

**HANDBOOK**  
**FOR**  
**PRINCIPAL**  
**PRACTICUM**



**University of Mary Hardin-Baylor**



## **INTRODUCTION**

This is a practicum designed to provide field experience in school administration with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The intern will be assigned to an administrator for a minimum of 160 clock hours in the field (**one school calendar year**). The intern is given experience in applying management fundamentals to an on-going school program. Each of the topics is developed by assignments, discussions, required readings, completion of tasks aligned with Principal Exam 268/PASL, and a report. This practicum is focused on providing the intern many experiences aligned with the Principal Standards and Competencies listed below. Although it is not required, it is recommended that you complete your PASL during your practicum experience as it allows for a natural blend between the expectations of PASL and the setting provided by the practicum experience. Also, hours dedicated to completion of PASL activities can be logged as practicum hours with approval from the site and university supervisors. Optional orientation activities will be provided for those candidates who indicate to the university supervisor that they will be fulfilling PASL during the practicum.

### **Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards**

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#### **Rule §149.2001. Principal Standards.**

- (a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.
- (b) Standards.
  - (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
    - (A) Knowledge and skills.
      - (i) Effective instructional leaders:
        - (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
        - (II) implement a rigorous curriculum aligned with state standards;
        - (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
        - (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

- (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
- (B) Indicators.
  - (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
  - (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
  - (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
- (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
  - (A) Knowledge and skills.
    - (i) Effective leaders of human capital:
      - (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
      - (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;
      - (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
      - (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
      - (V) facilitate professional learning communities to review data and support development;

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

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

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

(B) Indicators.

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

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

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

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

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

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

(B) Indicators.

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

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

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

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

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

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

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

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

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

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

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

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

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

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

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

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

*Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.*

*Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.*

## **Chapter 241. Principal Certificate**

### **Subchapter A. Principal as Instructional Leader Certificate and Endorsement**

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#### **Rule §241.15 Standards Required for the Principal as Instructional Leader Certificate.**

(a) Principal as Instructional Leader Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program (EPP) in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal as Instructional Leader Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal as Instructional Leader Certificate).

(b) School Culture. The principal:

(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;

(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(4) supports the implementation of the campus vision by aligning financial, human, and material resources;

(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(9) develops and uses effective conflict-management and consensus-building skills;

(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going

plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
  - (4) models and promotes the continuous and appropriate development of all learners in the campus community;
  - (5) ensures all students have access to effective educators and continuous learning opportunities;
  - (6) promotes awareness and appreciation of diversity throughout the campus community;
  - (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
  - (8) articulates the importance of education in creating engaged citizens in a free democratic society;
  - (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
  - (10) treats all members of the community with respect and develops strong, positive relationships with them.
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**Source Note:** The provisions of this §241.15 adopted to be effective December 23, 2018, 43 TexReg 8114

## **Principal Domains and Competencies** **Principal (268) Test Framework**

\*Asterisk notes TEA Priority Statements for beginning Principals

### **DOMAIN I — SCHOOL CULTURE (School and Community Leadership)** (Approximate domain weight is 22–23%. Domain includes constructed-response question.)

#### Competency 001

*The beginning 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 wellbeing 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 beginning 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)**  
(Approximate domain weight is 41–45%. Domain includes constructed-response questions.)

#### Competency 003

*The beginning 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 beginning 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)

(Approximate domain weight is 18–19%. Domain includes constructed-response question.)

#### Competency 005

*The beginning 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 beginning 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)

(Approximate domain weight is 5–6%)

##### Competency 007

*The beginning 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 beginning 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)

(Approximate domain weight is 5–6%)

##### Competency 009

*The beginning 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 beginning 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

(Approximate domain weight is 4–6%)

#### Competency 011

*The beginning 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)**

- 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 & 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)

**INTERN-SITE/FIELD SUPERVISOR COMMUNICATIONS**

***A Guide for Productive Interaction***

**BEFORE THE PRACTICUM**

1. The intern needs to meet with the practicing principal who will serve as the supervising principal for the practicum. The chief purpose of this early meeting is to explore the possibility for a practicum experience that will support the training needs and career goals of the intern. The following items should be completed by the intern and supervising principal prior to initial practicum meeting:
  - a. Design specific learning activities that align with each of the Performance Assessment for School Leaders (PASL) tasks (3 Tasks). Please use the PASL Plan Template (Word Document) provided to you electronically.
    1. Problem Solving in the Field
    2. Supporting Continuous Professional Development
    3. Creating a Collaborative Culture
  - b. The “**Application for Practicum, Agreement, and Approval**” (Appendix A) form should be signed by the intern, the supervising

principal, and the university supervisor after a face-to-face or virtual meeting between the three parties.

- c. The intern, supervising principal, and university supervisor will meet to review the Practicum Handbook and plan particular activities that will support each of the scheduled experience areas. The intern should coordinate this meeting before the first day that teachers report to campus for the school year.
2. The intern will then complete the **Practicum Project Plan** (Appendix B). It is recognized, because of changing circumstances, some of these activities, which are planned, will not be able to be accomplished. Nevertheless, this early specification will prepare both intern and supervisor for taking advantage of alternate opportunities as they arise.

### **DURING THE PRACTICUM**

3. Intern and supervising principal should, if at all possible, meet immediately after significant practicum activities for the purposes of reviewing these experiences and making plans for the future practicum experiences.
4. Intern and supervising principal should also meet on a regularly scheduled basis, to assess the intern's experiences outside of the planned activities, such as, interaction with faculty members, responsibilities on committees, delivering professional workshops, etc. The supervisor should candidly and confidentially provide the intern with an evaluation of his/her strengths and weaknesses and furnish the intern with direction for career growth.
5. The supervising principal will review the intern's log (Appendix G) on a monthly and **sign** the report prior to submission to the university supervisor through Canvas by the established monthly deadline in Canvas.
6. The university supervisor will observe the intern during a minimum of three leadership experiences and provide feedback to the intern and supervising principal.

### **FOLLOWING THE PRACTICUM**

7. At the conclusion of the practicum, the intern and university supervisor should meet to review documentation and discuss the practicum experience.

### **LOCATION OF THE PRACTICUM [19 TAC §228.35(e)(8)]**

The Principal Practicum should take place on a school campus under the supervision of a certified principal. Interns who are not assigned to a school campus should arrange to spend a

majority of the 160 hours at a campus in order to complete the Practicum. In some cases, parts of the Practicum can be completed at the central office or other non-campus setting. However, campus experience will be required for the majority of the 160 hours.

### **QUALIFICATIONS OF THE SUPERVISING PRINCIPAL [19 TAC §228.2(33)]**

The person serving as the supervising principal for a Principal Intern must be an educator **(1) serving as a campus administrator who (2) has a valid Texas Mid-Management / Principal / Principal as Instructional Leader Certification and (3) at least three years of experience in the aspects of principalship.** The supervising principal additionally must **(4) complete training by the UMHB EPP in how to coach and mentor interns.**

**The supervising principal should provide the intern with a copy of the supervising principal's TEA Certificate along with a copy of his/her resume.**

### **RESPONSIBILITY OF THE SUPERVISING PRINCIPAL**

After acceptance of the intern and of the responsibilities for supervision, the supervising principal should provide leadership. The first important step is to see that the practicum is fully understood by the staff personnel, auxiliary personnel, and students. The principal should create a climate in human relations, which will make success possible for the intern. It will be helpful if the supervising principal makes clear to the staff and faculty that the projects being done by the intern are being done at the request of the supervising principal for the benefit of the campus, and are not just "projects for a practicum."

Planned review sessions should be held to determine what activities have been accomplished and to project plans for future experiences.

In larger school districts, many of the activities should be delegated to personnel charged with various areas of administrative work. Since this is the practicum for the principalship, the intern should spend time assisting the counselor, assistant principal, attendance clerk, office manager, and others chosen by the supervising administrator.

The supervising principal generally gives support and guidance and "opens doors" which will enhance the quality of the practicum. She/he is an "arm" of the university, a member of the team endeavoring to make the practicum the capstone of the administrator preparation.

### **RESPONSIBILITY OF THE UNIVERSITY SUPERVISOR**

The relationship of the intern, the campus principal supervisor, and the university supervisor must be characterized by complete cooperation and open communication. Indeed, the quality of the practicum depends predominantly upon the astute cooperation of the intern and the administrator who supervises him/her.

The university supervisor is the agent who oversees the intern experience. She/he has had a part in the intern's course of study and now shares responsibility for the kinds of experience necessary for the intern to "learn to do by doing." In addition, they share the three, 45-minute evaluations of the student in his/her practicum setting with the supervising administrator,

To accomplish these aims the university supervisor will do the following:

1. Approve the practicum school system and supervising principal.
2. Make three or more visitations during the practicum for at least 135 minutes in duration in total for the purpose of observation, consultation, and instruction (two of the visits may take place remotely). [19 TAC §228.35(h)(2)]
3. Consult with the supervising principal, check the various experiences required, and evaluate the total practicum in terms of objectives for school administration preparation.

### **ACADEMIC CREDIT**

The principal practicum will **cover one academic year**, ordinarily beginning in the summer/fall and ending in the spring/summer as the school year closes, thus providing the intern exposure to administrative experiences pertinent to each part of the school year. During the practicum experience, the student will be enrolled in EDAD 6391. Successful completion of all practicum requirements will allow the student to earn **three semester hours graduate credit**, which will be documented when the practicum is concluded at the end of the second semester.

In addition to other requirements, the principal intern must log **a minimum of 160 hours [19 TAC §228.35(e)(8)]** of routine administrative experience common to the campus where the practicum is taking place. The supervising principal will select these administrative experiences in consultation with the intern. An attempt will be made to give the intern broad exposure to the problems and tasks administrators confront routinely as related to the eleven principal competencies outlined in this document.

### **THE INDIVIDUAL PRACTICUM PLAN**

An individual practicum plan needs to be established for each intern. The plan should structure a practicum experience that builds upon strengths and aspirations, and provides for identifying and overcoming weaknesses. The plan should ensure that there are no gaps in the intern's practical preparation. It should also give him/her a chance to exercise potential in those areas in which the intern hopes to excel.

#### **1. Personal and Professional Goals**

The intern should reflect on the following questions and be prepared to discuss them with the principal and university supervisor at their initial meeting. Responses to these questions will be included in the final notebook.

- a. What is your present position?
- b. What do you expect your position to be five years from now?
- c. What do you expect to be your leading characteristics as a school administrator?
- d. In what way(s) will the practicum help you in reaching your goal?
- e. How will you evaluate whether the practicum is achieving its goal?

## **LOG AND REPORTS**

### **Weekly Report**

The intern will email the university supervisor at the conclusion of each week during the practicum. The email should include the following:

1. A description of activities completed during the week (one or more sentences in length).
2. A reflection upon the activities completed. A reflection might be “ I think I did a good job leading the teachers during the meeting.”, “I think I need some additional practice in planning for and/or facilitating meetings as I had difficulty covering all of the items on the agenda.” or “I didn’t realize how difficult it is to.....” ( one or more sentences)
3. Questions or assistance needed from the university supervisor (if needed)

### **Monthly Reports**

The monthly report is the ongoing logging of hours on the university record of practicum hours. The faculty supervisor will provide you with an Excel document to record your practicum hours throughout the practicum. This log will be signed by the campus supervisor and submitted through Canvas by the established deadline on a monthly basis. The log reflects experiences by the intern during a given month. In this report, an intern’s related activities and time utilized are summarized under the 11 competencies. Hours are to be verified by the supervising administrator. (Appendix G)

## **FINAL NOTEBOOK**

At the conclusion of the practicum, a final portfolio is required containing all of the elements of the intern’s experience.

### **TABLE OF CONTENTS FOR PRACTICUM NOTEBOOK**

Notebooks should contain the following:

1. Cover Page (identifying intern and school district)
2. Practicum Application

3. Practicum Project Plan (including Personal and Professional Goals)
4. Practicum Log reflection 160 or more hours (with appropriate signatures)
5. Observation Summaries
6. Artifacts of the Practicum\*
7. Intern Evaluation (Appendix E)
8. Evaluation by Supervising Administrator

\* Artifacts would include products created as a result of the practicum. If the intern created a duty roster for the campus as an administrative assignment as part of the practicum, a copy of the duty roster plus a paragraph or page of explanation of the assignment and resultant product would be very helpful in giving a picture of the extent and scope of the practicum. Not all assignments will produce artifacts or products, but those, which do, should be included. In addition, the Field Service Project needs to be documented by artifacts.

This evaluation and summary should (1) cover the entire scope of the practicum experience, (2) analyze the extent to which the requirements of the individual practicum plan have been met, (3) project future learnings and experiences for the intern, (4) evaluate the effectiveness of the practicum, and (5) make recommendations for improvement in the administration of the practicum.

The portfolio should be uploaded in one composite Pdf file into Canvas.

## **PRACTICUM COMMUNICATIONS**

Both formal and informal conferences should be held to facilitate practicum communications.

1. Three-way conferences involving the intern, supervising administrator and university supervisor will be held prior to the beginning of the practicum to ensure that there is a true meeting of the minds among all three parties regarding the nature of the practicum, to clarify understandings regarding the conduct of the practicum, and to open the way for future communications. [19 TAC §228.35(h)]
2. Frequently two-way conferences will be held between the supervising administrator and the intern to discuss current activities and future plans.
3. Two-way conferences or electronic mail will be held between the intern and the university supervisor.
4. Two-way conferences will be held between the supervising administrator and the university supervisor for evaluation purposes as needed.

5. The intern may communicate via electronic mail, as well as, forward all other requirements via electronic mail.
6. Requirements such as the practicum plan, monthly log, portfolio, required TEA training, etc. will be uploaded into Canvas.

### **FORMAL OBSERVATIONS [19 TAC §228.35(h)]**

At least one formal observation will be conducted by the university supervisor within the first third of the practicum, another within the second third of the practicum, and another within the final third of the practicum. These three formal observations will be at least 135 minutes in duration in total. The chief purpose of the first visit will be (1) to hold an initial three-way conference between the intern, supervising administrator, and university supervisor and to enable the university supervisor to obtain a first-hand assessment of the candidate. Other visitations will be conducted as necessary to provide help to the intern and enable additional communication with the field supervisor. Typically, the formal observations will be conducted on-site. Two of the formal observations, nonetheless, may take place via video conference at the discretion of the field supervisor. All observations, whether virtual or onsite, will include a pre-conference and post conference. (See Appendix C and D)

For each formal observation, the field supervisor will participate in an individualized pre-observation conference with the intern; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the intern; and provide a copy of the written feedback to the intern's supervising administrator.

### **SUPERVISING ADMINISTRATOR'S EVALUATION [19 TAC §228.35(e)(8)(E)]**

Upon the completion of the practicum, the supervising administrator will be requested to evaluate the quality and breadth of the intern's experience, verify practicum hours, and support/oppose the intern's recommendation for a standard certificate by the UMHB EPP. The evaluation will include assessment of the intern and the intern's potential for success as a future administrator. If the supervising administrator does not affirm that the intern should be recommended for a standard certificate by the UMHB EPP, he/she must provide documentation supporting the opposition of recommendation to both the intern and the university supervisor.

The intern will need to participate in eleven competency-based objectives. Each of these areas is to be evaluated by the supervising administrator in terms of competence on a scale from 0 to 5, with 0 equating to no opportunity to observe in the area or no opportunity for the experience, and 5 representing excellent competence. A summary evaluation of the intern's probable success in his chosen field also will be rated on a 5-point scale with 5 representing maximum competence. Using the eleven major criteria in each area of administration, judgment of competence is based upon performance. (Appendix F)

## APPENDIX

Application, Agreement, & Approval Form for Practicum Program	A
Practicum Project Plan	B
Observation Summary	C
Observation Summary (Example)	D
Intern Evaluation	E
Evaluation by Supervising Administrator	F
Example of Practicum Log*	G

- University Supervisor will provide in Excel format at the beginning of Practicum

**APPLICATION FOR PRACTICUM PROGRAM**

Intern's Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ School Phone \_\_\_\_\_

Home Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Having completed (or presently enrolled in) all courses required for certification as a Principal/Mid-Management Administrator, I request approval for admission to the School Principal Practicum during the Fall and Spring Semester of the \_\_\_\_\_ school year.

I have made the necessary arrangements with the following administrator to carry out the course requirements:

Supervising Administrator: \_\_\_\_\_ TEA ID Number: \_\_\_\_\_

\_\_\_\_\_  
Name Title

\_\_\_\_\_  
Campus School District

\_\_\_\_\_  
Work E-mail Work Phone

**AGREEMENT AND APPROVAL**

As the Supervising Administrator, I recommend \_\_\_\_\_ for acceptance to the Practicum Program and indicate my willingness to provide the appropriate "on the job" supervision including periodic and final evaluation, so that course requirements may be met.

\_\_\_\_\_  
Supervising Administrator (signature) Date

\_\_\_\_\_  
Intern (signature) Date

\_\_\_\_\_  
University Supervisor Assigned (signature) Date

## Practicum Project Plan

Identify the projects you will perform to improve your skills in the 6 Domains and eleven Competencies. Remember, the total of these projects should equal 160 or more documentable hours of involvement. Also, remember, it is not necessary, or even desirable, to pre-plan all of the experiences to cover the eleven competencies. Rather, time should be left for the supervising administrator to assign projects spontaneously, as needed. The initial plan should cover a minimum of six competencies to facilitate a robust initial experience.

Dates to be conducted \_\_\_\_\_

Potential related experiences by competency

School Culture 001: \_\_\_\_\_

School Culture 002: \_\_\_\_\_

Leading Learning 003: \_\_\_\_\_

Leading Learning 004: \_\_\_\_\_

Human Capital 005: \_\_\_\_\_

Human Capital 006: \_\_\_\_\_

Executive Leadership 007: \_\_\_\_\_

Executive Leadership 008: \_\_\_\_\_

Strategic Operations 009: \_\_\_\_\_

Strategic Operations 010: \_\_\_\_\_

Ethics, Equity, and Diversity 011: \_\_\_\_\_

(Copy this sheet for additional projects)

PROPOSED BY \_\_\_\_\_

Signature of Intern

Date

APPROVED BY \_\_\_\_\_

Signature of Supervising Administrator

Date

APPROVED BY \_\_\_\_\_

Signature of University Supervisor

Date

**University of Mary Hardin-Baylor  
Master of Education – Educational Leadership**

**Practicum Formal Observation [19 TAC §228.35(h)]**

Observation (check one):  1  2  3\*\*

INTERN’S NAME: [Click here to enter text.](#)

CAMPUS ADMINISTRATOR’S NAME: [Click here to enter text.](#)

FIELD SUPERVISOR’S NAME: [Click here to enter text.](#)

**OBSERVATION**

Date: [Click here to enter text.](#)

Start Time: [Click here to enter text.](#)

Finish Time: [Click here to enter text.](#)

Description of and feedback on educational practices observed: [Click here to enter text.](#)

\_\_\_\_\_  
Intern’s Signature

\_\_\_\_\_  
Supervising Administrator’s Signature

\_\_\_\_\_  
University Supervisor’s Signature

\*\*The University Field Supervisor will provide a response to the below inquiry following the final formal observation of the intern.

<b>In accordance with 19 TAC §228.35(e)(8)(E), I recommend to the UMHB EPP that the candidate should be recommended for a standard certificate.</b>	<input type="checkbox"/> YES
	<input type="checkbox"/> NO

**Upload completed form to myCampus.**

**University of Mary Hardin-Baylor**  
**Master of Education – Educational Leadership**

**Practicum Formal Observation [19 TAC §228.35(h)]**

Observation (check one):  X  1      2      3\*\*

INTERN'S NAME:  Mrs. Sally Student

CAMPUS ADMINISTRATOR'S NAME:  Dr. Pat Principal

FIELD SUPERVISOR'S NAME:  Dr. Mac Stuffins

**OBSERVATION**

Date:  September 1, 2020

Start Time:  9:00 AM

Finish Time:  9:45 AM

Description of and feedback on educational practices observed:  Mrs. Student, Dr. Principal, and Dr. Stuffins met to plan leadership activities and review requirements for the 160 hour principal practicum. Mrs. Student made suggestions for potential leadership projects and Dr. Stuffins reviewed the practicum handbook. Mrs. Student and Dr. Principal were both provided copies of the handbook. Practicum opportunities including shadowing administrators at other campuses (at various grade levels and in various districts) were discussed. Dr. Principal will work to provide Mrs. Student with leadership opportunities that expose her to school community leadership, instructional leadership, and administrative leadership. Dr. Stuffins will return to observe Mrs. Student for no less than two additional visits. Observations will be followed by discussion and feedback.

Intern's Signature

\_\_\_\_\_  
Supervising Administrator's Signature

\_\_\_\_\_  
University Supervisor's Signature

\*\*The University Field Supervisor will provide a response to the below inquiry following the final formal observation of the intern.

**In accordance with 19 TAC §228.35(e)(8)(E), I recommend to the UMHB EPP that the candidate should be recommended for a standard certificate.**

YES

NO

**Upload completed form to myCampus.**

**Practicum Evaluation**

Please help us make improvements by sharing what worked for you and what did not work for you. Suggestions for both major changes and for minor adjustments are solicited and will be appreciated.

Most Valuable Learning Experience:

Area you believe to be missing from the practicum:

Suggestion for improvement:



## **Evaluation of Intern by Supervising Administrator**

### **Directions**

The final evaluation of the intern you have agreed to supervise is a joint responsibility of you as supervising administrator and the University supervisor. To prepare for the joint evaluation, you are requested to evaluate the intern on the 11 areas of administrative competency listed on the following page. Please evaluate the intern in terms of competency at the completion of the practicum. It is understood that some areas will have received more attention than others will, because the original pre-assessment of competency identified some areas as having more need than others have. However, in spite of the amount of time or projects during the practicum, we need an evaluation of competency for each area. It is hoped that the intern has demonstrated some level of knowledge and competency in each area, which has caused the supervisor to form an opinion of the intern's competence. Please conclude the evaluation with an indication of your support/opposition of the intern's recommendation for a standard certificate by the UMHB EPP by checking either the "Yes" or the "No" box. [19 TAC §228.35(e)(8)(E)]

Please use the scale of 0 – 5 as follows:

- 0 Administrative supervisor has no knowledge of intern's competency in this area, no opportunity to observe, or no opportunity for exposure to competency during practicum
- 1 The intern has little knowledge or performed poorly in this competency.
- 2 The intern's demonstrated knowledge or performance in this area was less than expected.
- 3 The intern demonstrated adequate knowledge or performed adequately in this competency.
- 4 The intern's knowledge or performance in this area exceeded expectations.
- 5 The intern demonstrated much knowledge or performed in an outstanding manner in this competency.

## INTERN PERFORMANCE

<b>Administrative Competency</b>	<b>Intern Rating</b>
<b>Competency 001</b> The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	1 2 3 4 5
<b>Competency 002</b> The beginning principal knows how to work with stakeholders as key partners to support student learning.	1 2 3 4 5
<b>Competency 003</b> The beginning principal knows how to collaboratively develop and implement high-quality instruction.	1 2 3 4 5
<b>Competency 004</b> The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	1 2 3 4 5
<b>Competency 005</b> The beginning 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.	1 2 3 4 5
<b>Competency 006</b> The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	1 2 3 4 5
<b>Competency 007</b> The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	1 2 3 4 5
<b>Competency 008</b> The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	1 2 3 4 5
<b>Competency 009</b> The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	1 2 3 4 5
<b>Competency 010</b> The beginning 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.	1 2 3 4 5
<b>Competency 011</b> The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	1 2 3 4 5
<b>In accordance with 19 TAC §228.35(e)(8)(E), I recommend to the UMHB EPP that the candidate should be recommended for a standard certificate.</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Total Hours of Practicum

\_\_\_\_\_  
Signature of Supervising Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Campus

\_\_\_\_\_  
School District

G



**Master of Education**

<b>Student:</b>	
<b>Administrative Mentor:</b>	
<b>Field Supervisor:</b>	<b>George Willey</b>
<b>Semester:</b>	<b>Fall/Spring 2022-23</b>

**Practicum Log**

<b>160 Total Practicum Hours Required</b>		<b>LOGGED HOURS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL HOURS:</b>		<b>0</b>	<b>Related Standard Hours (TAC §149.2001)</b>					
<b>Date</b>	<b>Brief Description of the Tasks</b>	<b>Comp 1</b>	<b>Comp 2</b>	<b>Comp 3</b>	<b>Comp 4</b>	<b>Comp 5</b>	<b>Comp 6</b>	
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		<b>Total Number of Hours</b>						

**Field Supervisor Signature** \_\_\_\_\_

**Date**

**Intern's Monthly/Final Signature** \_\_\_\_\_

**Date**

**Mentor/Monthly&Final Signature** \_\_\_\_\_

**Date**