

EDUC 7305 (Online)

Principal Administration Workshop



COURSE SYLLABUS

SRSU MRGC

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I. Course Title

EDUC 7305 – Principal Workshop Preparation, Summer Session 2020 Sub-Term II

II. Course Description

Course Catalog Description:

The course examines contemporary practices, processes, problems and research related to effective instructional leadership performance to assist in state exam preparation.

Course Credit: 3 Credits

Prerequisites: EDUC

Pre or co-requisites: EDUC

III. Course Professor

Name: Dr. Jesse Salazar

Phone: (830)876-5030

Email: jesse.salazar@sulross.edu

Office Location: Virtual

Office Hours: Tuesday & Tuesday 3:00 p.m. - 5:00 p.m.

Last Day to drop or withdraw from Sub Term II: July 24, 2020

IV. Course Objectives

This course is related to the following program(s):

This course is designed to support the following SRSU College of Education graduate degrees:

- PRINCIPAL PREPARATION PROGRAM, EDUCATIONAL ADMINISTRATION, COLLEGE OF EDUCATION.

Program Mission

The Master of Science in Educational Administration Program prepares students to become highly effective instructional, school community, and administrative leaders in increasingly complex educational systems.

Relationship to/Alignment with Program Mission

This course is designed to support the mission statement of the Master in Science in Educational Administration core curriculum designed to prepare highly effective, culturally competent educational and instructional leaders who will lead in a global society.

Program Student Learning Outcomes (PSLOs)

PSLO 1: Interpret education policy, public financing and school accountability to develop and implement effective campus teaching and learning processes.

PSLO 2: Evaluate research, theory, and data to facilitate the development of a campus vision for learning, communication, legal and ethical interactions with a variety of stakeholders.

PSLO 3: Assess the principles of effective leadership, management, and data-driven decision-making to ensure safe and effective learning environments

Course Student Learning Outcomes (CSLOs)

CSLO 1: Interpret and discuss various theories and models that influence school supervision.

CSLO 2: Identify and discuss the technical supervisory skills and tasks essential for instructional leadership and supervision schools

CSLO3: Examine and elaborate on the components of Clinical Supervision and teacher evaluation and development

CSLO 4: List and discuss important interpersonal skills and behaviors as they relate to developmental supervision

CSLO 5: Analyze the economic, cultural and other diversity issues of supervision

Program Mission

The mission of the College of Education is to prepare highly effective; culturally competent educational and clinical professionals who are equipped to assume leadership roles in a global society.

V. Materials

Textbook:

Additional Reference Material(s):

Zimmerman, J. (2006). Why Some Teachers Resist Change and What Principals Can Do About It. *NASSP Bulletin*, 90(3), 238-249. doi:10.1177/0192636506291521

- Schools across the country are pressured to reform by federal and state mandates. Because resistance is a major factor in reform failure, it is crucial for the principal to discover why teachers resist change. This article explores leadership and organizational change literature regarding some common barriers to change.

Sawchuk, S. (2015, September 3). Teacher Evaluation: An Issue Overview. *Education Week*. Retrieved January 2, 2019 from

<https://www.edweek.org/ew/section/multimedia/teacher-performance-evaluation-issue-overview.html>

- Teacher evaluations matter – both to teacher and to those holding them accountable. This article will provide insight as how schools measure the performance of teachers and how to guide their professional development.

T-TESS. (n.d.). Retrieved from <https://teachfortexas.org/>

- T-TESS includes 4 Domains and 16 Dimensions with specific descriptors of

practice. This article will provide an overview of the Texas Teacher Evaluation and Support System.

- **Supplemental PowerPoint** – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings.
- **Contemporary Resources Related to Texas Educator Preparation:**
The purpose for providing web-links to important field-related information is to ensure that SRSU College of Education graduate students are well-informed and prepared with the latest information pertinent to their respective professional role.
 - [Current Academic Excellence Indicator System \(TAPR & AEIS \) Reports](#)
 - [Current Texas Administrative Code \(TEC\) Policies](#)
 - [Current Texas Penal Code Policies](#)
 - [Current Family Code Policies](#)
 - [Texas Educator Certification Texas Examination of Educator Standards TExES Program Principal \(268\)](#)
 - [The ETS Performance Assessment for School Leaders \(PASL\)](#)

For certification programs only:

- [Educator program standards](#)- The purpose for the State Board for Educator Certification (SBEC) information is to present prospective public school educators with the latest standards for the profession.
- [TEKS](#)- The purpose for presenting information about the Texas Essential Knowledge and Skills (TEKS) is to highlight the Texas standards that educators need to follow to prepare students.
(http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)
- [College and Career Readiness Standards](#)- The purpose for providing information about Texas College and Career Readiness Standards is to present a synopsis of the multi-level framework that focuses on the subject matter and practices that Texas educators need to follow to ensure postsecondary readiness.
- Optional Instructional Material(s): Lap Top

VI. Course Outline and Expectations

Participation/Attendance

See "[Policy](#)".

Academic Honesty

See "[Policy](#)".

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, please review website for further assistance. [Instructional Technology and Distance Education Services' webpage](#).

Accommodations/Accessibility Policy

SRSU seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at [Office of Disability Services for Students \(DSS\)](#), or via phone at 432.837.8203.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services' page on [University Resources and Support Services](#).

Student-Instructor Communication Policy and Response Time

- **Course Messages/Emails**
Student should expect the instructor to answer e-mails in 24-48 hours.
- **Assignments and Assessments**
Assignments (with appropriate feedback) will be graded within 24-48 hours as well.

Course Communication Guidelines (Netiquette)

SRSU eLearning team provides [a web page on netiquette guidelines](#) that can be found in the course menu under Student Resources and inside the Technology Skills and Training Folder. The following are additional netiquette guidelines presented for your review. When participating in online discussions, emails and other forms of communication in this course, students are expected to:

- **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

- **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
- **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
- **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
- **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
- **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody **(NOT TO MENTION BEING HARD ON THE EYE)**.
- **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- **Lastly, Remember: You Can't Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

VII. Technology Requirements

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will

need regular access to a personal computer that runs on a broadband Internet connection.

Note: Students if you do not own the required hardware, software or do not have access to internet, it will be highly challenging for you to make any progress in this class.

However, my goal is to assist you to find solutions and guide you appropriately most of the required materials can either be found free of charge at SRSU's library, computer labs, and classrooms if applicable. In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

This online course and its materials may be found at [SRSU Blackboard](#). Students are provided with guides on how to use the Blackboard LMS and can be found at [SRSU Blackboard](#) or by contacting blackboard help at blackboardsupport@sulross.edu.

Course Specific Recommendations:

Once logged in students will be able to find the following main course sections: "Start Here", "Syllabus, Course Rubrics, Course Objectives & Alignment Document", "About Your Faculty", and the Module content areas. Inside each module folder, students will find module objectives, activities, and links to supplemental materials and assessments All assessments will be aligned to the Course Syllabus and Course Map and are required.

VIII. Grading and Evaluation

Assessments	Points
Discussion Question (1 @ 10 points)	20
Self –Reflection of Knowledge	40
Quizzes (5 @ 10 pts)	50
Reflective Exercises (5 @ 20 points)	100
Presentation in 2 sections: Effective Practices - (2 @ 45 points each)	90
Total Points For Course	300

See course schedule for due dates of assignments.

Grading Scale/Schema

The College of Education's uses the following grading scale. Final letter grades for this course are based of this grading scale.

A	=	90 – 100%
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	Below 60
S/CR/P		Satisfactory/Credit/Pass
U/NC		Unsatisfactory/No credit
IP		In Progress

Description of Assessments:

Discussion Forum: The purpose of the Discussion Forum is to enhance and develop student community and cooperative feedback.

Case Study/Reflective Exercises: The purpose of the Case Study Reflective Exercises are to provide students with an opportunity to organize and learn the course materials.

Presentations or Observations

The purpose of the Classroom Observations and or Presentations and Narrative are to provide students with a deeper understanding the clinical supervision model along with viewing practices used in education administration.

Quizzes: The purpose of the Quizzes are to provide a performance measure for material covered.

Attachment/s (e.g., Rubrics):

- Rubrics will be found inside Blackboard course shell.

Late/Missing Tasks/Assignments Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the assignment section of this syllabus. NO LATE WORK will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies.

IX. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

X. Course Topics/Course Calendar

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus change.

Module	Chapter Readings/Articles/Handouts	Assignments/Activities
<p>Module 1</p> <p>Domain I-School Culture</p> <p>July 1-12</p>	<ul style="list-style-type: none"> • Competency 1: 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). • Competency 2: The entry-level principal knows how to work with stakeholders as key partners to support student learning. • Article – The effects of school culture and climate on student achievement • Rubric - Professional Standards for Educational Leaders 	<ul style="list-style-type: none"> • July 1, first meeting (via zoom) Instructor will send link to students email address listed on blackboard 6-9pm • Introductions Discussion Board • Quiz 1 • Begin Strategic Planning Presentation – (<i>Future Assignment</i>) <i>Include Domains I-III to be presented during the week of Module 3</i> • Standards/Competencies/Descriptive Statements review • Classroom Questions Review
<p>Module 2</p> <p>Domain II-Leading Learning (Instructional Leadership / Teaching and Learning</p> <p>July 13-19</p>	<ul style="list-style-type: none"> • Competency 3: The entry-level principal knows how to collaboratively develop and implement high-quality instruction. • Competency 4: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. • Article – School Turnaround Principal: What Does Initial Research Literature Suggest They Are Doing to Be Successful • Article- Considering the Use of Data by School Leaders for Decision Making: An Introduction Rubric - TBD 	<ul style="list-style-type: none"> • July 9 & 16 meetings (via zoom) Instructor will send link to students email address. • Reflective Exercise #1 • Quiz 2 • Self-Evaluation of Knowledge Towards Principal Standards

<p>Module 3</p> <p>Domain III-Human Capital (Human Resource Management)</p> <p>July 20-26</p>	<ul style="list-style-type: none"> • Competency 5: 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 or her own practice, and strives to grow professionally. • Competency 6: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. • Article – Whose perception of principal instructional leadership? Principal-teacher perceptual (dis)agreement and its influence on teacher collaboration • Article- A Principal Leadership Framework for Enhancing Teacher Practice Through Coaching With Emotional Intelligence • Rubric- TBD 	<ul style="list-style-type: none"> • July 23, meeting (via zoom), instructor will send link to students email address. • Reflective Exercise #2 • Quiz 3 • Presentations of Strategic Planning process to include Domains I-III
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<p>Module 4</p> <p>Domain IV- Executive Leadership (Communication and Organizational Management) Domain V-Strategic Operations (Alignment and Resource Allocation)</p> <p>July 27- August 2</p>	<ul style="list-style-type: none"> • Competency 7: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. • Competency 8: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management. • Competency 9: 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. • Competency 10: 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. • Article – Effect of Leadership Styles of School Principals on Organizational Citizenship Behaviors • Article - Does leadership matter? Examining the Relationship Among Transformational Leadership, School Climate, and Student Achievement <p>Rubric- TBD</p>	<ul style="list-style-type: none"> • July 30, meeting (via zoom) Instructor will send link to students email address. • Reflective #3 • Quiz 4 • Future: Finalize Strategic Planning process to include Domains IV & V to be presented during Module 5.
<p>Module 5</p> <p>Domain VI-Ethics, Equity, and Diversity</p> <p>Integration (Constructed Response Only)</p> <p>August 3-7</p>	<ul style="list-style-type: none"> • Competency 11: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. 	<ul style="list-style-type: none"> • August 6, last meeting (via zoom), instructor will send link to students email address. • Quiz 5 • Reflective Exercise #4 • Final Presentation of Strategic Planning Process for Domains IV & V.

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XI. Additional Course Information/Other Policies

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

XII. Policies of the College of Education (COE)

Copyright Restrictions:

[The Copyright Act of 1976](#) grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook (or other sources) without permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Plagiarism:

Plagiarism is the act of passing off some other person's ideas, words, or work as one's own, and includes, and is not limited to, the appropriation, buying, receiving as a "gift", or obtaining, by any other means, another's work for the submission of one's own academic work. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See the [SRSU Student Handbook](#). Plagiarism includes direct, paraphrase, and patchwork plagiarism. Finally, acts of plagiarism may constitute copyright infringement.

[Avoiding plagiarism: Purdue University's Online Writing Lab](#) (OWL) provides materials on "Avoiding Plagiarism."

Cheating:

Cheating is an act of deception in which candidates misrepresents mastered information related to an academic exercise. (See the [SRSU Student Handbook](#), Section 7.01b for examples.)

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. Specifically, a pregnant/parenting student is afforded the following:

- (1) Submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth.
- (2) If grading is based in part on class attendance or participation, earn the credits missed so that the student can be reinstated to the status held before the LOA.
- (3) (3) At the conclusion of the LOA, return to the same academic and extracurricular status held when the LOA began.

Written Assignment Criteria:

Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed/typed and follow the most current addition of the American Psychological Association's Manual (APA) for style and format.

Previously Submitted Work:

The COE encourages original work to be developed and submitted for each course. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero.

Engagement:

Candidates are expected to engage in the online environment via Blackboard in a timely manner and remain for a duration of time necessary to participate and complete assignments. "Last Accessed" dates (the last date a student has entered the course electronically) may be monitored in all Blackboard courses. Candidates are held responsible for regularly checking Blackboard and their SRSU email account for course-related matters.

Exams:

Exams at the graduate level are at the discretion of the faculty member and will be noted in the course syllabus. All final exams are given on the day specified during final week, according to the [University Schedule](#) or as specified by the faculty member.

Incomplete Grades:

Incomplete grades are given at the discretion of the faculty of record. Candidates who are passing and have incomplete work (e.g., a term paper, examination, or other required work; completed 95% of the coursework) must collaborate with the faculty of record to obtain an "Incomplete." As such, candidates are responsible for obtaining the Incomplete Contract form, completing the appropriate portions of the form, and meeting with the faculty of record to complete the contract. Candidates must sign the Incomplete Contract along with the faculty member specifying assignments to be completed and the due date. Thereafter, the faculty member will initiate the contract by submitting it to the chair and dean, and ultimately the University Registrar's Office. Failure to sign the contract, and have it on file in the Office of the University Registrar, will result in the "I" being converted to an "F" through an administrative action by the University Registrar. The grade of "I" may be removed under certain conditions:

- If candidates elect to complete the course, they may, within the time specified in the contract, but not exceeding 12 months from the date the "I" was recorded, complete the work in the course and request that the faculty member submit a change of grade form to the University Registrar.
- If the candidate elects not to complete the course and the signed contract, as agreed,

within a period of 12 months, the “I” will be converted to a grade of “F” through an administrative action by the University Registrar.

- A candidate may not register for a course for which a current grade of “I” exists.

Dropping a Course:

Candidates are responsible for dropping a course ***before*** the drop date. Faculty are not responsible for, and ***cannot*** drop candidates from courses.

Repeating a Course:

Courses applicable to a graduate degree may not be repeated for course credit, unless prescribed during the readmission process.

Professional Expectations:

Preparing to become a highly effective educator requires a great deal of commitment, time, and preparation on the candidate’s part. Educators are expected to be: respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. Thus, candidates are expected to be equipped to participate in all class activities and discussions and remain for a duration necessary to participate and complete assignments. All coursework is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Candidates needing help with Standard English should contact the [Writing Center](#)). Assignments ***are due as noted*** within the syllabus unless otherwise announced.

Attendance:

Candidates are responsible for maintaining currency with assignment modifications and/or due-dates ***regardless*** of the circumstance. In the event that candidates must be inactive in the online environment, they are responsible and will be held accountable for any information, work, assignment, etc., missed, ***regardless*** of the circumstance.

Please note that significant inactivity in the online environment ***may*** (and often does) impact final grades. Candidates inactive for personal illness, or other reasons, are expected to present justification for inactivity to faculty who will counsel with the candidate and advise whether or not the work missed during the particular time, may be made-up.

Course Grading Scale:

The COE records grades from “A” to “C.” All courses in which an “F” is given, must be repeated. For “I” grades, an Independent Contract must be completed with the faculty of record. All grades are available via the web at the end of each semester. Numerical values correspond to the letter grades as noted. Final grades are calculated using the following, whereby:

A	=	90 – 100%
B	=	80 - 89
C	=	70 – 75
		D= 60-69
F	=	Below 60
S/CR/P		Satisfactory/Credit/Pass
U/NC		Unsatisfactory/No credit
IP		In Progress

Graduate candidates are allowed only one “C” for credit in any master’s degree; to maintain good standing; and to continue to matriculate through their degree plan.

XIII. Student Learning Outcomes Aligned to 19 TAC

Chapter 149 Subchapter BB Alignment

Student Learning Outcomes
EDUC 7305 Workshop in Education

- 1) *The student will be able to identify, discuss and interpret the various theories and models that influence school supervision and identify economic, cultural and other diversity issues of supervision*

Domain I—School Culture (School and Community Leadership)

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 (Instructional Leadership/Teaching and 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, co-curricular, 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 (Human Resource Management)

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 (Communication and Organizational Management)

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

Domain V—Strategic Operations (Alignment and Resource Allocation)

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, co-curricular, 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

INTEGRATION (Constructed Response Only)

The entry-level principal:

- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

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