Student Handbook
for
Principal Preparation Program

Revised May 2018
The University of Texas at Tyler is part of the University of Texas System that includes 14 institutions located throughout the state. Founded in 1971, UT Tyler today enrolls more than 10,000 students and consists of seven colleges and maintains regional campuses in Palestine and Longview, as well as a location in Houston.

Representing students from nearly 60 countries, the University of Texas at Tyler delivers more than 80 bachelor's, master's and doctoral degree programs. Among these is a Master of Education in Educational Administration. This degree includes principal certification and prepares degree seekers for the Texas Examinations of Educator Standards Principle exam.

The curriculum consists of 30 credit hours with courses covering leadership theory and practice, as well as the administration of programs typically found on campus using a variety of evaluative, investigative, and quantitative or qualitative research methods in solving problems to foster school improvement efforts. All courses are taught every semester and grouped into blocks; degree candidates must complete four blocks to graduate. In earning the master's degree in education administration and principal certification, learners must also complete three on-campus internships, write an action research project on the topic of their choice, and pass the TExES Principal Certification Exam administered by the Texas Education Agency. Selected action research projects are published in the online student journal The EDLR Practitioner Review.

Like many online master's programs for education administration, applicants need a valid teaching certificate and professional experience in education. The program requires GRE scores only 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 form, 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.

UT Tyler is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), a member of the University Council for Educational Administration (UCEA), and ranked #29 nationally by Bestcolleges.com for Best Online Master’s in Educational Administration.
University Policies

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

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttyler.edu/about/campus-carry/index.php](http://www.uttyler.edu/about/campus-carry/index.php)

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [http://www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid
State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Withdrawal Policy
The last day to withdraw for the Long Summer Semester without penalty is Monday, July 16, 2018.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you or have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the 2nd class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (i) “Cheating” includes, but is not limited to:
  - copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

EDLR Student Handbook: University Policies
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

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

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.
What is Considered “Attendance” in an Online Class?

Regular attendance is an important contributor to student success in online courses. To comply with federal mandates for the college’s handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as “attendance” in online courses. For a copy of the latest version of these federal mandates, please see the Federal Student Aid Handbook.

To ensure compliance with these mandates, here are a few tips for students:

- **What does NOT count as “attendance”**
  Students’ simply logging into a course on the Canvas LMS does NOT count as participation in that course.

- **What DOES count as “attendance”**
  Any “academically related activity” in a given course counts as participation in that course. For online classes, the activities in the following categories are considered “academically related”:
  - Participating in any assigned activity (e.g. submitting prepared assignment or material, taking examinations, engaging in an assigned study group, providing a self-introduction to the class in a discussion forum designated for this purpose);
  - Completing interactive tutorials or interactive, computer-assisted instruction; or
  - Discussing the course’s subject matter (e.g., online with other students, by email with the instructor).

- **What DOES NOT COUNT as an “academically related activity”**
  Discussions of matters other than the course’s subject matter would not count as participation, even if the student contacts the instructor to discuss them. Examples of topics whose discussion would not qualify a student as participating in a given course include:
  - Plans about submitting assignments,
  - Requests for extensions on deadlines for assignments,
  - Notifications of illness, or
  - Inquiries about purchasing course materials.
Online Master of Education with Standard Principal Certification - For Texas Educators Only

The Masters of Education (M.Ed.) is an online 30 graduate program. Course work includes a concentration study in public school leadership and administration, and practicums. The M.Ed. degree may be earned while completing certification requirements.

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

- Hold a bachelor's degree from an accredited institution.
- Possess Texas Teacher Certification (any field).
- Have a minimum 2.5 overall GPA or last 60 hours of coursework.
- Complete the application submission process.

Application Submission Process:
First:
- Complete the application for admission to a graduate program.
- Complete the Reference Form questionnaire after you receive your student ID number.

Then:
- Send all of the following documents directly to the Office of Graduate Admissions at the address below:
  - Official transcripts from undergraduate and graduate institutions attended.
  - 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 and will be determined once all transcripts have been submitted to the Office of Graduate Admissions.
  - Copy of your teacher certification.
  - Copy of teacher service record from each district you have taught (Can be obtained from district Human Resources offices).

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

EDLR Student Handbook: Program Overview
Finally:
- Once all application materials have been submitted, complete the Admission Screening Survey.

When all materials have been received and processed and admission criteria met, you will receive an offer of admission.

**International Applicants:** If the applicant's bachelor's degree is from a non-US institution, it must be evaluated by a service on this list. Also, a total iBT TOEFL score of 79 with a speaking subsection score of 26 or higher is necessary for admission.

**Criminal History Acknowledgement:**
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, see Preliminary Criminal History Evaluation.

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:

<table>
<thead>
<tr>
<th>GRE*</th>
<th>GPA - Last 60 Undergraduate Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>287+V/Q Combined - 5 points</td>
<td>3.00+ GPA - 3 points</td>
</tr>
<tr>
<td>153+ Verbal - 5 points</td>
<td>2.75+ GPA - 2 points</td>
</tr>
<tr>
<td>285+ V/Q Combined - 4 points</td>
<td>2.50+ GPA - 1 point</td>
</tr>
<tr>
<td>284+ V/Q Combined - 3 points</td>
<td></td>
</tr>
<tr>
<td>146+ Verbal - 3 points</td>
<td></td>
</tr>
<tr>
<td>283+ V/Q Combined - 2 points</td>
<td></td>
</tr>
</tbody>
</table>

*GRE is waived for students with a 3.25 or above on their last 60 hours of coursework.
Note: Applicants whose undergraduate degree is from a foreign institution must submit acceptable TOEFL scores (as explained [here](#)), or a verbal GRE score of 146 or higher, before full admission will be considered.

**Course Blocks:** All courses are offered each semester. A student must successfully pass all courses in a Block before he or she can enroll in the next sequential Block of courses.

<table>
<thead>
<tr>
<th>Block</th>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>EDLR 5310</td>
<td>Educational Leadership Theory &amp; Practice</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>EDLR 5313</td>
<td>Critical Issues in Educational Leadership</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>EDLR 5311</td>
<td>Developmental Supervision</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5349</td>
<td>Leadership in the Restructured School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5270</td>
<td>Practicum in the Principalship I</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>EDLR 5320</td>
<td>Public School Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5333</td>
<td>Administration of Special Programs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5271</td>
<td>Practicum in the Principalship II</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>EDLR 5330</td>
<td>The Principalship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5337</td>
<td>School Building Operations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLR 5272</td>
<td>Practicum in the Principalship III</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Master of Educational Leadership and Principal Certification = 30 hours and includes Blocks I-IV.

View the annual [rotation of courses](#) for the online Master's in Education in Educational Leadership.

**Course Descriptions**
Contact:
For Program information:

Dr. Gary Miller
gmiller@uttyler.edu
903.565.5675

Dr. Wes Hickey
whickey@uttyler.edu
903.565.5669

For Admission information:

903.566.7087
SOEgraduate@uttyler.edu

Also see Standard Principal Certification

For complaints about this certification educator preparation program, please follow the policy outlined in the Certification Program's Complaint Policy.
Policy and Procedure for Allowing Prior Experiences, Education, or Training

In accordance with:

*TAC Chapter 228. Requirements for Educator Preparation Programs*

§228.35. Preparation Program Coursework and/or Training.

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(6) Each EPP must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, and is directly related to the certificate being sought.

Candidates are asked to submit documentation showing excellence in professional behaviors that would suggest a high enough level of ability or competence to support awarding credit for course(s) taught in the educational leadership program. All requests will be reviewed by the EDLR faculty to determine if course credit is awarded.
Policy and Procedure for Allowing Prior Military Experience

In accordance with:

TAC Chapter 228. Requirements for Educator Preparation Programs

§228.35. Preparation Program Coursework and/or Training.

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(6) Each EPP must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, and is directly related to the certificate being sought.

candidates are asked to submit documentation showing excellence in professional behaviors that would suggest a high enough level of ability or competence to support awarding credit for course(s) taught in the educational leadership program. All requests will be reviewed by the EDLR faculty to determine if course credit is awarded.
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)
- JenniferJones@uttyler.edu

Additionally, it will trigger an email to OGS@uttyler.edu where it will note that the screening survey has been completed and to remove from the student’s to do list. They will not get the actual survey responses.

Dr. Jennifer Jones forwards the screening responses so the work is evenly distributed. She will either forward to Dr. Gary Miller, Dr. Vance Vaughn or will rate the screening instrument herself. 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 will be open for the reviewer to rate the responses. The reviewer can have the email with the responses and the rating scale open at the same time. At the conclusion of the survey, the reviewer will see the total score for the responses and will select either “acceptable” or “refer to departmental committee.”

When that survey is submitted, an email will be triggered to SOEGraduate and CEPImageNow with the rating and overall recommendation.
Policy for Taking TExES Principal Examination

Because passing the TExES exams is a state requirement for certification, policies and procedures are in place to encourage and support students in The University of Texas at Tyler’s Educational Leadership Program in passing their exams by the time they graduate.

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 used to qualify to take the TExES examinations. Upon satisfactory performance on the diagnostic screening instrument, the program coordinator will send a clearance communication, with instructions to request TExES 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 application for certification with the Texas Education Agency.

Texas State Board for Educator Certification (SBEC) TAC §230.21 Educator Assessment policy stipulates that candidates are allowed up to four re-takes of TExES 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 and apply for the appropriate state certifications 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:

- Re-taking and passing a TExES practice examination
- Completing instructional review modules
- Re-taking one or more courses approved by the program coordinator. This may involve being re-admitted to the university as a special program student.
• Re-apply for admission to the university and, upon acceptance, re-take 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 TExES certification testing.

If fewer than four years have passed after program completion, the amount of additional preparation required for UT Tyler approval to take the TExES examinations after six months beyond program completion will be determined by the program coordinator in consultation with the department chair. 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 TExES certification tests.

Principalship

Candidates must attempt and pass the Certify Teacher Practice TExES Principal Certification Exam (068), which is a representative test of the TExES Principal Certification Exam (068), before being allowed to take the exam administered by the Texas Education Agency. The practice exam is given to students enrolled in EDLR 5333 in Block III. Upon passing the practice exam, students are eligible to take the TExES Principal Certification Exam (068) during Block IV enrollment in EDLR 5272. For those students not passing the practice exam, remediation assignments are provided based upon specific content areas while in EDLR 5333. 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.
Certify Teacher Practice TExES Principal Certification Exam (068)

Before being permitted to register and take the Texas Education Agency (TEA) administered TExES Principal Certification Exam (068) in Block IV, students must take the Certify Teacher Practice TExES Principal Certification Exam (068) in Block III. Students must either pass the practice exam or complete a remediation program if a passing score is not achieved.

Though not graded, the practice certification exam is assigned as the Mid-Term Exam in the Block III course, EDLR 5333 Administration of Special Programs.

Registration for the TEA administered certification exam is introduced during the beginning of the Block IV course, EDLR 5272 Practicum in Principalship III.

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 http://www.certifyteacher.com
- Select the study guide you wish to purchase – make sure to select the online version option. Remember – 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 – make 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 after entering the promo code ($75.00 compared to $90.00).
- 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.
A Timeline for the Transition from 068 to 268 and PASL

Principal Assessment Rollout: From 068 to 268/PASL

- **12/31/18** = last time 068 may be taken by 1st time test takers
- **068 for re-testers only to 8/31/19**
- **9/1/2019**: 068 retired
- **268 offered for free***
- **268 offered quarterly**
- **PASL available**
- **December 2018**
- **January 2019**
- **February 2019**
- **Summer 2019**
- **September 2019**
- **268 = Standard**
- **268 + PASL = Standard**

*Eligible candidates include those who have never attempted the TExES Principal (068) test.

***Contingent upon candidate completing of all other certification requirements by 8/31/2019 and being recommended and applying for certification by 10/30/2019
<table>
<thead>
<tr>
<th>Competencies</th>
<th>EDLR5270</th>
<th>EDLR5271</th>
<th>EDLR5272</th>
<th>EDLR5300</th>
<th>EDLR5310</th>
<th>EDLR5311</th>
<th>EDLR5312</th>
<th>EDLR5320</th>
<th>EDLR5330</th>
<th>EDLR5333</th>
<th>EDLR5337</th>
<th>EDLR5349</th>
</tr>
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<tbody>
<tr>
<td>(1) Campus Culture - Students will shape campus culture by developing a shared vision.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
<td>X</td>
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<tr>
<td>(2) Communication and Collaboration - Students will communicate and collaborate with stakeholders to promote student success.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td></td>
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<tr>
<td>(3) Ethical Behavior - Students will act with integrity, fairness and in an ethical and legal manner.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>(4) Curriculum, Instruction &amp; Assessment - Students will design curriculum, instruction, and assessment for student performance.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
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<tr>
<td>(5) Professional Development - Students will advocate, sustain instructional program conducive to student learning and professional development.</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>4</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
<td>X</td>
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<tr>
<td>(6) Staff Evaluation - Students will implement staff evaluation and development system.</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>4</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
<td>X</td>
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<tr>
<td>(7) Decision-making and Problem Solving - Students will utilize organizational, decision-making and problem-solving skills.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
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<tr>
<td>(8) Leadership Principles - Students will apply leadership and management principles.</td>
<td>X</td>
<td>5</td>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
<td>X</td>
<td>5</td>
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<tr>
<td>(9) Physical Plant - Students will promote a safe physical plant.</td>
<td>X</td>
<td>5</td>
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</table>
**Standards for Principal Certification**

**Standard 1—Instructional Leadership**

The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills:

(i) Effective instructional leaders:

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

(YO) 5311: Uses lectures, videos, and Bloom’s taxonomy to observe teachers and components of the instruction in the lesson, including a write up observation.

(VV) 5349: Assesses knowledge of best practices core curriculum areas, review videos, finalize summary.

(JJ) 5313: Evaluates principal assessment plans analyzing practices and procedures.

(YO) 5270: Uses videos to coach teachers using TTESS, in addition teachers video a colleague and evaluate their practice.

(YO) 5330: Reviews all roles of the principalship to ensure all practices are in place.

(II) implement a rigorous curriculum aligned with

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**Test Framework Competencies**

**Domain II—Instructional Leadership**

Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment, and promote the use of varied assessments to measure student performance.

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements);
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

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**TPESS Indicators**

**Rigorous and Aligned Curriculum and Assessment**

1a. You implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

**Effective Instructional Practices**

1b. You help develop high-quality instructional practices among your teachers that improve student performance.

**Data-Driven Instruction and Interventions**

1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.

**Maximize Learning for All Students**

1d. You ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.
state standards;
(YO) 5311: Looks at deconstructing the standards/TEKS and depth of knowledge.

(JJ) 5313: Looks at big picture and evaluate principal actions and school actions.

(WH) 5310: Data disaggregation linking with hands-on learning to STAAR testing.

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

(GM) 5333: Looks at data to evaluate special populations performance and provides support for program effectiveness.

(YO) 5311: Looks at data and identify areas that need attention.

(VV) 5349: Recognize grade level the content should be taught, including Scope and Sequence/TEKS.

(GM) 5333: Looks at best practices for programs, weekly modules include: 504, Title I, special education, bilingual/ESL, early childhood education, dyslexia, counseling (mental health), food services, instructional materials (textbooks and digital), and standardized testing.

(JJ) 5313: Looks at where the campus is with aligned curriculum and scope sequences.

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

(YO) 5270: Looks at model instructional strategies and expectations.

(YO) 5311: Analyzes structure of lesson plans.

(VV) 5349: Evaluates the structure of lessons and unit plans.

(GM) 5272: Models professional development strategies.

(VV) 5349: Monitors instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(YO) 5270: Observes two full lessons, scripts, post-conference meetings, and reflects during post-conferences.

(GM) 5272: Students participate in leadership activities documenting experiences and reflections through eJournal Entries and Zoom sessions.

(VV) 5349: Uses “compare and contrast” TTESS instrument to guide student observations.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated
(YO) 5330: Uses all reports to identify instructional areas to address and determine they are going monitor implementation and effectiveness of the strategies. Develops an academic management plan focused on what system they will put in place to monitor data and identify students who need additional support.

(JJ) 5313: Looks at overall data are used to determine instructional decisions and monitor progress, including observation of current practices.

(YO) 5311: Lectures and quizzes after looking at TAPR data – Lecture common assessment date for TEKS and individual student for intervention, including cognitive engagement, differentiation, and rigor.

(GM) 5272: Students analyze multiple data points documents to identify instructional needs for special populations and set priorities.

(VV) 5349: Embeds throughout course a focus on instructional results.

(B) Indicators.

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

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

(iii) Data-driven instruction and interventions. The
The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

### Standard 2—Human Capital

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(GM) 5330: Discusses legal guidelines for supporting and "

### Domain II – Instructional Leadership (44% of test)

Competency 006 the principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate...
<table>
<thead>
<tr>
<th>Supervising teacher development.</th>
<th>2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(YO) 5311: Discusses expectations on teacher development and supervision based on the TTESS, including best practices of professional development.</td>
<td>Systematic Evaluation and Supervision</td>
</tr>
<tr>
<td>(JJ) 5313: Discusses professional development relating to best practices. Looks at overall talent management. Reviews current CIP and priorities.</td>
<td>2d. You conduct rigorous evaluations of all staff using multiple data sources.</td>
</tr>
<tr>
<td>(YO) 5330: Discusses the induction process and how to support new teachers after hiring.</td>
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</tr>
<tr>
<td>(YO) 5330: Discusses the induction process and how to support new teachers after hiring.</td>
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<tr>
<td>(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;</td>
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<tr>
<td>(YO) 5311: Discusses TTESS.</td>
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</tr>
<tr>
<td>(YO) 5330: Implementing strategic planning strategies and setting goals with a focus on instructional goals.</td>
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</tr>
<tr>
<td>(GM) 5320: Establishes legal guidelines for how you set goals and expectations. Additionally, the merits of teacher appraisals, grievance procedures, and matters of confidentiality are discussed.</td>
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<tr>
<td>(II) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;</td>
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<tr>
<td>(YO) 5330: Develops interview questions for teachers aligned to the goals that they have identified for their school.</td>
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<tr>
<td>(JJ) 5313: Looks at practices for recruitment.</td>
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<tr>
<td>(GM) 5320: Discusses hiring practices from a legal perspective.</td>
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<tr>
<td>(VV) 5337: Discusses the principal as personnel manager on</td>
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<tr>
<td>content, processes, and contexts.</td>
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<tr>
<td>• allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.</td>
<td></td>
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<tr>
<td>• implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.</td>
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<tr>
<td>• use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.</td>
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<tr>
<td>• diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.</td>
<td></td>
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<tr>
<td>• engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.</td>
<td></td>
</tr>
<tr>
<td>Domain III – Administrative Leadership (22% of test)</td>
<td></td>
</tr>
<tr>
<td>Competency 008 The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</td>
<td></td>
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<tr>
<td>The principal knows how to:</td>
<td></td>
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<tr>
<td>• apply procedures for effective budget planning and management.</td>
<td></td>
</tr>
<tr>
<td>• work collaboratively with stakeholders to develop campus budgets.</td>
<td></td>
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<tr>
<td>• acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.</td>
<td></td>
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<tr>
<td>• apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.</td>
<td></td>
</tr>
<tr>
<td>• use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.</td>
<td></td>
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<tr>
<td>• develop and implement plans for using technology and information systems to enhance school management.</td>
<td></td>
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<tr>
<td>EDLR Student Handbook: Curriculum Alignment of Standards, Competencies, and TPESS</td>
<td></td>
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</tbody>
</table>
shared vision.

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

(YO) 5311: Walks students through supervision process.

(JJ) 5313: Reviews and evaluates overall current practices and procedures in place.

(YO) 5270: Leads students through supervision process.

(VV) 5349: Conducts ongoing and regular evaluations with feedback.

(GM) 5320: Focuses on the legal aspects of evaluations and the development of teachers including: appraisals, personal leave, health insurance, duty free lunches, planning periods and before/after school duties.

(VV) 5349: Facilitates professional learning communities to review data and support development.

(JJ) 5313: Discusses PLCs, includes using and reviewing data to support development.

(YO) 5311: Looks at data as a team, adding PLC discussion experiences and how they can improve with this information.

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

(JJ) 5313: Discusses the importance of building teachers and
teacher leaders.

(YO) 5330: Students development management plan and choose who is a part of their leadership team.

(GM) 5272: Students participate in leadership activities documenting experiences and reflections through eJournal Entries and Zoom session discussion groups.

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

(YO) 5270: Observes two full lessons, scripts, post-conference meetings and reflect on post-conferences.

(GM) 5272: Uses eJournal Entries and Zoom session discussion groups.

(VV) 5349: Uses “compare and contrast” TTESS instrument that guides student observations.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.
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(YO) 5270: Observes two full lessons, script, post-conference meetings and reflect on post-conferences.

(GM) 5272: Uses eJournal Entries and Zoom session discussion groups.

(VV) 5349: Uses “compare and contrast” TTESS instrument that guides student observations.

(B) Indicators.

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

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

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

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

<table>
<thead>
<tr>
<th>Standard 3–Executive Leadership</th>
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<tbody>
<tr>
<td>The principal is responsible for modeling a consistent focus on and commitment to improving student learning.</td>
</tr>
<tr>
<td>(A) Knowledge and skills.</td>
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<tr>
<td>(i) Effective executive leaders:</td>
</tr>
<tr>
<td>Domain I-School Community Leadership (33% of test)</td>
</tr>
<tr>
<td>Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner</td>
</tr>
<tr>
<td>SBEC Code of Ethics</td>
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<tr>
<td>The principal knows how to:</td>
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<tr>
<td>• model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.</td>
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<tr>
<th>Resiliency and Change Management</th>
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<tbody>
<tr>
<td>3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.</td>
</tr>
<tr>
<td>Commitment to Ongoing Learning</td>
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<tr>
<td>3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development</td>
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Curriculum Alignment of Standards, Competencies, and TPESS

<table>
<thead>
<tr>
<th>Domain I – School Community Leadership</th>
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<tbody>
<tr>
<td>Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</td>
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<tr>
<td>The principal knows how to:</td>
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<tr>
<td>• communicate effectively with families and other community members in varied educational contexts.</td>
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<tr>
<td>• apply skills for building consensus and managing conflict.</td>
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<tr>
<td>• implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.</td>
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<tr>
<td>• develop and implement strategies for effective internal and external communications.</td>
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<tr>
<td>• develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.</td>
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<tr>
<td>• provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.</td>
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<tr>
<td>• establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.</td>
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<tr>
<td>• communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.</td>
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<tr>
<td>• respond to pertinent political, social, and economic issues in the internal and external environment.</td>
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</table>

(I) are committed to ensuring the success of the school;  
(II) motivate the school community by modeling a relentless pursuit of excellence;  
(GM) 5272: Uses eJournal Entries with guiding questions focused on the Code of Ethics.  
(JJ) 5313: Reviews Code of Ethics and discuss ethical leadership decision making.  
(VV) 5349: Engages, analyzes, evaluates and synthesizes practical case studies that create real time executive leadership.  
(III) are reflective in their practice and strive to continually improve, learn, and grow;  
(GM) 5272: Uses eJournal Entries to reflect on instructional and leadership practices.  
(JJ) 5313: Reflects on current issues and post solutions in discussion boards.  
(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;  
(YO) 5330: Analyzes schools and identify target areas writing a report to director of teaching and learning identifying target areas. All students receive IR schools to analyze in the development of a CIP.  
(JJ) 5313: Students develop an action plan that looks at

<table>
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<tr>
<th>Communication and Interpersonal Skills</th>
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<tr>
<td>3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.</td>
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<tr>
<td>Ethical Behavior</td>
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<tr>
<td>3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.</td>
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- implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.  
- apply knowledge of ethical issues affecting education.  
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.  
- apply laws, policies, and procedures in a fair and reasonable manner.  
- articulate the importance of education in a free democratic society.  
- serve as an advocate for all children.  
- promote the continuous and appropriate development of all students.  
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.  

- opportunities, and accept responsibility for mistakes.
| Weaknesses and Sets Priorities Using Teams/Stakeholders | 
|---|---|
| (JJ) 5271: Students develop action research projects where they look at an issue on campus that they investigate. | 
| (VV) 5349: Discussions on how to keep staff inspired and focused on the end goal even as they support effective change management. | 
| (JJ) 5313: Discussion on getting a genuine commitment for change reflection. | 
| (VI) Have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; | 
| (GM) 5272: Activities include attending PLCs focusing on communication and school-wide engagement. | 
| (GM) 5320: Activities include advocating for special populations and how to support student needs. | 
| (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and | 
| (VIII) treat all members of the community with respect and develop strong, positive relationships with them. | 

Embedded in all courses

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

**** We need to look at this one to add

This standard is embedded in all courses.

(B) Indicators.

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

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

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

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

<table>
<thead>
<tr>
<th>Standard 4–School Culture</th>
<th>Domain I-School Community Leadership</th>
<th>Shared Vision of High Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.</td>
<td>Competency 001 The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal knows how to: • create a campus culture that sets high expectations, promotes learning, and</td>
<td>4a. You develop and implement a shared vision of high expectations for students and staff.</td>
</tr>
<tr>
<td>(A) Knowledge and skills.</td>
<td></td>
<td>4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.</td>
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<tr>
<td>(i) Effective culture leaders:</td>
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| (I) | leverage school culture to drive improved outcomes and create high expectations; provides intellectual stimulation for self, students, and staff. • ensure that parents and other members of the community are an integral part of the campus culture. • implement strategies to ensure the development of collegial relationships and effective collaboration. • respond appropriately to diverse needs in shaping the campus culture. • use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision. • use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning. • facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision. • align financial, human, and material resources to support implementation of a campus vision. • establish procedures to assess and modify implementation plans to ensure achievement of the campus vision. • support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities. • acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision. |
| (JJ) 5313: Students review and discuss the Code of Ethics. Safe School Environment 4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. |

In the admission process the students must watch video on the COE and accept that they have completed the requirement. They also must do an activities. Discipline 4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students. |

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school; (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (IV) focus on students’ social and emotional development and help students develop resiliency and self-advocacy skills; and (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. |

(i) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the

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building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

This standard is embedded in all course.

(VV) 5349: Students engage, analyze, evaluate and synthesize practical case studies that create real time executive leadership.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
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**Standard 5—Strategic Operations**

The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

(JJ) 5313: Students develop and evaluate strategic plans.

(YO) 5330: Students focus on strategic planning and setting goals, including CIP with a focus on instructional goals.

(VV) 5337: Students analyze and synthesize scenarios from practical case studies that emphasize school vision and relationship building.

(YO) 5332: Students analyze instructional scenarios and work with a team on the discussion board.

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(YO) 5330: Utilizes teams/collaboration assignments.

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**Domain II—Instructional Leadership**

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

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**Domain III—Instructional Leadership**

Competency 009 The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making.

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**Strategic Planning**

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

**Maximized Learning Time**

5b. You implement 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.

**Tactical Resource Management**

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

**Policy Implementation and Advocacy**

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.
Curriculum Alignment of Standards, Competencies, and TPESS

| (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review; | making related to school programs and operations (e.g., student services, food services, health services, transportation). |
| WH (5310): Create an activity that focuses on the development of a year-long calendar and a daily schedule.* | |
| (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and | |
| (VV) 5337: Discusses the principal as financial manager and creates a budget, focusing the budget on student needs, including student learning and student growth. Monitors student activity accounts for accuracy from a legal standpoint. | |
| (GM) 5333: Students review and assess the budgets of administrative programs to determine their effectiveness and fiduciary responsibility. | |
| (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff. | |
| (GM) 5333: Students interview program directors/coordinators and submit a weekly program report. | |
| (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school | |

EDLR Student Handbook: Curriculum Alignment of Standards, Competencies, and TPESS
Calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.
The following SBEC Principal Domains, Competencies and supporting standards represent the knowledge, skills and dispositions principal candidates should master as practitioners. The information provides the framework to prepare for the TExES Principal exam.

Domain I—School Community Leadership (approximately 33% of the test) Domain II—Instructional Leadership (approximately 44% of the test) Domain III—Administrative Leadership (approximately 22% of the test)

The above percentages have evolved out of the Effective Schools, Generations 1 and 2, research, and effective principals/administrators should be able to divide their time to match the above goals.

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:
• create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
• ensure that parents and other members of the community are an integral part of the campus culture.
• implement strategies to ensure the development of collegial relationships and effective collaboration.
• respond appropriately to diverse needs in shaping the campus culture.
• use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
• use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
• facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
• align financial, human, and material resources to support implementation of a campus vision.
• establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
• support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
• acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
• "School Community" includes students, staff, parents/caregivers, and community members—all stakeholders!

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

The principal knows how to:
• communicate effectively with families and other community members in varied educational contexts.
• apply skills for building consensus and managing conflict.
• implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
• develop and implement strategies for effective internal and external communications.
• develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
• provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
• establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
• communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
• respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:
• model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
• implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
• apply knowledge of ethical issues affecting education.
• apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
• apply laws, policies, and procedures in a fair and reasonable manner.
• articulate the importance of education in a free democratic society.
• serve as an advocate for all children.
• promote the continuous and appropriate development of all students.
• promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

**DOMAIN II—INSTRUCTIONAL LEADERSHIP**

**Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:
• facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
• facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
• facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
• facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
• facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
• facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
• promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005**

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:
• facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
• facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful...
are available to all students.

- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

**Competency 006**

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.
Competency 007

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:
- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:
- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:
- implement strategies that enable the school physical plant, equipment, and support systems...
systems to operate safely, efficiently, and effectively.

- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).
Enforceable Standards.

   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 11242
Acceptance of Principal Standards, Code of Ethics, and FERPA Release

Student's Name: 

Student's ID Number: 

Program: M.Ed. in Educational Administration

Program Acceptance: I accept your offer of admission.

Principal Standards:

I have watched the video and read the Principal Standards and I will work to increase my skills in these areas as I continue my coursework.

Yes

Code of Ethics:

I have watched the video and read the Code of Ethics and Standards of Practice for Texas Educators and will follow these standards as I continue my professional career.

Yes

FERPA Release:

I acknowledge I have read the FERPA release.

Agree

By submitting this form, I am electronically signing this document.

Agree
### MAJOR AREA

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<th>Credit Hours</th>
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### INTERNSHIP

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**Total Credit Hours: 30  Total Clock Hours: 450**

Clock Hours

Program admission is required during the first semester of coursework.

__________________________________________________________

Student  Date

__________________________________________________________

Advisor  Date

This degree plan becomes part of the student’s permanent record. Courses marked “completed” as student progresses through the program.

Privacy statement:

With few exceptions, you are entitled on your request to be informed about the information The University of Texas at Tyler collects about you. Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to have The University of Texas at Tyler correct information about you that is held.

EDLR Student Handbook: M.Ed. Degree Plan
Adjunct Faculty Agreement Form
Code of Ethics and Standard Practices for Texas Educators

I hereby understand and agree to adhere to the enforceable standards found in the *Code of Ethics and Standards Practices for Texas Educators* (Texas Administrative Code, §247.2).

Signed

__________________________________________
Instructor’s Name

Print Name

__________________________________________
Instructor’s Name

Please Return Signed Form To:

Gary Miller, Ed.D.
Assistant Professor
M.Ed. & Principal Certification Program Coordinator

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