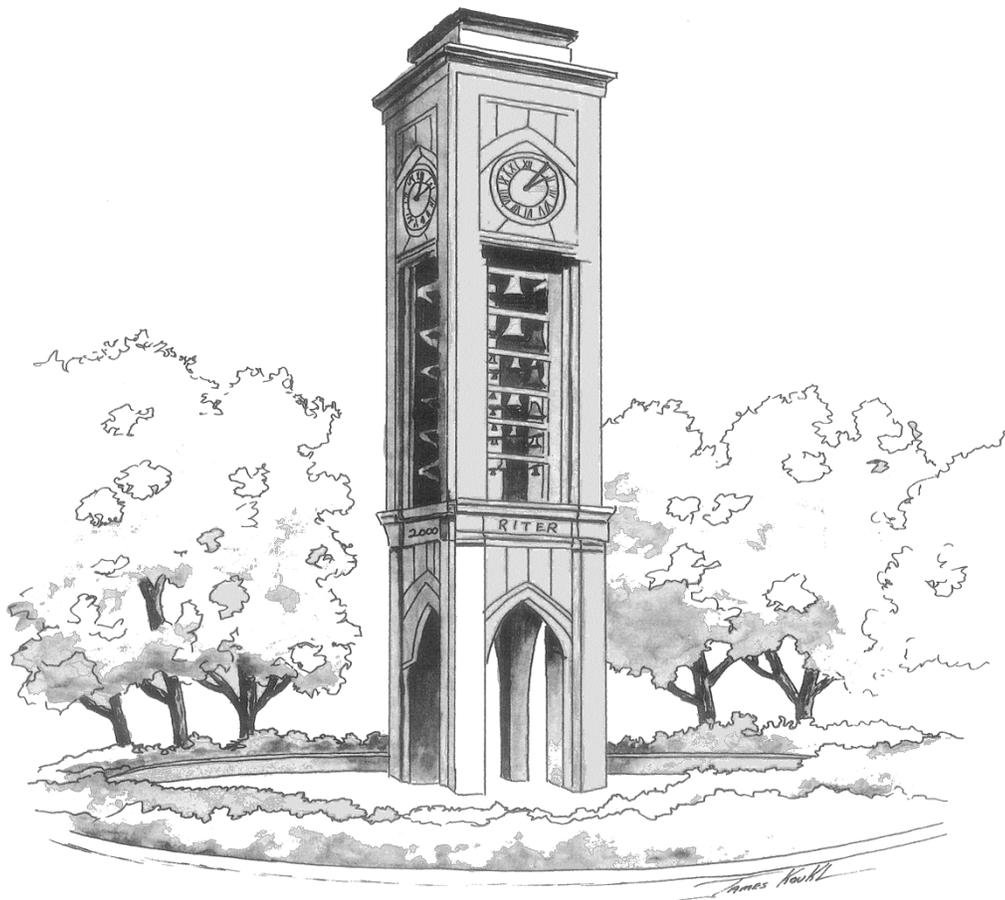


**The University of Texas at**  
**TYLER**

**M. Ed. in Educational Leadership**

**School of Education**

**College of Education and Psychology**



**Field & Site Supervisor Handbook**



## Introduction

**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, 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 offers more than 80 bachelor, master, and doctoral degree programs. Among these is the [Master of Education in Educational Leadership](#). This 100 % online degree program prepares students for TEA's *Principal as Instructional Leader (268) Exam* and *Performance Assessment for Schools Leaders (PASL)*.

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

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

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) regionally accredits UT-Tyler. Our program is a member of the University Council for Educational Administration, a collective of top research institutions with programs in educational leadership and policy studies. In addition, our Educational Leadership program is ranked #53 nationally by [Intelligent](#) as *Top Master's Program in Educational Administration* and UT-Tyler is ranked #13 in Texas for *Online Programs* by [Best Colleges](#).



**Program (CEP) - SOE - Educational Leadership - MEd - Curriculum Map 2021-2022**

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

Student Learning Outcomes (Aligned to the Principal as Instructional Leader 268 Exam Framework Competencies & Domains)	EDLR5310	EDLR5311	EDLR5313	EDLR5320	EDLR5330	EDLR5333	EDLR5337	EDLR5349	EDLR5370	EDLR5371
(1) Establishing and Implementing a Shared Vision and Culture (001, Domain I)	X	4	5	X	4	4	5	X	X	5
(2) Working with Stakeholders to Support Learning (002, Domain I)	X		5	X	4	4	5		X	5
(3) Developing and Implementing High-Quality Instruction Collaboratively (003, Domain II)	X	X	5	4	4	X	5		5	5
(4) Monitoring and Assessing Classroom Instruction to Promote Teacher Effectiveness and Student Achievement (004, Domain II)		4	5	X	X	X	5	X	5	5
(5) Providing Feedback, Coaching, and Professional Development Through Staff Evaluation and Supervision (005, Domain III)		4	5	X	X	X	5	X	5	5
(6) Promoting High-Quality Teaching Using Selection, Placement, and Retention Practices (006, Domain III)		4	5	4	4	4	X	5	5	5
(7) Developing Relationships with Internal and External Stakeholder (007, Domain IV)	X	X	5	4	4	4	5	X	X	5
(8) Improving Student Outcomes through Organizational Collaboration (008, Domain IV)	X	4	5	5	4	X	5	X	X	5
(9) Determining Goals and Implementing Strategies Collaboratively Aligned with the School Vision (009, Domain V)		4	5	5	4	4	5		X	5
(10) Providing Administrative Leadership through Resource Management and Policy Implementation (010, Domain V)		X	5	4	4	4			X	5
(11) Providing Ethical Leadership by Advocating for Students and Ensuring Access to Effective Educators, Programs, and Services (011, Domain VI)		4	5	4	4	4			X	5

The University of Texas at  
  
**EDLR 5370**  
**Practicum in Principalship I**  
**Introduction Packet**

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

**I. Required Documents**

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

**II. Site Supervisor Responsibilities:**

- Supervising the student during the campus experiences.
- Meeting with the student on a regular basis.
- Assisting and guiding the student if problems arise.
- Completing an evaluation form on the student at the end of the practicum.

**III. Qualifications for the Site Supervisor:**

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

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

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

## Site Supervisor Introduction Letter

Date

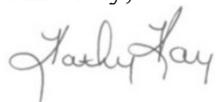
Dear Administrator,

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

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

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

Sincerely,



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

## Site Supervisor Permission Form

I hereby agree to serve as the Site Supervisor for \_\_\_\_\_.

I understand that my responsibilities include:

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

As the Site Supervisor, qualifications include:

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

### Please Carefully Read the Information Below

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

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

\_\_\_\_\_  
Site Supervisor's Printed Name

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Site Supervisor's Email

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus Principal's Printed Name

\_\_\_\_\_  
Campus Principal's Signature

\_\_\_\_\_  
Campus Principal's Email

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Date

Thank you for agreeing to serve as a Site Supervisor.

Sincerely,

Kathy Ray, Ed.D.

[kathyray@uttyler.edu](mailto:kathyray@uttyler.edu)

254-592-9480

## Teacher Agreement Form

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

I understand that:

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

\_\_\_\_\_  
UT Tyler Student (Print)

\_\_\_\_\_  
UT Tyler Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Name (Print)

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

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

## Classroom Observation Expectations

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

### First Observation Cycle

Identify a teacher who agrees to go through the two observation cycles during this semester. You will lead these observation cycles. ***The person you select to observe is to be a teacher in a different subject and/or grade level than you.***

Set up a time to observe your colleague and to **record** the first full lesson.

The lesson should be about 45 minutes to capture the beginning, middle, and end of the lesson.

Record a short introduction to the observation video, where you tell your field supervisor who you are about to observe and the content you are going to observe, as if you were walking into the classroom together for the observation.

Watch the lesson and take Scripted Notes of the entire lesson.

Submit the video of the lesson for your field supervisor to watch.

Contact your field supervisor to set the date and time of the Pre-Conference Planning Meeting (via Zoom) to discuss the *Post-observation Conference Planning Form I*.

Complete the *Post-observation Conference Planning Form I* **in its entirety**.

Send your field supervisor a Zoom link for the date and time of your Pre-conference Planning Meeting with them.

Meet with your field supervisor via Zoom to discuss your **completed** *Post-observation Conference Planning Form I*. Plan for 45 minutes to an hour for this meeting.

Finalize the *Post-observation Conference Planning Form I*.

Hold and **record** the post-observation with your colleague.

Submit the video of you leading the first post-observation conference and your observation notes.

### Second Observation Cycle

Set up a time to observe your colleague and **record** the second full lesson.

Remember that the lesson should be about 45 minutes to capture the beginning, middle, and end of the lesson.

Record a short introduction to the observation video.

Submit the video of the lesson for your field supervisor to watch.

Watch the lesson and take Anecdotal Notes of the entire lesson.

Contact your field supervisor to set the date and time of the Pre-Conference Planning Meeting (via Zoom) to discuss the *Post-observation Conference Planning Form II*.

Complete the *Post-observation Conference Planning Form II* **in its entirety**.

Send your field supervisor a Zoom link for the date and time of your Pre-conference Planning Meeting with them.

Meet with your field supervisor via Zoom to discuss your **completed** *Post-observation Conference Planning Form II*. Plan for 45 minutes to an hour for this meeting.

Finalize the *Post-observation Conference Planning Form II*.

Hold and **record** the post-observation with your colleague.

Submit the video of you leading the first post-observation conference and your observation notes.

### **Additional Important Information**

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

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

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

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

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

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

### **Grading of Observations and Post-Conferences**

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

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

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

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

## **Examples of Administrative Practicum Experiences Leadership and Management Activities**

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

### **General Leadership**

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

### **Action Research**

Complete an assigned action research project

### **Instructional Leadership**

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

### **Discipline Management**

Assist with disciplinary measures Observe a principal-parent conference

### **Social Worker**

Work with a counselor on a student education program

### **Public Relations**

Publish a campus newsletter  
Speak at a PTO or Rotary Club meeting

### **Plant Manager**

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

### **Financial Planner**

Assist the principal with budget preparation

### **Personnel Specialist**

Participate in an interview process for a teacher and/or paraprofessional

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

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

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

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

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

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

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

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

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

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

Author unknown

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

Retrieved from:

[http://www.google.com/url?sa=t&rct=j&q=ideas%20for%20principal%20internship&source=web&cd=2&ved=0CCcQFjAB&url=http%3A%2F%2Fmyweb.astate.edu%2Fsbounds%2FInternship%2FActivity\\_Log.doc&ei=DEu5VITNPKjfsATS9oCwCg&usg=AFQjCNEUcZtAvptmZKRRy3M\\_durSDnTl4Q&sig2=XdSy9nw3S8\\_J3tL4sDJy0A&bvm=bv.83829542,d.cWc](http://www.google.com/url?sa=t&rct=j&q=ideas%20for%20principal%20internship&source=web&cd=2&ved=0CCcQFjAB&url=http%3A%2F%2Fmyweb.astate.edu%2Fsbounds%2FInternship%2FActivity_Log.doc&ei=DEu5VITNPKjfsATS9oCwCg&usg=AFQjCNEUcZtAvptmZKRRy3M_durSDnTl4Q&sig2=XdSy9nw3S8_J3tL4sDJy0A&bvm=bv.83829542,d.cWc)

The University of Texas at  
  
**EDLR 5371**

## Practicum in Principalship II

### Student Field Experience Requirements

#### Fall & Spring Semester Field Experience for Students

The second semester practicum will require students to build upon the knowledge and experiences of their first semester practicum, continuing to take a role in their own administrative growth. Students will complete one field experience during the semester. The experience and the activity created and evaluated by the field supervisor are based on two foundations.

~ The first foundation is the *Effective Schools Framework* created by the Texas Education Agency, specifically Levers 3, 4, and 5:

- Lever 3: Positive School Leaders**  
 Identify explicit behavior expectations and management systems for students and staff; identify proactive and responsive student support services; and, identify methods of involving families and the community.
- Lever 4: High-quality Curriculum**  
 Provide instruction that is based upon TEKS-aligned, guaranteed and viable curriculum, period assessments, and resources which results in students being engaged in high-leverage learning.
- Lever 5: Effective Instruction**  
 Provide rigorous learning experiences by implementing objective-driven daily lessons, classroom routines, and formative assessments which provide teachers with data that reflects, adjusts, and delivers instruction that meets the needs of individual students.

The student, along with their field supervisor (as the lead) and campus supervisor (i.e., principal), will identify a learning opportunity incorporating one or more of these three levers. Click [here](#) for the complete Effective Schools Framework document.

~ For the second foundation, students will utilize Jim Knight's book, *The Impact Cycle*. Referencing Chapter 5, Getting Teachers on Board and Finding a Starting Point, students will also address in their field experience activity the underlying question: *As an Instructional Coach, how do you get teachers, especially those who are resistant to change, on board with change? In addition, think about the three approaches to coaching described in Jim Knight's book The Impact Cycle beginning on page 9. Which approach would you select and why?*

### **Fall & Spring Semester Field Experience for Principal Preparation Grant Students**

The second semester practicum will require students to build upon the knowledge and experiences of their first semester practicum, continuing to take a role in their own administrative growth. Students will complete three field experiences during the semester. The experiences and the activities created and evaluated by the field supervisor will be based on two foundations.

~ The first foundation is the *Effective Schools Framework* created by the Texas Education Agency, specifically Levers 3, 4, and 5:

- Lever 3: Positive School Leaders**  
Identify explicit behavior expectations and management systems for students and staff; identify proactive and responsive student support services; and, identify methods of involving families and the community.
- Lever 4: High-quality Curriculum**  
Provide instruction that is based upon TEKS-aligned, guaranteed and viable curriculum, period assessments, and resources which results in students being engaged in high-leverage learning.
- Lever 5: Effective Instruction**  
Provide rigorous learning experiences by implementing objective-driven daily lessons, classroom routines, and formative assessments which provide teachers with data that reflects, adjusts, and delivers instruction that meets the needs of individual students.

The student, along with their field supervisor (as the lead) and campus supervisor (i.e., principal), will identify learning opportunities incorporating one or more of these three levers. Click [here](#) for the complete Effective Schools Framework document.

~ For the second foundation, students will utilize Jim Knight's book, *The Impact Cycle*. Referencing Chapter 5, Getting Teachers on Board and Finding a Starting Point, students will also address in their field experience activities the underlying question: *As an Instructional Coach, how do you get teachers, especially those who are resistant to change, on board with change? In addition, think about the three approaches to coaching described in Jim Knight's book The Impact Cycle beginning on page 9. Which approach would you select and why?*

### Qualtrics Evaluation Link

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

[https://utt Tyler.az1.qualtrics.com/jfe/form/SV\\_87IH3p4Dz2tAHjw](https://utt Tyler.az1.qualtrics.com/jfe/form/SV_87IH3p4Dz2tAHjw)

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

#### Observations

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

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

## **Practicum in the Principalship II EDLR 5371**

### **Introduction Packet**

#### **Overview for the Student Intern**

It is important for you to notify your site supervisor (i.e., principal on your campus) that you will be participating in a practicum this semester and arrange for him or her to provide supervision. To assist you in the process, I have prepared the following documents in this packet for you to share with your site-based mentor (pages 2-4):

- **Cover Letter** – personalized with your name and mentor’s name.  
Use the Word formatted **Cover Letter** document located in the **Resources** folder.
- **Permission Form** – signed by your site supervisor.
- **Leadership & Management Activities** – suggested activities agreed upon with your site supervisor.  
Please refer to the **Practicum Activities** document located in the **Resources** folder for additional ideas.
- **Course instructor has final approval of all practicum activities.**

After your site supervisor signs the permission form and reaches an agreement with you on the practicum activities you will upload the documents in Canvas under their respective assignments.

#### **ADDITIONAL POINTS**

- Your site supervisor must hold a valid Texas Principal certificate.
- Your site supervisor must have 3 years of verifiable principal experience in Texas.
- Your site supervisor must have verifiable success in student achievement (i.e., STAAR).
- As the semester progresses, submit to me for approval, adjustments to the activities as needed.
- I trust that your site supervisor will serve as your mentor admirably during the practicum; however, if you have any concerns or questions, please contact me as soon as possible.



## THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799

COLLEGE OF EDUCATION  
AND PSYCHOLOGY

School of Education  
Educational Leadership

RE: Site Supervisor Welcome Message

Date

Dear **(Your principal)**,

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

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

As site supervisor, please sign the attached permission form and review with your mentee the list describing the type of activities that they could engage in during the practicum. **(Your name)** requests that you not only assist in developing a list of potential activities but also supervise their practicum experience.

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

Sincerely,

Gary Miller, Ed.D.  
Associate Professor

Educational Leadership  
School of Education  
The University of Texas at Tyler  
3900 University Boulevard  
Tyler, Texas 75799

Campus Email: [gmillers@uttyler.edu](mailto:gmillers@uttyler.edu)  
Campus Phone: (903) 565-5675

## Practicum in the Principalship II EDLR 5371

### Permission Form

I hereby agree to serve as the site supervisor for \_\_\_\_\_.

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

- Supervising the student during the site (i.e., campus) experiences.
- Meeting with the student on a regular basis.
- Assisting and guiding the student if problems arise.
- Completing an evaluation form on the student at the end of the practicum.

As the site supervisor, qualifications include:

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

Signature

\_\_\_\_\_  
Site Supervisor

Print Name

\_\_\_\_\_  
Site Supervisor

School Email

\_\_\_\_\_  
Site Supervisor

School Name

\_\_\_\_\_  
Campus

Gary Miller, Ed.D.  
Associate Professor

Educational Leadership  
School of Education  
The University of Texas at Tyler  
3900 University Boulevard  
Tyler, Texas 75799

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

## **Practicum in the Principalship II EDLR 5371**

### **Leadership Activities**

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

#### **General Leadership**

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

#### **Action Research**

- Complete an assigned action research project

#### **Instructional Leadership**

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

#### **Discipline Management**

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

#### **Social Worker**

- Work with a counselor on a student education program

#### **Public Relations**

- Publish a campus newsletter
- Speak at a PTO or Rotary Club meeting

#### **Plant Manager**

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

#### **Financial Planner**

- Assist the principal with budget preparation

#### **Personnel Specialist**

- Participate in an interview process for a teacher and/or paraprofessional





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

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

**DOMAIN I — SCHOOL CULTURE**

**Competency 001:** The entry level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002:** The entry level principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. Ensures that parents and other members of the community are an integral part of the campus culture

## DOMAIN II — LEADING LEARNING

**Competency 003:** The entry level principal knows how to collaboratively develop and implement high-quality instruction.

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

**Competency 004:** The entry level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

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

### DOMAIN III — HUMAN CAPITAL

**Competency 005:** The entry level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

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

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## DOMAIN IV — EXECUTIVE LEADERSHIP

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

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

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

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

## DOMAIN V — STRATEGIC OPERATIONS

**Competency 009:** The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

- A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

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

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

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

**DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY**

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

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

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

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

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

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

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

G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society



## Code of Ethics

### Texas Administrative Code

#### Chapter 247

#### Enforceable Standards

##### 1. Professional Ethical Conduct, Practices and Performance

- a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- b. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- c. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- d. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- e. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- f. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- g. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- h. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

- k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
  - l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
  - m. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
- 2. Ethical Conduct Toward Professional Colleagues**
- a. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
  - b. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
  - c. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
  - d. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
  - e. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
  - f. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
  - g. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- 3. Ethical Conduct Toward Students**
- a. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
  - b. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
  - c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

- d. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- h. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - i. the nature, purpose, timing, and amount of the communication;
  - ii. the subject matter of the communication;
  - iii. whether the communication was made openly or the educator attempted to conceal the communication;
  - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - v. whether the communication was sexually explicit; and
  - vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

# Effective Schools Framework



## Texas Education Agency’s Effective Schools Framework

### *Introduction and Purpose*

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

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



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

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

The first essential action listed under each priority is **foundational**--schools need to address the foundational actions before moving to those that follow. For clarity, these are framed in a box with a color that corresponds to the ESF graphic above.

## ***Prioritized Lever 1: Strong School Leadership and Planning***

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### **Description:**

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

### **District Commitments:**

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

### **Essential Actions:**

#### **1. *Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities***

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

#### **2. *Focused plan development and regular monitoring of implementation and outcomes***

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

## ***Prioritized Lever 2: Effective, Well-Supported Teachers***

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### **Description:**

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

### **District Commitments:**

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

### **Essential Actions:**

#### **1. *Recruit, select, assign, induct, and retain a full staff of highly qualified educators***

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

#### **2. *Build teacher capacity through observation and feedback cycles***

- Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.
- Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice.
- Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

### ***Prioritized Lever 3: Positive School Culture***

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#### **Description:**

Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

#### **District Commitments:**

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

#### **Essential Actions:**

##### **1. *Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations***

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.
- Campus practices and polices demonstrate high expectations and shared ownership for student success.
- Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.
- Regular campus climate surveys assess and measure progress on student and staff experiences.

##### **2. *Explicit behavioral expectations and management systems for students and staff***

- All staff and students are taught, practice, and reinforce behavioral expectations with a common language.
- All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity.
- Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.
- Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

##### **3. *Proactive and responsive student support services***

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

##### **4. *Involving families and community***

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

## ***Prioritized Lever 4: High-Quality Curriculum***

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### **Description:**

All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

### **District Commitments:**

- The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.
- The district provide access to interim assessments aligned to the standards and the expected level of rigor.
- The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.
- The district provides an interim data assessment platform to capture assessment data by item and student level.
- District policies support the effective use of standards-aligned GVC and interim assessments.

### **Essential Actions:**

#### **1. *Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence***

- The scope and sequence, units, and interim assessments are all aligned to priority and supporting standards for all tested subject and grade areas, and grades PK-2<sup>nd</sup> mathematics and reading.
- Interim assessments aligned to state standards and the appropriate level of rigor are administered three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.
- Curricular resources with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.
- The school provides teachers with time at the beginning and throughout the year to internalize the curriculum and its resources.

## ***Prioritized Level 5: Effective Instruction***

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### **Description:**

All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

### **District Commitments:**

- The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading
- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical)
- The district has effective systems for identifying and supporting struggling learners
- District policies and practices support effective instruction in schools

### **Essential Actions:**

#### **1. Objective-driven daily lesson plans with formative assessments**

- All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses.
- Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

#### **2. Effective classroom routines and instructional strategies**

- Three to five instructional strategies (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.
- Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills.
- Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments).
- Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

#### **3. Data-driven instruction**

- Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
- Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
- Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery.
- Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives,

individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

**4. RTI for students with learning gaps**

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

## References

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### Guiding Documents

Four texts were foundational in the creation of the TEA's Effective Schools Framework (ESF). They are cited below.

1. [The Transformational Leadership Framework](#) (April 2016) developed by New Leaders and excerpted from: Desravines, Jean, et al. *Breakthrough Principals: a Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.
2. Bambrick-Santoyo, Paul. *Leverage Leadership: a Practical Guide to Building Exceptional Schools*. Jossey-Bass, 2012.
3. Bambrick-Santoyo, Paul. *Get Better Faster: a 90-Day Plan for Coaching New Teachers*. Jossey-Bass, 2016.
4. Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015.

### Useful Models

Part of the process of creating the ESF was a broad national review of other frameworks that seek to describe what highly effective schools do and have. The ESF borrows from and builds upon these ideas, and specifies a vision for Texas schools based on research, data, and feedback from stakeholders in our schools and districts. Three models were regular references in drafting the ESF.

- DCPS Effective Schools Framework, which can be viewed [here](#)
- Mass Insight Education & Research Theory of Action, which can be viewed [here](#)
- UChicago 5Essentials, which can be viewed [here](#)

### An Evolving Approach

The process of creating the ESF began with stakeholder input as well as a review of data to understand what about the existing Texas Accountability Intervention System (TAIS) and accompanying framework were most effective and useful. This informed what should be built upon, and prioritized. The TAIS was based on extensive research available [here](#).

## **Back to School Workshop: High Leverage Teaching Practices**

August 16, 2017

### **High-Leverage Practices:**

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

#### **Leading a group discussion**

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

#### **Explaining and modeling content, practices, and strategies**

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

#### **Eliciting and interpreting individual students' thinking**

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

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

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

#### **Implementing norms and routines for classroom discourse and work**

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

### Coordinating and adjusting instruction during a lesson

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

### Specifying and reinforcing productive student behavior

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

### Implementing organizational routines

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

### Setting up and managing small group work

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

### Building respectful relationships with students

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

### Talking about a student with parents or other caregivers

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

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

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

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

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

### Designing single lessons and sequences of lessons

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

### Checking student understanding during and at the conclusion of lessons

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

### Selecting and designing formal assessments of student learning

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

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

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

### Providing oral and written feedback to students

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

### Analyzing instruction for the purpose of improving it

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

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

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- Complete the [Reference Form](#) questionnaire
- Complete an [Admission Screening Survey](#)

\*Note: There is a Criminal History Acknowledgement that applies to all applicants



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- EDLR 5313 - Strategic School Improvement
- EDLR 5320 - School Law
- EDLR 5330 - The Principalship
- EDLR 5333 - Administration of Special Programs in Schools
- EDLR 5337 - School Building Operations
- EDLR 5349 - Curriculum & Instruction for School Improvement
- EDLR 5370\* - Practicum in the Principalship I
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