

**UNIVERSITY OF HOUSTON**  
**M.ED. in ADMINISTRATION and SUPERVISION**

Course Alignment with the Texas Principal Certificate Standards,  
Professional Standards for Educational Leaders (PSEL), and the  
**Aldine Independent School District (AISD) Global Leadership Behaviors**

COURSE	TEXAS PRINCIPAL CERTIFICATE STANDARDS	PSEL STANDARDS	Aldine ISD Global Leadership Behaviors
<p><b>ELCS 6301</b>  <b>Leadership for Equity in Diverse Schools</b></p> <p><b>Course Description</b>  This course is designed to examine leadership competencies that focus on and enhance social justice, equity, and academic scholarship in diverse school environments. Current research in turnaround leadership, dynamics of failing schools, and leadership coaching for instructional improvements will be explored, analyzed, and reflected upon. Course work will provide opportunities for self-reflection in areas of personal leadership and ethical beliefs.</p> <p><b>Course Objectives</b>  Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, reflect upon, and articulate ethical beliefs and values;</li> <li>2. Shoulder the roles and functions of school leadership related to decision making that impacts equity;</li> <li>3. Understand and apply various leadership practices, beliefs, and theories that are associated with student achievement;</li> </ol>	<p style="text-align: center;"><b>Texas Principal Certificate Standards</b></p> <p>The principal:</p> <p>(c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision</p>	<p style="text-align: center;"><b>Professional Standards for Educational Leaders</b></p> <p><b>Standard 1: Mission, Vision, and Core Values</b>  Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p><b>Standard 2: Ethics and Professional Norms</b>  Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> <p><b>Standard 3: Equity and Cultural Responsiveness</b>  Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p> <p><b>Standard 4: Curriculum, Instruction, and Assessment</b>  Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each</p>	<p style="text-align: center;"><b>AISD Global Leadership Behaviors</b></p> <p><i>Connect / We value relationships</i>  <b>The campus leader:</b>  <b>Cultivates relationships through trust, respect, empathy, and social/cultural awareness</b></p> <ul style="list-style-type: none"> <li>- Anticipates and resolves conflicts in a constructive manner and coaches other leaders to do the same</li> <li>- Creates an intentional culture that is both proactive and culturally responsive to staff, students, and the community</li> <li>- Builds trust with colleagues, students, and parents across lines of difference</li> <li>- Effectively engages staff and community in a manner that ensures their support with new initiatives or change</li> <li>- Is a connector of people to enable strong relationships throughout the school and across departments</li> <li>- Ensures professional development for staff in cultural awareness</li> <li>- Ensures campus is an environment in which students explore and affirm their identity as</li> </ul>

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Course Alignment with State TEXES Principal Certificate Standards,  
Professional Standards for Educational Leaders (PSEL), and  
**Association for Advancing Quality in Educator Preparation (AAQEP) Standards**  
TEXES Competency and AAQEP Standard Crosswalk

COURSE	TEXES PRINCIPAL CERTIFICATE STANDARDS	PSEL STANDARDS	AAQEP STANDARDS
<p><b>ELCS 6301</b>  <b>Leadership for Equity in Diverse Schools</b></p> <p><b>Course Description</b>  This course is designed to examine leadership competencies that focus on and enhance social justice, equity, and academic scholarship in diverse school environments. Current research in turnaround leadership, dynamics of failing schools, and leadership coaching for instructional improvements will be explored, analyzed, and reflected upon. Course work will provide opportunities for self-reflection in areas of personal leadership and ethical beliefs.</p> <p><b>Course Objectives</b>  Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, reflect upon, and articulate ethical beliefs and values;</li> <li>2. Shoulder the roles and functions of school leadership related to decision making that impacts equity;</li> <li>3. Understand and apply various leadership practices, beliefs, and</li> </ol>	<p><b>TEXES Principal Certificate Standards</b></p> <p>The principal:</p> <p>(c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(5) facilitates campus participation in collaborative school district planning, implementation,</p>	<p><b>Professional Standards for Educational Leaders</b></p> <p><b>Standard 1: Mission, Vision, and Core Values</b>  Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p><b>Standard 2: Ethics and Professional Norms</b>  Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> <p><b>Standard 3: Equity and Cultural Responsiveness</b>  Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p> <p><b>Standard 4: Curriculum, Instruction, and Assessment</b>  Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to</p>	<p><b>Association for Advancing Quality in Educator Preparation (AAQEP) Standards</b></p> <p><b>Standard 1: Candidate/Completer Performance</b>  <i>Program completers perform as professional educators with the capacity to support success for all learners.</i></p> <p>Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.</p> <p>Evidence shows* that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators</p>

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Course Alignment with the Texas Principal Certificate Standards,  
Professional Standards for Educational Leaders (PSEL), and the  
Houston Independent School District (HISD) Global Leader Competencies

COURSE	TEXAS PRINCIPAL CERTIFICATE STANDARDS	PSEL STANDARDS	Houston ISD Global Leader Competencies
<p><b>ELCS 6301</b>  <b>Leadership for Equity in Diverse Schools</b></p> <p><b>Course Description</b>  This course is designed to examine leadership competencies that focus on and enhance social justice, equity, and academic scholarship in diverse school environments. Current research in turnaround leadership, dynamics of failing schools, and leadership coaching for instructional improvements will be explored, analyzed, and reflected upon. Course work will provide opportunities for self-reflection in areas of personal leadership and ethical beliefs.</p> <p><b>Course Objectives</b>  Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify, reflect upon, and articulate ethical beliefs and values;</li> <li>2. Shoulder the roles and functions of school leadership related to decision making that impacts equity;</li> <li>3. Understand and apply various leadership practices, beliefs, and theories that are associated with student achievement;</li> </ol>	<p style="text-align: center;"><b>Texas Principal Certificate Standards</b></p> <p>The principal:</p> <p>(c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(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;</p> <p>(c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision</p>	<p style="text-align: center;"><b>Professional Standards for Educational Leaders</b></p> <p><b>Standard 1: Mission, Vision, and Core Values</b>  Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p><b>Standard 2: Ethics and Professional Norms</b>  Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> <p><b>Standard 3: Equity and Cultural Responsiveness</b>  Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p> <p><b>Standard 4: Curriculum, Instruction, and Assessment</b>  Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each</p>	<p style="text-align: center;"><b>HISD Global Leader Competencies</b></p> <p><b>Visionary:</b> Establishes a collective vision of excellence and builds a shared commitment among stakeholders in achieving that vision. Develops a school culture that promotes habit building and inspires behaviors that directly align with the established vision of excellence.</p> <p><b>Data-Driven:</b> Gathers and organizes data from multiple stakeholders. Ensures data is robust, relevant, and systematically utilized to improve practices and impact scholar outcomes.</p> <p><b>Culture Developer:</b> Creates a strong culture where learning thrives and habits for success are developed.</p> <p><b>Leadership Teams Manager:</b> Leverages colleagues inside and outside of school to build expertise, share best practices, and foster collaboration across the district. Develops structures to manage and support the school leadership team in delivering on the mission.</p> <p><b>Instructional Planning:</b> Assures instructional plans afford every</p>