2 mentors about the school's program. Use this information to refine the mentoring program for the upcoming year.
27	Interview three substitute teachers that have served in the school during the past year (by phone, if necessary). Also talk to three teachers who have relied on substitutes during the year. Use this data to develop or refine a substitute orientation and information pact for the school. Make suggestions to the principal on ways to improve the school's involvement of substitutes.
28	Participate in the development or revision of the Teacher Handbook (hard copy and/or electronic versions).
29	Participate in planning the Back to School orientation/activities for students.
30	Participate in planning the Back to School orientation/staff development for staff.
31	Facilitate the planning with the PTA president/executive team to align activities of the coming year with the school's goals.
32	Examine the past year's professional development plan and evaluate its effectiveness. What impact has it made on staff and student learning? Using school data, work with the principal to develop and/or plan the school's professional development for the coming year.
33	Review teacher evaluation scores/files to determine areas of need, possible improvement activities and accountability for determining and documenting process.
34	Review discipline referrals from the previous year and summarize the areas needing attention. Make recommendations to the principal for improvements for the coming year.
35	Review bus referrals from the previous year and summarize the areas needing attention. Make recommendations to the principal for improvements for the coming year

36	Review actions plans that were implemented in the past year. Conference with the principal on their impact on teacher performance. Establish a monitoring plan for the upcoming year to provide follow-up.
37	Assist with ordering and organizing teacher and student supplies (including textbooks) that will be needed for school opening. Become familiar with the inventory control procedures.
38	Assist the principal with assignment of extra duties to the staff.
39	Meet with the financial secretary to discuss procedures, organization, paperwork associated with the school's budget. What common problems are faced? What legalities must be addressed?
40	Analyze data on parent and community involvement in the school during the past year. Categorize the different ways they were involved in the school. Make recommendations to the principal regarding the involvement of parents and the community in the upcoming year. Provide specific suggestions for the orientation of these volunteers
41	Interview the administrators, secretaries, and/or instructional team to review any available audit reports from the previous year (safety, financial, or instructional). What follow-up did the school do during the year? What suggestions do you propose for the future to ensure the problems to not reoccur?
42	Conduct a review of personnel turnover for the past 3 years. Categorize the reasons for the turnover and develop a suggested plan of action to improve teacher retention.
43	Interview the Cafeteria Manager regarding budget, meal planning, scheduling, and payroll issues. Discuss procedures for field trips and special events. Then, supervise students for 3 days in the cafeteria. Find a way to support and acknowledge cafeteria staff.
44	Meet with a school committee to discuss school climate. Develop strategies to improve relationships between diverse groups in the school. (Staff or students)
45	Make a presentation to the staff regarding FERPA, communicable disease or sexual harassment policies. Videotape the presentation and critique. Secure feedback from site supervisor.
46	Assist with the implementation of an induction program that meets the needs for new faculty and their mentors.
47	Hold a focus group where parents and/or community partners are involved to review the school's current vision, mission and improvement plan. Document the suggestions to promote the vision, mission and improvement plan. Share results with the principal.

48	Attend PTA functions serving as the administrator. Follow through by assisting with tasks determined by the group.
49	Meet with the principal, AP, or parent coordinator to create a school profile (i.e., programs, curriculum, facilities, diversity populations, etc.) that will be highlighted during school tours. Using this information, conduct a tour for new parents or visitors to the school. If the parent has a child entering the school, assist with student registration.
50	Attend a minimum of two School Leadership Meetings to observe the structure and decision making procedures. Document the communication skills of the principal in these meetings, with attention given to promoting the vision of the school and building shared commitment from the leadership team. Assist the principal in following up on agenda items.
51	Organize and facilitate emergency evacuation procedures, including one fire drill, one tornado drill and one school lock down. Document the effectiveness of the drills, and make recommendations to improve safety.
52	Review system guidelines for approval of field trips. Schedule and coordinate field trips according to guidelines and calculate transportation costs.
53	Organize, supervise, and evaluate a school event such as a science fair, assembly, or career day that supports the school's vision of learning.
54	Make a presentation about a school innovation or success promoting a fair and equitable learning opportunities to a community organization (e.g., Lion's Club, Rotary, or Church Groups).
55	Recruit and train volunteers for school programs with an emphasis on ways to use community resources to improve student achievement and accomplish school goals.
56	Observe two parent conferences. Document the affective communication skills, and problem solving techniques used by the school leader to include the family in positively affecting student learning.
57	Analyze quarter absentee and tardy records for one quarter and research intervention strategies for improvement. Present this information to the principal and/or staff, and implement at least one strategy recommended by the teachers.
58	Establish a schedule for teacher evaluation process within the school, including both formal and informal observations.
59	Attend a principal meeting in your district with your principal mentor. Under the direction of the administrator, follow-through on agenda items/action steps that need to take place as a result of the meeting.

60	Attend a local school board meeting and document the agenda items that allow the board to advocate for equitable learning opportunities for all students. Discuss implications of these items with your school principal.
61	Observe an IEP meeting to review procedures involved with screening, evaluating, and serving children with exceptionalities. Document the role of the principal in monitoring this process and write suggestions for improvement.
62	Review the curriculum standards for media/arts/physical education/and music. Conduct a walk through in each area. Analyze observation data for student engagement, alignment to the standards, and rigor. Present your finding to the principal with suggestions for improvement.
63	Identify students retained the previous year, and examine the interventions being used to ensure student success. Meet with receiving teacher(s) to discuss individual plans for improvement.
64	Review bus referrals. Using this data, meet with the principal and at least one bus driver to share strategies for improving areas of concern.
65	Attend a PTA/Booster Club board meeting when plans for events and budget expenditures are discussed. Analyze the impact of the decisions made in relation to the school vision and related school improvement efforts.
66	Address a parent concern regarding a transportation issue. Follow up with the principal and bus driver to assure the concern has been properly addressed.
67	Observe counselors as they work with classes, individuals or small groups. Discuss the counselor's role in implementing career clusters and development of individual graduation plans.
68	Participate in the state accreditation process.
69	Implement a new teacher social gathering to build relationships and promote a fair and equitable educational program for all students.
70	Meet with team leaders or department chairs to provide direction for the implementation of effective meetings. Document concerns from the group, and suggestions made for each concern.
71	Participate in the planning and implementation of the opening of school student assembly. Document how the vision was articulated to the student body.
72	Observe traffic patterns in the school parking lot; analyze safety issues for car riders or student drivers. Document findings and present recommendations to the school principal.

73	Collect and review lesson plans for three different grade levels or departments. Note alignment, rigor, and teacher strategies. Analyze findings and make recommendations for improvement to the principal.
74	Work with the school nurse to identify students with different health issues and help communicate these issues to the appropriate staff members following family educational rights and privacy guidelines.
75	Plan and conduct a curriculum night for parents to share accountability issues, curriculum and school plans. Emphasis the importance of parental involvement in their child's educational program.
76	Review the procedures for approving applications free and reduced lunch. Document confidentiality practices and ways the school encourages participation in the free and reduced meal program. Assist the appropriate personnel with implementation of these guidelines.
77	Attend 2 IEP meetings. Document the role of the LEP representative in the meetings. Prior to attending the meetings, review test data, psychological profile, and observe the student. Examine the IEP for compliance. The student should be an IEP student that is not currently a student in your class.
78	Observe 2 different special education classes. Prior to observation, review the IEP goals of the students in the class. Interview the teacher after the visit to discuss differentiation, quality of work, appropriateness of grade level, and specific learning accommodations made.
79	Attend and participate in 2 mid-year formation evaluation conferences. Review prior evaluations of the teacher. Upon completion of the conference document development and accomplishment of goals stated.
80	Review transportation routes. Ride the school neighborhoods. Plan an opening meeting/presentation for the principal to use as he/she sets expectations bus drivers at the beginning of the year.
81	Shadow 2 assistant principals from other schools for two hours each. Document areas regarding their job duties, as they relate to their role as leader, how their time is managed, the relationship to the principal, their responsibilities with staff morale and school climate and get their perceptions of the effectiveness of the school's organizational structure and parent.
82	Participate with your school administrator in 2 formal teacher observations. Attend pre and post conferences with the administrator. Discuss findings and write up the first draft of the observation reports for the administrator. In your reflection, detail ways that you utilized ethical and legal principals.
83	Attend a district budget hearing. Document correlation between budget allocations and the districts vision and mission statements.

84	Oversee the textbook selection process in your school or serve on a district level committee responsible for this process. Document the procedures used and textbook evaluation process in regards to equity and diversity.
85	Observe 2 discipline hearings. One at the sub-district (i.e., hearing officer) and the second at the district level (i.e., appealed to the board). Document all board policy and legal implications of each of the discipline hearings.
86	Supervise morning and afternoon bus duty for one week and manage the discipline referrals for that week. Discuss with an administrator the primary issues that have occurred, and what interventions will be implemented to prevent the reoccurrence of these behaviors.
87	Meet with the school principal to discuss how the school budget is prioritized, what role the teachers had in the budget process, and how does the budget address the school's improvement plan. Document ways the budget creatively seeks new resources to facilitate learning.
88	Participate in the development of the school announcements and articulate ways to include the vision of the school.
89	Monitor the success of the School Improvement Plan and make recommendations for adjustments/direction for the coming year. Document the effectiveness of the school leadership team in the implementation of the plan.
90	Interview the person(s) responsible for the use of technology in instruction. In addition, interview three teachers to determine the extent in which the technology is being used. Explore other sources of data to indicate the effectiveness of technology in the school's program. Develop a plan that will take the curriculum technology utilization to the next level.
91	Revise, implement and monitor an intervention program for specific students needing support. Document the effectiveness of RTI (Response to Intervention) in the school.
92	Supervise three extracurricular activities (e.g., sporting events, clubs, or playground duty). Note methods of compliance with legal and safety standards, and make recommendations for improved supervisory responsibilities.
93	Review student attendance issues identifying patterns, frequency, and relationship to individual student achievement. Create a plan that addresses these issues.
94	Assist in the preparation and delivery of presentations for incoming or new students (e.g., Beginners day, Kindergarten Orientations, Middle School Transitions, or In-Coming Freshman meetings).
95	Implement one strategy that will help substitute teachers promote a positive school culture, capitalizing on the diversity and exceptionalities of the school.

96	Plan and implement an activity that recognizes school volunteers for their support during the school year.
97	Assist in conducting a workshop for parents in an area of critical need.
98	Develop a plan for disseminating the implementation of a new school law or regulation.
99	Implement the plan for revising the school's vision statement. Submit the revised vision to the school leadership team.
100	Work with a group of teachers in a specific subject area to develop common assessments that align curriculum standards vertically from grade level to grade level.
101	Design an activity that will appreciate and acknowledge transportation personnel.
102	Workings with a team at the school develop and organize a summer school program.
103	Review the district guidelines for the involvement of the division of family services. Meet with the counselor or social worker to discuss the results of a case that was referred to DSS. Document the principal's role in this process.
104	Document the process used by the principal to appointment school committees, including Data Teams, School Leadership Committees, School Improvement Teams, and Parent Advisory Councils.
105	Document the district process for writing and acquiring outside resources. Work with a team to apply for funding locally, through grants, or national foundations.
106	Attend 2 school assistance team meetings to document the IDEA child find process. Note the responsibility of the principal in this process.
107	Review parent survey data to determine areas of needed improvement. Design and implement an activity to address one of the identified concerns by involving parents in the decision making process.
108	Conduct a space utilization survey and share results with administrators. Assist with planning that will accompany any changes for the upcoming year.
109	Project the enrollment of students using the cohort survival method. Write a staffing plan that would reflect the information discovered.
110	Review the district guidelines for managing bus accidents. Interview district legal personnel about the principal's role in this process.
111	Conduct and evaluate a bus evacuation.

112	Interview the principal regarding the relationships between central office administrators/supervisors and the school. Describe the policy-making process in the school system.
113	Review the vocational/career education plan for the school and make recommendations for utilizing community resources to support students.
114	Meet with the principal and the key persons responsible for creating the master schedule to determine the criteria used to design the schedule. How does it affect instruction? Does it allow for teacher collaboration? How? Then actively participate in the continuing development of the master schedule.

Author unknown

Adapted from: *Internship Activity Log Building Principal, Supervised Internship-Curriculum/Program Director, Special Education Director*

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http://www.google.com/url?sa=t&rct=j&q=ideas%20for%20principal%20internship&source=web&cd=2&ved=0CCcQFjAB&url=http%3A%2F%2Fmyweb.astate.edu%2Fsbounds%2FInternship%2FActivity_Log.doc&ei=DEu5VITNPKjfsATS9oCwCg&usg=AFQjCNEUcZtAvptmZKRRy3M_durSDnTl4Q&sig2=XdSy9nw3S8_J3tL4sDJy0A&bvm=bv.83829542,d.cWc

Texas Principal Standards

- **Standard 1 – *Instructional Leadership*:** The principal is responsible for ensuring every student receives high-quality instruction.
  - **1a. Rigorous and aligned curriculum and assessment** – The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards
  - **1b. Effective instructional practices** – The principal develops high-quality instructional practices among teachers that improve student performance
  - **1c. Data-driven instruction and interventions** – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap
  - **1d. Maximize learning for all students** – The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap

- **Standard 2 – *Human Capital:*** The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.
  - **2a. Targeted selection, placement, and retention** – The principal selects, places, and retains effective teachers and staff
  - **2b. Tailored development, feedback, and coaching** – The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
  - **2c. Staff collaboration and leadership** – The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
  - **2d. Systematic evaluation and supervision** – The principal conducts rigorous evaluations of all staff using multiple data source.

- **Standard 3 – *Executive Leadership*:** The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
  - **3a. Resiliency and change management** – The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
  - **3b. Commitment to ongoing learning** – The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
  - **3c. Communication and interpersonal skills** – The principal tailors communication strategies to the audience and develops meaningful and positive relationships.
  - **3d. Ethical Behavior** – The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates the moral imperative to educate all children and follows practices and procedures of his or her respective district.

- **Standard 4 – *School Culture*:** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
  - **4a. Shared vision of high achievement** – The principal develops and implements a shared vision of high expectations for students and staff.
  - **4b. Culture of high expectations** – The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
  - **4c. Intentional family and community engagement** – The principal engages families and community members in student learning.
  - **4d. Safe school environment** – The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
  - **4e. Discipline** – The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

- **Standard 5 – *Strategic Operations:*** The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
  - **5a. Strategic planning** – The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
  - **5b. Maximized learning time** – The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
  - **5c. Tactical resource management** – The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
  - **5d. Policy implementation and advocacy** – The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

UT Tyler SCHOOL OF EDUCATION

Principal Domains and Competencies
Framework for Principal Certification (268) Exam

The following Domains and Competencies represent the knowledge, skills and dispositions principal candidates should master as practitioners, as well as the framework to prepare candidates for the *Principal as Instructional Leader (268) Exam*.

DOMAIN I — SCHOOL CULTURE

Competency 001: The entry level 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 entry level 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

Competency 003: The entry level 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 entry level 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

Competency 005: The entry level 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 entry level 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

Competency 007: The entry level 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 entry level 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 affects 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

Competency 009: The entry level 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 entry level 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

Competency 011: The entry level 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

UT Tyler SCHOOL OF EDUCATION

Code of Ethics

Texas Administrative Code

Chapter 247

Enforceable Standards

1. **Professional Ethical Conduct, Practices and Performance**
    a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
    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 of students, 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 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.
    i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
    j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
m. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

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, gender, disability, family status, or sexual orientation.
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 or who provides information for a disciplinary investigation or proceeding 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 intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly 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, gender, disability, national origin, religion, family status, or sexual orientation.
e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
h. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
    i. the nature, purpose, timing, and amount of the communication;
    ii. the subject matter of the communication;
    iii. whether the communication was made openly or the educator attempted to conceal the communication;
    iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
    v. whether the communication was sexually explicit; and
    vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry level 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

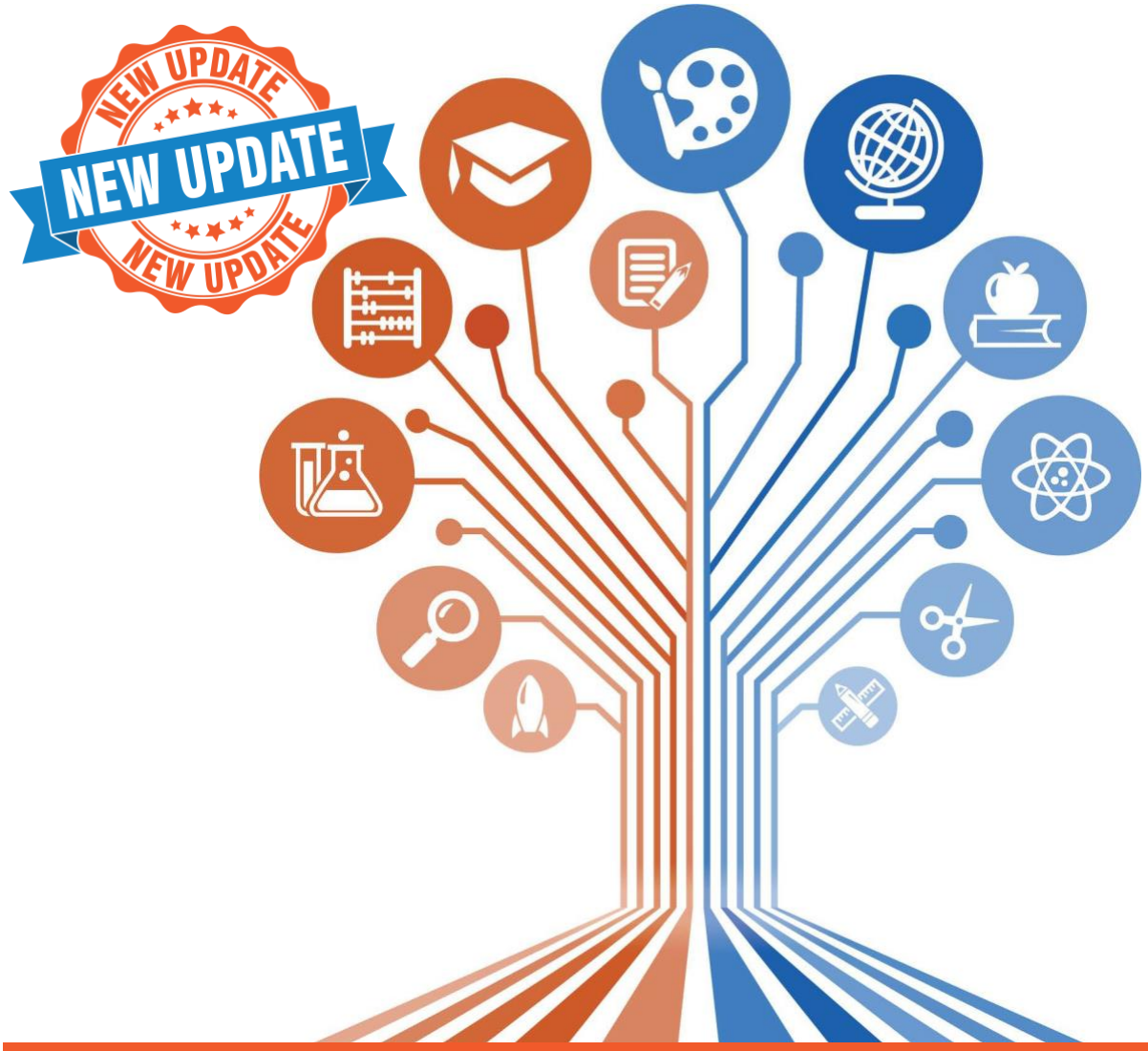
E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

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

Principal Rubric



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

2020 Update

Domain 1: Strong School Leadership and Planning

Indicator 1.1: Ethics and Standards – *Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other district and campus leaders	Collaborates with leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Develops and implements processes to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 1.2: Schedules for Core Leadership Tasks – *Focuses calendars and time to address leadership and instructional priorities*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Strategically adheres to core leadership tasks Has detailed calendaring systems Coaches and leads others on managing and prioritizing their time and tasks Ensures efficient and effective operations are upheld with instruction as the priority	Strategically defines priorities to lead, delegate, calendar, and communicate core leadership tasks Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others Makes adjustments to respond to changes in instructional needs and priorities Collaborates with staff to monitor calendars that consistently maximize learning time and operations that enable student learning	Leads with clear, written, and transparent roles and responsibilities Develops a school calendar with key instructional leadership tasks Defines and calendars personal core leadership tasks with clear priorities for instruction Ensures that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning	Carries out general leadership roles and responsibilities, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 1.3: Strategic Planning – *Leads focused planning processes with strategic monitoring of outcomes*						
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
	Dis	Acc	Pro	Dev	NI	Leverages strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven Maintains clear continuous improvement and decision-making processes that are linked to the plan	Leverages all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused Uses multiple quantitative and qualitative data sources Establishes aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions Consistently uses the plan to guide decision-making and adjusts, accordingly	Collaboratively develops a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners Includes multiple sources of data Ensures the plan is rigorous and instructionally focused Uses the plan to guide decision-making and adjusts, accordingly	Develops an improvement plan based on limited data and provides staff with the plan Sometimes conducts formative reviews of the strategies	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					
Appraiser Comments/ Growth Opportunities										

Indicator 1.4: Change Facilitation – *Productively manages change processes*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
<table><tr><th></th><th>Dis</th><th>Acc</th><th>Pro</th><th>Dev</th><th>NI</th></tr><tr><td>BOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>MOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>EOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>	Confidently challenges the status quo and serves as a driving force in initiating and managing changes Proactively anticipates and manages change initiatives Actively leads change initiatives with clear solutions, resiliency, and productivity Builds capacity in others to effectively lead change	Empowers leadership teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices Uses productivity and achievement data to consistently communicate the need for change to staff Breaks change into clear and concise actions that create the opportunity for stackable success Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities	Interacts with a solutions-oriented mindset and empowers staff to take ownership of improvement initiatives Initiates and facilitates necessary change using a student outcome lens Clearly articulates and involves others in the change processes	Articulates the need for solutions and accepts some responsibility for change and continuous improvement Sometimes acts on needed change with limited solutions	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – *Models personal commitment to developing self and others*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis **Acc** **Pro** **Dev** **NI** **BOY** ☐ ☐ ☐ ☐ ☐ **MOY** ☐ ☐ ☐ ☐ ☐ **EOY** ☐ ☐ ☐ ☐ ☐	Serves as a role model for continuous improvement with other district and campus leaders Consistently coaches other leaders beyond the campus Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others	Proactively seeks coaching and feedback from supervisors, peers, and staff, and models these interactions as standard practices Strategically plans for participation in learning opportunities Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes	Regularly seeks coaching and feedback from supervisors and peers Regularly incorporates refinements to adapt and improve practices Maintains a growth mindset for self and others Aligns growth to the needs of the school and student outcomes	Sometimes seeks coaching and feedback from supervisors Understand the importance of growth for self and others Engages in limited professional development	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Domain 1: Examples of Artifacts and/or Evidence

- Code of Ethics/Behaviors
- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Calendar(s) of Activities and Core Leadership Tasks
- Master Calendar
- Visioning Documents
- Mission, Vision, Goals, Values/Beliefs
- Campus Improvement Plan and Plan Monitoring Systems
- Strategic Planning and Monitoring Processes
- Budgets and Fiscal Management Systems
- Productivity and Achievement Data: Students and Staff
- Change Processes and Actions
- Coaching and Support Systems
- Professional Development Plans and Results

Domain 2: Effective, Well-Supported Teachers

Indicator 2.1: Human Capital - *Recruits, selects, assigns, and inducts highly effective educators*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Leads and models high standards for all positions and responsibilities with clear and established human capital management systems Strategically places and shifts positions to best meet the needs of the school, teams, and students	Collaborates with leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs Analyzes existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit	Follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates Ensures that placements of high-quality staff are strategic based on student needs and teacher/staff strengths	Uses basic criteria and teachers' qualifications to recruit, select, and assign candidates Sometimes involves others in hiring decisions	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 2.2: Talent Management - *Supports and retains highly effective educators*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
<table><tr><th></th><th>Dis</th><th>Acc</th><th>Pro</th><th>Dev</th><th>NI</th></tr><tr><td>BOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>MOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>EOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>	Capitalizes on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention Establishes career pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight	Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support Uses administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers	Routinely implements targeted and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers Gathers input from teachers to develop strategies for the retention of effective teachers	Uses a mentoring support system as the primary means of supporting and retaining staff	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Indicator 2.3: Observations, Feedback, and Coaching – *Conducts rigorous, calibrated, and supported observations*						
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
<table><tr><th></th><th>Dis</th><th>Acc</th><th>Pro</th><th>Dev</th><th>NI</th></tr><tr><td>BOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>MOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>EOY</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td></tr></table>	Leverages observations and feedback to build capacity with others as an established professional growth model Maintains and models coaching and actionable feedback as primary means of interacting with staff Establishes a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development	Systematically uses normed tools and processes with instructional leadership teams to analyze calibrated teacher observation data Establishes and makes available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance Conducts targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning	Uses normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time Reviews observation data and student achievement to ensure alignment between the two Provides timely, clear, and actionable feedback and coaching to all teachers Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching	Observes teachers primarily during scheduled observations and occasional walkthroughs Feedback is sometimes provided Provides coaching primarily to new teachers and those in need of support	*Comment Required*
Appraiser Comments/ Growth Opportunities						

Indicator 2.4: Professional Development - *Personalizes and aligns professional development*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis ☐ Acc ☐ Pro ☐ Dev ☐ NI ☐ BOY ☐ MOY ☐ EOY ☐	Models a schoolwide culture of learning and growth Leverages expertise to systematically develop and coach high fidelity practices Establishes a comprehensive professional development system that is frequent, reflective, and recursive Seamlessly integrates professional development and goal setting as cycles of improvement and refinement	Leverages leadership teams to consistently analyze performance, goal setting data, and growth plans Customizes research-based professional development and assesses implementation and impact on staff and student learning and achievement	Regularly uses observation and other relevant data to deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs Develops calendars for professional development that are modified based on data and teacher/student needs	Provides some professional development opportunities that are teacher-driven and/or delivered for all staff	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Domain 2: Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Teacher Recruiting and Hiring Processes
- Teacher and Staff Onboarding
- Teacher Placement Decisions
- Teacher Capacity-Building Strategies
- Professional Development Plans and Resources
- Teacher and Staff Retention Data
- Teacher Professional Growth Plans
- Coaching and Other Support Systems
- Teacher Goal Setting Data and Results

Domain 3: Positive School Culture

Indicator 3.1: Safe Environment and High Expectations – *Aligns the vision, mission, and goals to a safe environment and high expectations*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Serves as a catalyst and role model for other district and campus leaders in establishing clear purpose and direction Strategically connects and threads all school aspects to the visioning process Models and assumes high expectations from self and others	Leads leadership teams and stakeholders in establishing a unified purpose and shared vision Creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students Connects all initiatives and decisions to the vision Systematically assesses and measures the climate, challenges low expectations, and refines the vision as appropriate	Involves stakeholder groups in creating and continuously refining the school's mission, vision, goals, and values Uses this information to regularly guide decisions Ensures the vision and practices focus on a safe and orderly environment Maintains, and assumes from others, high expectations and shared ownership for student success	Develops and implements a shared vision and aligned goals Periodically uses the vision to guide school initiatives and decisions High expectations are sometimes evident	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 3.2: Behavioral Expectations and Management Systems – *Establishes clear expectations and systems for behaviors, including social and emotional supports*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Models a comprehensive schoolwide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students Data is reflective of minimal behavioral issues and high performance Systematically tracks and analyzes data with leadership teams to proactively identify and respond to behavioral concerns	Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals Embraces equity, diversity, and implications for behaviors Communicates, applies, and faithfully upholds schoolwide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals Fairly implements a system of rewards and consequences Consistently tracks and analyzes data to address patterns of issues	Proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals Implements and executes the code of conduct as routine practice Supports teachers in implementing rewards and consequences at the classroom and school levels Regularly tracks and analyzes data	Enforces the code of conduct with established consequences Periodically reviews data, particularly for students with patterns of behavior	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 3.3: Proactive and Responsive Student Support Services – *Leads strategies to proactively provide and coordinate student support services*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Leverages high-level, comprehensive internal and external services for students and their families Uses schoolwide routines and procedures to proactively identify and respond to students' needs Incorporates wrap-around services for high-need students through established case management processes	Establishes and implements multi-tiered systems of support to identify individual students' support needs Ensures that student's and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science Coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential	Ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught Provides structures to monitor individual progress, behavior, and emotional well-being Links internal and external support services to immediately respond to students' needs	Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 3.4: Involving Families and Community – *Productively involves and coordinates family and community involvement*						
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
	Dis	Acc	Pro	Dev	NI	Confidently serves as a driving force in creating a culture that welcomes all families and community members as partners Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes Incorporates varied strategies to gather feedback from family and community partners Leverages the influence and synergy of the school and community stakeholders to work together in support of high levels of student achievement	Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families Establishes systems for staff to explicitly shares critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/community roles in decision making, supporting the school and student outcomes Uses productivity and achievement data to increase authentic engagement and share responsibility for student outcomes	Provides varied opportunities for all families to engage in critical aspects of student learning Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance Establishes multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities Analyzes data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes	Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders Communicates essential information with families and the community	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					
Appraiser Comments/ Growth Opportunities										

Domain 3: Examples of Artifacts and/or Evidence

- Campus Improvement Plan
- Mission, Vision, Goals, and Beliefs/Values
- Culture and Climate Surveys
- Expectations for Performance
- Behavior Expectations and Management Systems for Students and Staff
- Teacher Retention Data
- Discipline Data Tracking System
- School Safety/Emergency Operations Plan
- Student Support Services
- Case Management Systems
- Partner Agreements
- Communication with Families
- Family and Community Engagement Data

Domain 4: High-Quality Curriculum

Indicator 4.1: Standards-based Curricula and Assessments - *Ensures fidelity of implementation with state and district curricula and assessments*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
	Leads student achievement through established, rigorous, and standards-based curricula and assessments Consistently builds capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments	Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments Utilizes leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted re-teach plans can be developed Establishes calendars with clear checkpoints, embedded corrective instruction, and spiraling for all students	Ensures teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence Ensures assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content Corrective instruction and spiraling are built into teaching and learning Establishes systems to support teachers in managing curriculum and assessment documents	Provides teachers with district-approved curricula and assessments Supports teachers in using and implementing expected curriculum and assessments	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 4.2: Instructional Resources and Professional Development – *Facilitates access to instructional resources and professional development*						
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
	Dis	Acc	Pro	Dev	NI	Coordinates a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes Designs and operates the curriculum resource system with clarity, coherence, and precision	Strategically aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching Consistently connects materials and resources to instructional needs of all students and student groups Provides ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities	Ensures instructional materials and resources are intentionally designed with expected rigor, key ideas, essential questions, and content-rich texts Connects materials and resources to needs of specific teachers, students and student groups Provides high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs	Provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments Provides some professional development for all teachers to assist with the use of resources	*Comment Required*
BOY	☐	☐	☐	☐	☐					
MOY	☐	☐	☐	☐	☐					
EOY	☐	☐	☐	☐	☐					
Appraiser Comments/ Growth Opportunities										

Domain 4: Examples of Artifacts and/or Evidence

- Curricular Materials
- Curriculum Calendars
- TEKS Studies
- Scope and Sequence
- Lesson and Unit Plans
- Formative and Summative Assessments
- Professional Development Plans and Resources
- Education Plans for Identified Students
- Student Achievement and Testing Data
- Leadership Team Decision-Making Processes

Domain 5: Effective Instruction

Indicator 5.1: High-Performing Instructional Leadership Team – *Creates a high-performing, skilled leadership team*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Systematically adheres to and models high levels of implementation of written protocols and processes Establishes clear instructional team roles and responsibilities with accountability measures Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance	Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions Builds capacity with others to lead and manage instructional initiatives Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills Monitors the effectiveness of team outcomes for staff and student performance	Uses written protocols and processes to regularly lead and manage leadership teams Implements these protocols and processes as standard operating procedures Identifies needs and regularly supports the development of leadership team members	Uses some written protocols and processes for broader instructional leadership tasks Involves leadership teams in some instructional leadership responsibilities	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 5.2: Objective-Driven Plans – *Supports the development of objective-driven daily lesson plans*					
Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
	Empowers, challenges, and supports staff in leading and managing planning with respective teams Uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans	Develops, maintains, and monitors a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components Utilizes leadership teams to assess the fidelity and impact of plans on learning and achievement for all students Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery	Ensures the unpacking of standards and the analysis of curricular resources, including assessments Communicates and monitors the expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery Regularly monitors the quality of plans and provides feedback	Communicates an expectation for teachers to internalize, modify, or develop daily lesson plans and submit them Monitors teachers' submissions	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Indicator 5.3: Effective Classroom Routines and Instructional Strategies – *Develops effective routines, instructional strategies, and experiences for all students*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Strategically develops model classrooms to showcase effective instructional practices; Leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms	Actively utilizes leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies Provides real-time feedback to teachers as strategies are practices and implemented Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices	Facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric	Incorporates instructional routines and strategies that are teacher-driven Monitors the effectiveness of practices when teacher and/or student needs arise	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 5.4: Data-Driven Instruction – *Monitors multiple forms of data to guide instructional decisions and maximize performance*

Ratings	**Distinguished**	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Empowers, challenges, and supports staff with comprehensive data management and analyses systems Teams make data-driven decisions as a routine practice and individually track their own data Students take ownership of and act on their data Data extends beyond varied academic sources	Leverages all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student-specific instructional needs Ensures teachers, students, and strategies are matched to maximize growth Implements schedules to facilitate frequent and recurring data meetings with teachers Ensures data meetings include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work	Supports teachers in analyzing multiple sources of data to regularly track and monitor the progress of all students and student groups Ensures teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery Focuses teachers on regular analysis of student work	Communicates an expectation for teachers to analyze multiple forms of academic data Sometimes reviews other sources of data beyond academics	*Comment Required*

Appraiser Comments/ Growth Opportunities

Indicator 5.5: Response to Intervention – *Leverages resources to respond in a timely manner to all students' needs*

Ratings	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Dis / Acc / Pro / Dev / NI BOY ☐ ☐ ☐ ☐ ☐ MOY ☐ ☐ ☐ ☐ ☐ EOY ☐ ☐ ☐ ☐ ☐	Prioritizes schedules and targets resources to strategically address the instructional needs of students, address growth, and close achievement gaps Systematically involves teams of teachers in tracking learning, growth and achievement for students who need interventions Closing gaps are evident and student achievement increases	Leverages leadership teams to systematically lead and monitor diagnostics and interventions Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs Creates and maintains systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions	Ensures student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs Monitors interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers Implements data monitoring and tracking systems for each teacher and student Uses regular and extended day schedules to regularly provide interventions	Uses limited data to identify students' learning needs Relies on teachers to provide necessary interventions Focuses primarily on students with the greatest learning needs	*Comment Required*
Appraiser Comments/ Growth Opportunities					

Domain 5: Examples of Artifacts and/or Evidence

- Leadership Team Protocols
- Leadership Team Agendas and Minutes
- Leadership Team Roles and Responsibilities
- Use of Research-Based Campus and Instructional Practices
- Effective Classroom Routines
- Use of Objective-Driven Lesson Plans
- Monitoring Processes for Lesson Plans
- Walkthroughs and Observations
- Staff Coaching Processes
- Data Management Systems Student Achievement and Testing Data
- Response to Intervention Tracking, Data and Meetings
- Teacher Tracking Systems for Students

EFFECTIVE SCHOOLS FRAMEWORK



The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military.

The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school. The ESF was developed in conjunction with school and district leaders and included a national review of research about what makes high-performing schools excellent. The ESF is part of the TEA's five-year strategic plan and is the starting point for improving internal technical assistance capacity and aligning partners (ESCs, external vendors, etc.) to support the continuous improvement of Texas school districts and campuses. In the spirit of our commitment to data-driven inquiry and the "Plan, Do, Assess" model, we will continuously evaluate the framework to examine effectiveness and make modifications as needed.

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levers.

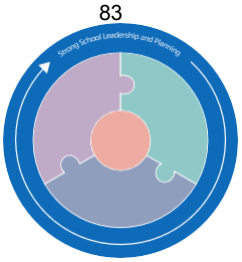
The Effective Schools Framework consists of a set of district commitments and, for schools, essential actions. **DISTRICT COMMITMENTS** describe what local education agencies do to ensure that schools are set up for success. The **ESSENTIAL ACTIONS** describe what the most effective schools do to support powerful teaching and learning. Beneath each Essential Action is a set of descriptions that define high level performance.

The first essential action listed under each priority is **FOUNDATIONAL**—schools need to address the foundational actions before moving to those that follow. For clarity, these are framed and correspond to the ESF graphic above.

How is the ESF Structured?

The Effective Schools Framework contains several layers. First, there are 5 **Levers** that are essential for high performing campuses. Then, within each lever you will find **District Commitments**, **Essential Actions**, and **Key Practices**. Each Key Practice is further defined by the **Success Criteria** which illustrate what it looks and sounds like when implemented with fidelity.

Lever	The lever is the larger category that high-performing campuses focus on. The ESF is made up of five levers. The components in each lever are the actionable elements to improve student outcomes.
District Commitments	Under each lever you will find the District Commitments. The District Commitments describe what *district leaders* do to ensure their schools are set up for success. They serve as the foundational structures and systems upon which school-based best practices can be built. This section identifies the actions and assurances taken by the superintendent and district coordinator for school improvement (DCSI).
Essential Actions	Within each lever you will find Essential Actions. The Essential Actions describe what the most effective schools do to support powerful teaching and learning under a specific lever.
Foundational Essential Actions	The first Essential Action in each lever is considered Foundational. Foundational Essential Actions should be addressed first in continuous improvement efforts,as they provide the foundation upon which the other essential actions develop. Campus leaders should identify two to three Foundational Essential Actions from the entire framework to focus continuous improvement efforts.
Key Practices	Each Essential Action includes a set of Key Practices that define what the essential action entails when implemented with fidelity. Campus leaders can utilize Key Practices to define action steps taken to achieve Essential Action Practices.
Success Criteria	The Success Criteria further defines the Key Practice as “lookfors” or evidence. If the Key Practice is being implemented with fidelity, the success criteria can be collected or observed as evidence of success.



Lever 1 / Strong School Leadership and Planning

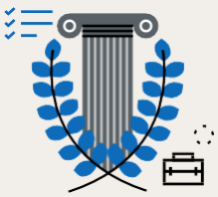
Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

District Commitments:

- The district places its most effective school leaders in its highest- need schools.
- The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.
- The district provides opportunities for ongoing support and coaching of the campus leader.
- The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.
- The district supports principals by protecting their time dedicated to school instructional leadership.
- The district ensures that principal supervisors have the necessary authority to create conditions for school success (e.g., remove barriers).
- The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g., manageable span of control, time dedicated to instructional practices).
- The district has support systems in place to collaborate with school leaders to share the district's vision and mission and establish clear expectations for the district's community to help the school reach common goals.

Essential Actions:

1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities



- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).
- Performance expectations are clear, written, measurable, and match the job responsibilities.
- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.
- Campus instructional leaders meet weekly to focus on student progress and formative data.
- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.
- Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.
- Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

1.3 Focused plan development and regular monitoring of implementation and outcomes

- There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.
- Campus leaders monitor plan implementation and hold task owners accountable for execution of the work.
- Campus leaders regularly use data and other evidence to track progress towards intended outcomes.
- If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.
- Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Effective Schools Framework Theory of Action

The Effective Schools Framework is a tool intended for all Texas schools. The Texas Education Agency (TEA) has codified all researched best practices into one common framework that should be used by district and campus leaders to improve system effectiveness and student outcomes.



If districts and schools:

Build a common vision of the highest leverage school practices (ESF);

» ***and*** assess their current practices in relation to that vision (self-assessment/diagnostic);

» ***and*** prioritize the identified gaps;

» ***and*** connect to effective capacity builders to help them in this work (Vetted Improvement Partners);

» ***and*** receive ongoing, targeted support during plan implementation and change management;

Then, schools and student outcomes will improve.



Lever 2 / Strategic Staffing

Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.

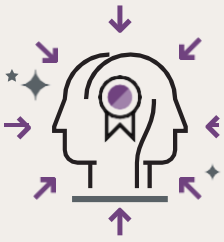
District Commitments:

- The district provides the campus with sufficient control over teacher hiring and placement.
- The district provides incentives for the strongest teachers to work in the lowest-performing schools.
- The district effectively recruits adequate numbers of qualified candidates.
- The district has timely, efficient, and responsive hiring processes.
- The district makes it possible for high-needs schools to be fully staffed by July 1st.
- The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction.
- The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.
- District policies and practices ensure that campuses have effective, well-supported teachers.

Essential Action:

2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators

- The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
- Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.
- Campus leaders implement targeted and personalized strategies to retain high-performing staff.
- Teacher placements are strategic based on student need and teacher strengths.
- Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.
- Preferred substitutes are recruited and retained.



Lever 3 / Positive School Culture

Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

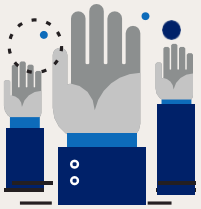
District Commitments:

- The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).
- The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate).
- The district provides campuses with access to external student support services.
- The district ensures that campus buildings are well maintained, safe, and conducive to learning.
- District policies, practices, and support align with and promote positive school culture.

Essential Actions:

3.1 Explicit school-wide behavioral expectations and culture routines

- Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
- Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

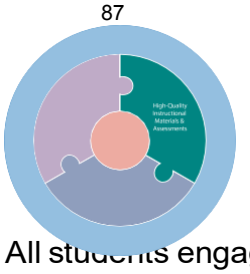


3.2 Proactive and responsive student support services

- The school has a campus-wide program to proactively teach mental health and wellness skills to students.
- School staff meets frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.
- Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.

3.3 Involving families and community

- The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.
- Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
- Multiple communication strategies with families are integrated into teacher roles and responsibilities.
- Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed.



Lever 4 / High-Quality Instructional Materials and Assessments

All students engage daily with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

District Commitments:

- District policies support the effective use of standards-aligned, high quality instructional materials and assessments.
- The district provides access to interim assessments aligned to the standards and the expected level of rigor.
- When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.
- When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation.
- The district ensures campuses have an assessment calendar aligned to the scope and sequence.

Essential Action:

4.1 Daily use of high-quality instructional materials



- Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.
- Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.
- When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
- When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.



Lever 5 / Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

District Commitments:

- The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).
- District policies, practices, and provided resources support effective instruction in schools.
- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
- The district has effective systems for identifying and supporting struggling learners.
- The district provides an interim data assessment platform to capture assessment data by item and student level.
- The district's annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection.

Essential Actions:

5.1 Professional development for effective classroom instruction



- Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.
- Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
- Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

5.3 Data-driven instruction

- Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.
- Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.
- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.
- Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

5.4 MTSS for students with learning gaps

- All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.
- All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.
- Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.

Effective Schools Framework Diagnostic

To ensure campuses and districts are appropriately prioritizing ***Essential Actions*** for continuous improvement efforts, the ESF Diagnostic Process serves as an effective tool to clearly identify strengths and areas of growth through the lens of an unbiased ESF Facilitator. Through this process a campus can guarantee they are putting effort into the highest leverage action steps and narrow their focus to improve student outcomes

The ESF Diagnostic process is a collaborative effort between the campus and district leadership team facilitated by a trained ESF Facilitator. District leadership support throughout this process is critical as district commitments are the enabling factor for campus success. The diagnostic process will require campus and district leadership to walk side-by-side through reflection and evidence collection activities that support the overall analysis of campus practices and determine district commitments.

The results of an ESF Diagnostic provide a detailed final report that clearly outlines synthesized evidence collected from artifacts, observations, and focus groups, aligned specifically to the Effective Schools Framework. The trained ESF Facilitator will facilitate discussion between the campus and district leadership, using the evidence to collaboratively determine the prioritized focus areas for improvement. The final report will be left as a tool for the district and campus to use to refine their goals and action steps to locally improve student outcomes.

Success Criteria

Success Criteria further define Key Practices as evidence or look-fors. During an ESF Diagnostic, the trained ESF Facilitator will collect and analyze evidence against the defined Success Criteria for each Key Practice. For example in Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Key Practice	Success Criteria	
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	• Comprehensive list of responsibilities, including teachers assigned for supervision. • Weekly calendars show scheduled time for observations/ feedback of classroom instruction, PLCs, and key data meetings.	
Artifacts	Observations	Stakeholder Feedback
A facilitator will request artifacts related to the list of responsibilities and weekly calendars as reflected in the success criteria.	A facilitator will observe during the campus visit to determine if leaders are enacting responsibilities outlined in artifacts to include daily responsibilities and attending weekly meetings.	During focus groups and interviews, the facilitator will confirm that the practices are taking place consistently and are regularly monitored.

Make a commitment to consistently monitor practices through quick data collections using Success Criteria as your baseline. What artifacts and observable evidence have you collected to determine implementation? How would stakeholders (teachers, students, parents) explain the consistency and fidelity of these practices?

Essential Actions Success Criteria

Lever #1: Strong School Leadership and Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities

Key Practice	Success Criteria
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	☼ Comprehensive list of responsibilities, including teachers assigned for supervision. ☼ Weekly calendars show scheduled time for observations/ feedback of classroom instruction, PLCs, and key data meetings.
Performance expectations are clear, written, measurable and they match job responsibilities.	☼ Performance evaluations with measurable goals are pre- determined, written, and agreed upon by both manager and direct report at the beginning of the year.
Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.	☼ Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.
Campus instructional leaders meet weekly to focus on student progress and formative data.	☼ Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.
Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	☼ Principals' calendar: ☼ Reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings). ☼ Includes modeling the use of these tools and techniques. ☼ Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement.

Essential Actions Success Criteria

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

Key Practice	Success Criteria
Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.	☼ Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students. ☼ Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency.
Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.	☼ Campus vision, mission, values, and/or goals articulate: ☼ High expectations and shared ownership for student success ☼ Ambitious student learning through rigorous and engaging lessons ☼ Support for teachers to implement high leverage teaching practices ☼ Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies.
Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.	☼ Practices and policies are captured in writing and consistently implemented with fidelity. ☼ Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. ☼ Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies. ☼ Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them.

Essential Actions Success Criteria

Lever #2: Strategic Staffing

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Key Practice	Success Criteria
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	☼ Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships. ☼ Uses referrals from current high-performing teachers in the recruitment and selection of staff. ☼ Develops and strategically deploys marketing materials that present the school as an attractive place to work. ☼ Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate.
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	☼ Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop. ☼ Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals.
Campus leaders implement targeted and personalized strategies to retain high-performing staff.	☼ High-performing teachers are identified based on improving student outcomes and willingness to learn and develop. ☼ Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition.
Teacher placements are strategic based on student need and teacher strengths.	☼ Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff.
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	☼ Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. ☼ Targeted training includes adult facilitation and team dynamics. ☼ Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching.
Preferred substitutes are recruited and retained.	☼ Effective substitutes are identified and prioritized in short-term placement/deployment. ☼ Ineffective substitutes are also identified and de-prioritized/prohibited.

Essential Actions Success Criteria

Lever #3: Positive School Culture

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines

Key Practice	Success Criteria
Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.	✡ Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students. ✡ Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management. ✡ Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies). ✡ Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation.
Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.	✡ School wide routines include steps for students that are clear, action-oriented, and easy to remember. ✡ School wide routines include clear steps for adults to take to support students in meeting the expectations of routines. ✡ Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals.
Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.	✡ Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations. ✡ There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented. ✡ Staff uses consistent responses to student behaviors. ✡ Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values.

Essential Actions Success Criteria

Lever #4: High-Quality Instructional Materials & Assessments

Essential Action 4.1: Daily use of high-quality instructional materials

Key Practice	Success Criteria
Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.	☼ Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. ☼ Instructional materials include research-based instructional strategies for RLA, specifically explicit and systematic practice with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary. ☼ Instructional materials are aligned to research-based instructional strategies for math, specifically balancing conceptual and procedural skills and fluency, ensuring time and effort is focused on the most important topics and TEKS, concepts connect across units and grade levels, and students have opportunities for productive struggle with math problems. ☼ Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. ☼ Instructional materials include implementation supports for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations.
Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.	☼ Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence. ☼ Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions. ☼ Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.
When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.	☼ Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed. ☼ Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data. ☼ Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons. ☼ Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate.
When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.	☼ Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets. ☼ Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies. ☼ Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate. ☼ Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction.

Essential Actions Success Criteria

Lever #5: Effective Instruction

Essential Action 5.1: Professional development for effective classroom instruction

Key Practice	Success Criteria
Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.	✡ Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems). ✡ Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices. ✡ Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices.
Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.	✡ Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims). ✡ Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives). ✡ Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences. ✡ Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices.
Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.	✡ Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners. ✡ Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction. ✡ Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.

Essential Actions Success Criteria

Essential Actions Success Criteria

Essential Action 5.2: Build teacher capacity through observation and feedback cycles

Key Practice	Success Criteria
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.	☼ Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.). ☼ Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.	☼ Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. ☼ All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.	☼ Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable. ☼ Teacher goals or action steps are responsive to the teacher's current proficiency. ☼ Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement.
Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.	☼ During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation. ☼ Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher. ☼ Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom. ☼ Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus.

Essential Actions Success Criteria

Essential Action 5.3: Data-driven instruction

Key Practice	Success Criteria
Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.	✡ Assessment calendars include windows for data analysis. ✡ Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. ✡ Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction.
Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.	✡ Understand the task, any related texts and standards and create or internalize the exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. ✡ Analyze and sort student work: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions. ✡ Identify the highest leverage gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery. ✡ Plan the response: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction. ✡ Practice the response: Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong. ✡ Follow Through: Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review.
Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.	✡ The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work. ✡ Teacher team meeting agendas are developed utilizing a common protocol. ✡ Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.
Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership	✡ All classrooms include at least one visible student progress tracking artifact, which is regularly updated. ✡ Campus hallways include at least one visible student progress tracking artifact, which is regularly updated.

EFFECTIVE SCHOOLS FRAMEWORK

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UT Tyler SCHOOL OF EDUCATION

Back to School Workshop: High Leverage Teaching Practices
August 16, 2017

High-Leverage Practices:

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, "check in" conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school.

Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.

Setting long-term and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

Providing oral and written feedback to students

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Teaching Works. (n.d.). *High Leverage Practices*. Retrieved from http://www.teachingworks.org/work-of-teaching/high-leverage-practices