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	PSEL STANDARDS	Aldine ISD Global Leadership
	CERTIFICATE STANDARDS		Behaviors
ELCS 6301	Texas Principal	Professional Standards for	AISD Global Leadership
Leadership for Equity in Diverse	Certificate Standards	Educational Leaders	Behaviors
Schools	The principal:	Standard 1: Mission, Vision, and	Connect / We value relationships
	(c)(1) creates a campus culture that	Core Values	The campus leader:
Course Description	sets high expectations, promotes	Effective educational leaders	Cultivates relationships through
This course is designed to examine	learning, and provides intellectual	develop, advocate, and enact a	trust, respect, empathy, and
leadership competencies that focus on	stimulation for self, students, and	shared mission, vision, and core	social/cultural awareness
and enhance social justice, equity, and	staff;	values of high-quality education	- Anticipates and resolves conflicts
academic scholarship in diverse	(c)(2) prioritizes instruction and	and academic success and well-	in a constructive manner and
school environments. Current research	student achievement by	being of each student.	coaches other leaders to do the
in turnaround leadership, dynamics of	understanding, sharing, and	Standard 2: Ethics and Professional	same
failing schools, and leadership	promoting a clear definition of high-	Norms	- Creates an intentional culture that
coaching for instructional	quality instruction based on best	Effective educational leaders act	is both proactive and culturally
improvements will be explored,	practices from recent research;	ethically and according to	responsive to staff, students, and
analyzed, and reflected upon. Course	(c)(3) routinely monitors and	professional norms to promote	the community
work will provide opportunities for	improves instruction by visiting	each student's academic success	- Builds trust with colleagues,
self-reflection in areas of personal	classrooms, engaging in formative,	and well-being.	students, and parents across lines
leadership and ethical beliefs.	evidence-based appraisal processes	Standard 3: Equity and Cultural	of difference
_	and conferences with teachers, and	Responsiveness	- Effectively engages staff and
Course Objectives	attending grade or team meetings;	Effective educational leaders	community in a manner that
Upon completion of this course,	(c)(4) facilitates the use of sound	strive for equity of educational	ensures their support with new
students will be able to:	research-based practice in the	opportunity and culturally	initiatives or change
1. Identify, reflect upon, and articulate	development and implementation of	responsive practices to promote	- Is a connector of people to enable
ethical beliefs and values;	campus curricular, co-curricular, and	each student's academic success	strong relationships throughout the
2. Shoulder the roles and functions of	extracurricular programs to fulfill	and well-being.	school and across departments
school leadership related to decision	academic, developmental, social, and	Standard 4: Curriculum,	- Ensures professional
making that impacts equity;	cultural needs;	Instruction, and Assessment	development for staff in cultural
3. Understand and apply various	(c)(5) facilitates campus participation	Effective educational leaders	awareness
leadership practices, beliefs, and	in collaborative school district	develop and support intellectually	- Ensures campus is an
theories that are associated with	planning, implementation,	rigorous and coherent systems of	environment in which students
student achievement;	monitoring, and curriculum revision	curriculum, instruction, and	explore and affirm their identity as
		assessment to promote each	_
		•	Revised February 2022

UNIVERSITY OF HOUSTON M.ED. in ADMINISTRATION and SUPERVISION

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	PSEL STANDARDS	AAQEP STANDARDS
	CERTIFICATE STANDARDS		
ELCS 6301	TExES Principal	Professional Standards for	Association for Advancing
Leadership for Equity in Diverse	Certificate Standards	Educational Leaders	Quality in Educator
Schools	The principal:	Standard 1: Mission, Vision, and Core	Preparation (AAQEP)
	(c)(1) creates a campus culture that	Values	Standards
Course Description	sets high expectations, promotes	Effective educational leaders	Standard 1:
This course is designed to examine	learning, and provides intellectual	develop, advocate, and enact a shared	Candidate/Completer
leadership competencies that focus on	stimulation for self, students, and	mission, vision, and core values of	Performance
and enhance social justice, equity, and	staff;	high-quality education and academic	Program completers perform as
academic scholarship in diverse	(c)(2) prioritizes instruction and	success and well-being of each	professional educators with the
school environments. Current research	student achievement by	student.	capacity to support success for
in turnaround leadership, dynamics of	understanding, sharing, and	Standard 2: Ethics and Professional	all learners.
failing schools, and leadership	promoting a clear definition of high-	Norms	Candidates and completers
coaching for instructional	quality instruction based on best	Effective educational leaders act	exhibit the knowledge, skills,
improvements will be explored,	practices from recent research;	ethically and according to	and professional dispositions of
analyzed, and reflected upon. Course	(c)(3) routinely monitors and	professional norms to promote each	competent, caring, and effective
work will provide opportunities for	improves instruction by visiting	student's academic success and well-	professional educators.
self-reflection in areas of personal	classrooms, engaging in formative,	being.	Successful candidate
leadership and ethical beliefs.	evidence-based appraisal processes	Standard 3: Equity and Cultural	performance requires knowledge
	and conferences with teachers, and	Responsiveness	of learners, context, and content.
Course Objectives	attending grade or team meetings;	Effective educational leaders strive	Candidates demonstrate the
Upon completion of this course,	(c)(4) facilitates the use of sound	for equity of educational opportunity	ability to plan for and enact
students will be able to:	research-based practice in the	and culturally responsive practices to	and/or support instruction and
1. Identify, reflect upon, and articulate	development and implementation of	promote each student's academic	assessment that is differentiated
ethical beliefs and values;	campus curricular, co-curricular,	success and well-being.	and culturally responsive.
2. Shoulder the roles and functions of	and extracurricular programs to	Standard 4: Curriculum, Instruction,	Evidence shows that, by the
school leadership related to decision	fulfill academic, developmental,	and Assessment	1
making that impacts equity;	social, and cultural needs;	Effective educational leaders develop	time of program completion, candidates exhibit knowledge,
3. Understand and apply various	(c)(5) facilitates campus	and support intellectually rigorous	<u> </u>
leadership practices, beliefs, and	participation in collaborative school	and coherent systems of curriculum,	skills, and abilities of
	district planning, implementation,	instruction, and assessment to	professional educators

Revised January 2020

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 Houston Independent School District (HISD) Global Leader Competencies

COURSE	TEXAS PRINCIPAL	PSEL STANDARDS	Houston ISD Global Leader
	CERTIFICATE STANDARDS		Competencies
ELCS 6301	Texas Principal	Professional Standards for	HISD Global Leader
Leadership for Equity in Diverse	Certificate Standards	Educational Leaders	Competencies
Schools	The principal:	Standard 1: Mission, Vision, and	Visionary: Establishes a collective
	(c)(1) creates a campus culture that	Core Values	vision of excellence and builds a
Course Description	sets high expectations, promotes	Effective educational leaders	shared commitment among
This course is designed to examine	learning, and provides intellectual	develop, advocate, and enact a	stakeholders in achieving that
leadership competencies that focus on	stimulation for self, students, and	shared mission, vision, and core	vision. Develops a school culture
and enhance social justice, equity, and	staff;	values of high-quality education	that promotes habit building and
academic scholarship in diverse	(c)(2) prioritizes instruction and	and academic success and well-	inspires behaviors that directly
school environments. Current research	student achievement by	being of each student.	align with the established vision of
in turnaround leadership, dynamics of	understanding, sharing, and	Standard 2: Ethics and Professional	excellence.
failing schools, and leadership	promoting a clear definition of high-	Norms	Data-Driven: Gathers and
coaching for instructional	quality instruction based on best	Effective educational leaders act	organizes data from multiple
improvements will be explored,	practices from recent research;	ethically and according to	stakeholders. Ensures data is
analyzed, and reflected upon. Course	(c)(3) routinely monitors and	professional norms to promote	robust, relevant, and systematically
work will provide opportunities for	improves instruction by visiting	each student's academic success	utilized to improve practices and
self-reflection in areas of personal	classrooms, engaging in formative,	and well-being.	impact scholar outcomes.
leadership and ethical beliefs.	evidence-based appraisal processes	Standard 3: Equity and Cultural	Culture Developer: Creates a
	and conferences with teachers, and	Responsiveness	strong culture where learning
Course Objectives	attending grade or team meetings;	Effective educational leaders	thrives and habits for success are
Upon completion of this course,	(c)(4) facilitates the use of sound	strive for equity of educational	developed.
students will be able to:	research-based practice in the	opportunity and culturally	Leadership Teams Manager:
1. Identify, reflect upon, and articulate	development and implementation of	responsive practices to promote	Leverages colleagues inside and
ethical beliefs and values;	campus curricular, co-curricular, and	each student's academic success	outside of school to build
2. Shoulder the roles and functions of	extracurricular programs to fulfill	and well-being.	expertise, share best practices, and
school leadership related to decision	academic, developmental, social, and	Standard 4: Curriculum,	foster collaboration across the
making that impacts equity;	cultural needs;	Instruction, and Assessment	district. Develops structures to
3. Understand and apply various	(c)(5) facilitates campus participation	Effective educational leaders	manage and support the school
leadership practices, beliefs, and	in collaborative school district	develop and support intellectually	leadership team in delivering on
theories that are associated with	planning, implementation,	rigorous and coherent systems of	the mission.
student achievement;	monitoring, and curriculum revision	curriculum, instruction, and	Instructional Planning: Assures
	_	assessment to promote each	instructional plans afford every
			Revised October 2019