The University of Texas Permian Basin College of Education

Department of Educational Leadership

Practicum Handbook for Field and Site Supervisors

"The most important rule of educational leadership is to always remember that people, not policies or programs, are what drive highly effective schools."

- PJ Caposey in Education Week Teacher

EDLD 6392 Practicum I
and
EDLD 6393 Practicum II

Spring 2023

A-Term (Practicum I) – January 17 - March 10, 2023

SPRING BREAK- March 13 – March 17, 2023

B-Term (Practicum II) – March 20 - May 12, 2023

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Preface

The University of Texas of the Permian Basin (UTPB) is part of the University of Texas About UTPB. The only university named after a geological formation, The University of Texas of the Permian Basin is unlike any in the world. Surrounded by one of the largest oilfields in the country, UTPB is home to over 7,000 students and 250 teaching faculty. Located in Odessa, Texas, the University sits at the epicenter of a region whose economic growth and technological advancements have global significance.

Student-Serving Academics

Whether you're a knowledge-seeker of the sciences, humanities or arts, a common theme exists: UTPB graduates get hired. The University consistently ranks among the top 5 Texas public universities for students employed or accepted in graduate/professional school one year after graduation. With 35 undergraduate and 18 graduate programs of study to choose from, our students discover an education they can be passionate about. No matter what sparks your interest, personalized attention and direct access to professors is an essential part of the UTPB experience.

Quality, Affordability & Flexibility

At UTPB, we're proud to be recognized for affordability without sacrificing quality - all while giving students the flexibility of fully online undergraduate and graduate degree programs. The University is one of the top 35 public schools in Regional Universities West according to *U.S. News and World Report* and also earns rankings for best online bachelor's degree programs and best undergraduate engineering programs. UTPB students' admission rate to medical school is 70%, compared to the state average of 45%. To top it all off, we're one of the most affordable universities around, awarding roughly $15 million in financial aid annually.

Texas Strong

UTPB is a University of Texas System institution, which includes nine academic universities and six health institutions statewide. The University of Texas System is one of the nation's largest systems of higher education. Each year, UT institutions award more than one-third of all undergraduate degrees in Texas. At UTPB, you get it all: the small-campus feel with the might of The University of Texas System. As a public university for the state of Texas, we support our great state with an impact of nearly $250 million on the regional economy, not to mention the billions of dollars generated for the state from the natural resources found right here in West Texas.

Organization

The purpose of this Handbook is to offer the Field and Site Supervisor an orientation to some of the Practicum Intern's responsibilities and a general overview of the responsibilities for their supervisory roles. In order to do that, the Handbook will cover information related to what students should know and be able to do – particularly around the Field Supervision observation process and candidate intern expectations – and offer information related to key responsibilities for the Site and Field Supervisor roles. The Handbook will begin with a series of instructions and information important for the intern but also important to the supervisor. Much of what is found in the initial pages of this document is important information that is repeated in the intern's Handbook but here for your review. The section related to Observation Expectations for interns will offer the supervisor insight into what interns are expected to complete in terms of submitting video-based evidence of their leadership on the campus. The section of the Handbook addressing Additional Important Information is related to each of the three supervisors' roles that will be part of the intern's Practicum experience. On that same page, the section related to the Grading of Observations and Post-Conferences offers supervisors a quick note related to what is required for each of the three observations that will be conducted by Field Supervisors. The next several pages offer examples of the types of activities that interns can lead and includes ideas for possible areas of focus for the intern's required project. Form C is a template for reporting practicum experience.

The final portion of the Handbook speaks more directly to responsibilities for the supervisors. First, the Handbook addresses responsibilities for Field Supervisors including specific information related to their role in the observation process, their role as a coach, and communication responsibilities and templates.

Next, the Handbook addresses the role of the Site Supervisor. This section includes a definition of the Site Supervisor's role copied from TAC 228 and a more extended review of some of the support that individual will play. The Handbook concludes with the state of Texas Educator Code of Conduct.

This Handbook is intended to be a living document that will change as needed. Therefore, your questions and input are always welcome. Should you have any questions, comments, or suggestions, please feel free to forward those to:

Ethel Arzu, Ed.D.
Coordinating Professor
Assistant Professor of Educational Leadership
arzu_e@utpb.edu
432-552-2130

Overview for the Intern

Introduction Packet

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

- **Cover Letter** – personalize by adding your name and the name of your administrator supervisor. Use the Word formatted **Cover Letter**.
- **Form B** – Practicum Admission and Acceptance Form
- **Observation Expectations for Interns (see highlighted section)**
- **Information about your three supervisors** (Site, Field, and Course Professor)
- **Administrative & Instructional Leadership Activities as well as your Professional Improvement Project**
- Refer to the **Practicum Activities** document found in this document for additional suggestions.
- **Professional Improvement Project**– suggested activities to share, discuss, and agree upon with your mentor.
  - *The course instructor has final approval of all practicum activities.*
- Your **Log of Practicum Experiences (Form C)** will serve as a record keeping tool for your experiences. It should be signed by you and your site-supervisor**.**

*After your mentor signs the permission form and reaches an agreement with you on the practicum activities, please upload the signed permission form in the appropriate section of the Canvas course shell.

*I trust that your principal will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.

University of Texas of the Permian Basin
College of Education
Department of Educational Leadership

Cover Letter

Date

Dear (Your principal),

(Your name) is enrolled in the Master of Educational Leadership at the University of Texas of the Permian Basin. This program is a fully on-line program with required internship experiences.

(Your name) is currently enrolled in the Practicum course. The purpose of this course is to provide the student with applied instructional leadership and administrative experiences under the guidance of an experienced principal. One of the student's core course responsibilities is to log their experiences in order to illustrate both their experiences and how those experiences align to preparation standards. The student's final grade for the course depends upon the successful completion of all assignments including but not limited to Practicum video submissions, the Practicum activities log and the Practicum project/paper. The project is referred to as the Practicum Professional Improvement Project or PIP.

Please find attached a permission form and list describing the type of activities that the student could engage in during the Practicum course. (Your name) requests that you not only assist in developing a list of potential activities but also supervise (his or her) Practicum. For more information related to what is involved in such a commitment, please see the Field and Site Supervisor Handbook, the intern's Practicum Handbook, and the Site Supervisor Training Video referenced in the Field and Site Supervisor Handbook.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call 432-552-2130 or email (arzu_e@utpb.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,
Dr. Ethel Arzu
Practicum Coordinating Professor
Assistant Professor of Educational Leadership

University of Texas of the Permian Basin
College of Education
Department of Educational Leadership
Practicum Admission and Acceptance Form B

Site Supervisor Statement of Intern Acceptance

Principal Intern Name: _____

I approve the above named intern and agree to assist with his or her assigned field experiences. I understand the Principal Internship involves a variety of administrative and supervisory experiences on-site in a school or central office setting. **I have also watched the training video and reviewed the Supervisor Handbook.** I am willing to work with this intern and the supervising professor from the Educational Leadership graduate program in the College of Education at The University of Texas of the Permian Basin in developing an appropriate set of experiences. I have at least three years of experience in a campus leadership role. Some responsibilities are seen below:

- Supervising the student during the field experiences.
- Meeting with the student on a regular basis as needed.
- Assisting and guiding the student if problems arise in completing the specified field experiences including but not limited to helping organize appropriate leadership opportunities for the intern's log and for video submission. • Completing a dispositional evaluation of the candidate
- Completing an evaluation form on the student at the end of the practicum.

Site supervisor's signature: _____

SITE SUPERVISOR INFORMATION

Name: _____

School, Agency or Institution: _____

TEA ID: _____

School District: _____ Office Phone: _____

Preferred Email Address: _____

Degree and/or Certification Area(s): _____

Current Position: _____

Years of administrative experience: _____ (**Must have at least 3 years of experience in certified school leadership to serve as a Site Supervisor – TAC 228**)

Type of leadership evaluation preparation (e.g., AEL and T-TESS certifications):
_____

Training Video Available at the embedded link.

Practicum Professional Improvement Project (PIP)

The intern will complete a Professional Improvement Project (PIP). First, interns will work with their site supervisor and a group of key colleagues to identify a need on the campus. Having identified the need, students will develop a project that addresses the need. The PIP should focus on plans to improve the school setting and should reflect personal and professional interest and enthusiasm. Moreover, the PIP should be mutually agreed to by the site supervisor and the university supervisor. The PIP effort must be clearly instructionally relevant, address a real need on the campus and will be supported by professional development and deliberative/collaborative support from a small group of professional colleagues. The focus for the effort should make an impact on the campus but will need to be carried through to some reasonable degree of completion during the Practicum course. In other words, a successful project will necessarily culminate in a product and/or event. This is a complex exercise and will likely require substantial time and attention throughout your Practicum I and Practicum II courses.

**The project should include a written summary that is structurally organized in a manner that reflects the organization of the rubric and articulate connections between their efforts, the PAIL Standards and the ELCC Building Level Standards. Repetition is acceptable and preferred where needed. For certification eligible candidates, this structure and practice will help you communicate required information as you pursue certification.

Interns will use the project planning template, Form D, to develop a plan for their Professional Improvement project. Interns will approach the project from the perspective of such established criteria as Instructional Leadership, Texas Teacher Evaluation and Support System, **PAIL Standards**, the **ELCC Standards**, and their own leadership knowledge, experience and skills. Actual data such as test scores, TAPR Reports, etc. will be utilized to clearly establish project evaluation and measurable outcomes.

NOTE:

* Form D below is only intended to support an action plan and is due early in Practicum I. For grading standards and submission requirements for the eventual project report, see the rubric. Please type your notes directly into the MS Word Template. There is not enough room in the table to print and hand-write responses.

Failure to successfully complete the PIP and submit a PIP report for assessment by the professor will result in a course grade of "U."

**University of Texas of the Permian Basin
College of Education
Department of Educational Leadership**

Planning Template Form D

Plan Element	Requirements/Considerations	Intern's Narrative
Project Outcome/Intent	Product or Event that will be produced or which will occur prior to the narrative paper submission due date	
Project Justification	Data grounding – how/why you know this is a need – Be descriptive	
Project Activities:	What activities will need to occur during the process of executing your project? Think in terms of meetings, events, coordination, etc.	
Resources Needed:	What resources will be needed to execute your project?	
Planning Group Participants	Who will you draft into the process of planning, executing, and evaluating your project (minimum 3 other professionals on your campus)?	
Responsibility:	Who will be involved in the process? What will be their roles and/or responsibilities? Think in terms of the individuals you will coordinate and meetings that may be necessary.	
Professional Development	A brief description of the PD you will organize and execute to better equip teachers for meeting the challenge your project will address	
Anticipated Artifacts that will be created	Any meaningful initiative will generate natural byproducts. Some examples include but are certainly not limited to presentations, handbooks, emails, sign-in sheets, and receipts. What artifacts do you anticipate will come during project implementation?	
Timeline:	Benchmark the process by offering a timeline for component events during Practicum I and II.	
Assessment Plan:	Identify formative and summative assessment plans that will support your ability to determine adequate progress throughout Practicum I & II and the degree of success for your project.	
Alignment to PAIL Standards	How is this project aligned to 241.15, **PAIL Standards?** Principal as Instructional Leader standards Students seeking certification outside Texas can address alignment with their state's certification standards. Students not seeking certification should align to 241.15.	

[1]Types of Writing

Your Practicum Professional Improvement Project (PIP) requires you to engage in three types of writing. When you write, provide specific evidence to support your narrative. Your evidence should be clear to the coordinating professor, who will only grade what she reads.

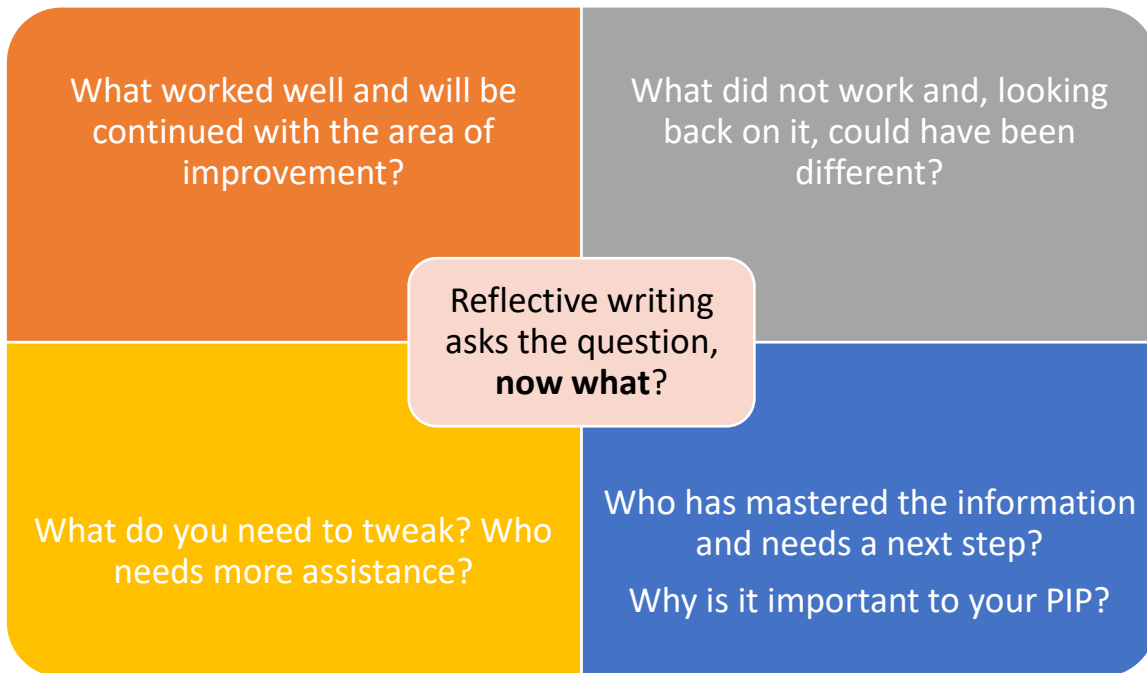| Descriptive Writing	Analytical Writing	Reflective Writing
• Asks the questions: **What**? • **Describes** **what** is happening in PIP	• Asks the question: **So what**? • **Analyzes why** things are happening and decisions made for the PIP	• Asks the question: **Now what**? • **Reflects** on **how** the PIP impacted instruction and student learning and what you would do next

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[1] Adapted from Einfalt et al. (2022) ETS PASL Preparation Guide

What is the setting?

Describe it.

What is going on?

Tell about it.

Use specific evidence

Descriptive writing asks the question: **what?**

What is the background?

Explain it.

What does the supervisor need to know about your efforts with the PIP?

Think about it.

Deals with reasons, motives, and interpretation

It is grounded in concrete evidence

Analytic writing asks the question: **so what**?

It is often the most complex because it demonstrates the decision or the rational

asks: Why?

asks: in what ways?

ask: how?

What worked well and will be continued with the area of improvement?	What did not work and, looking back on it, could have been different?
What do you need to tweak? Who needs more assistance?	Who has mastered the information and needs a next step? Why is it important to your PIP?

Reflective writing asks the question, **now what**?

PIP Task Overview[2]

Step 1: *Identifying a need on the campus*

This step allows you to demonstrate your ability to identify a significant need on the campus. In collaboration with your site supervisor, identify a need on the campus. The need must be clearly instructionally relevant, address a real need on the campus and must be supported by professional development and deliberative/collaborative support from a small group of professional colleagues and:

- describe the impact that the need has **on instructional practice** and student learning;
- use multiple examples to demonstrate the impact of the problem on **instructional practice** and student learning;
- use and explain how **longitudinal data** support your choice of the significant need;
- you may need to work with your campus principal to determine what **data supports** the significant need that has been identified; and
- describe the expected result (product and/or event) if the need is addressed and **how the change will affect instructional practice and student learning.**

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[2] Adapted from Einfalt et al. (2022) ETS PASL Preparation Guide

Step 2: *Researching and developing a plan*

This step allows you to demonstrate your ability to develop a plan to address a significant a need on the campus. You will develop the improvement plan that will address the significant need you have identified for your campus and:

- identify **research**, school, or district **resources** to support the identification of a need on the campus;
- include **specific goals** and a **timeline** with specific steps that delineate key colleagues' involvement in the development of the plan;
- describe communication strategies to reach various audience;
- describe **professional development** activities you will organize and execute to better equip teachers for meeting the challenge your project will address; and
- identify a method to measure the plan's effect on instructional practice and student learning.

Step 3: *Implementing the plan*

This step allows you to demonstrate your ability to implement and then analyze the effectiveness of the plan to address a significant a need on the campus. You will describe and analyze the implementation of the improvement plan by:

- describing the **actions you took** to support the plan and your colleagues and the communication strategies you used to implement the plan;
- explaining the **monitoring process** used to assess the implementation of the plan, including any adjustments made to the plan; and
- illustrating how implementation of the plan addressed the need and **how the plan specifically improved instructional practice and student learning.**

Step 4: *Reflecting on the plan and resolution*

This step allows you to demonstrate your ability to reflect on the effectiveness of the PIP. You will reflect by:

- describing the **degree of success or failure** to accomplish stated goals (surprises, which aspects you felt most proud of);
- explain the lessons you have learned from the entire process of developing and implementing the plan;
- explaining **any changes** you would make to future problem-solving situations;
- explaining **how this process has better equipped** you to be more effective in the future; and
- describing **how you would help a potential leader** develop a similar initiative to meet campus needs.

==Conduct the PIP via the lens of action research. See the figure below==.

Action Research Cycle

Retrieved from: https://achilleaskostoulas.com/2014/01/25/mandated-action-research/
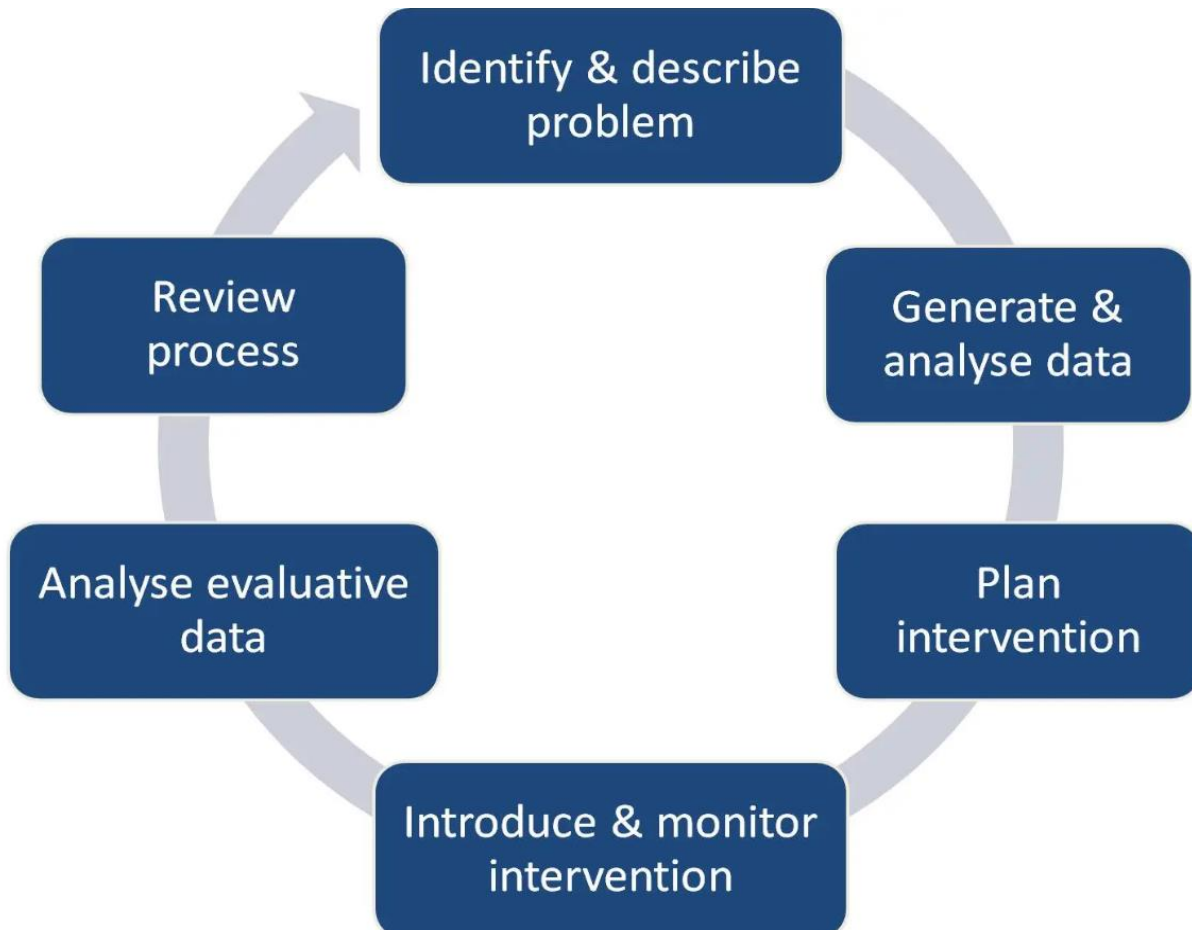
==Coaching questions to guide you through the PIP[3]==

Determining the significant need that will make an **impact** on your campus is crucial. Importantly, this must be within the scope of what an **intern can lead throughout the Practicum I and Practicum II courses.** Here are some things to consider:

- How will you engage your principal and ensure you receive support for your project?
- What if the principal doesn't make time or have time, is there someone else that can support you with this PIP on your campus?

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[3] Adapted from Einfalt et al. (2022) ETS PASL Preparation Guide

- Thinking about the coordinating professor who will assess you work, how will you clearly convey the impact the resolution has on both instructional practice and student learning?
- How are you going to use the artifacts to make a case for your choice of the significant need?

Think about some questions you might ask your principal:

- What is/are the campus academic need(s)?
- What significant academic issues are we addressing this school year?
- Is there an area in the campus plan/school improvement plan that an intern can address?
- What data is being used that indicates there is an issue at our campus? (**Data** does not need to be limited to STAAR. You might consider data such as early pre-school assessments, primary reading assessments, end-of-year grade level assessments, district and/or campus-based benchmark assessments, grade level common assessments, etc.)
- What do you find is challenging for staff to teach the concepts?
- How are these challenges affecting student learning?
- What ideas or changes have already been made to address these needs?
- What changes would you expect to see in teacher practice? Is this something that can be accomplished in during Practicum?

Think about some questions to help you identify a team of colleagues who will assist with the planning, execution and evaluation of your project. What qualities and skills do you anticipate the team members will need to best support you in developing a plan to solve the problem?

- Are you able to identify your own team? If so, what skills/expertise do you need from others to assist with the identified significant need? Who are the people on your campus with those skills/expertise?
- Is there an already existing leadership team that your campus administrator recommends? If so, how will you determine that the team has the skills/expertise to support solving the significant need?

Once you have identified the team, how will you go about using research, school/district resources to support the identification of the significant need? It is imperative that this research be done before the plan is developed.

- How will the research be conducted on the problem?
- Will you bring research to the team to review? What will it be? How will you share this information in a way that ensures the team has a true understanding of the problem?
- Will the team conduct any of the research on the problem? If so, what will it be? How will you guide them through the process?
- Have you identified all school/district resources already available to you? Can the team help brainstorm these resources?
- In your narrative, convey to the coordinating professor how the research helped your team with identifying ideas/strategies for resolving the significant need.
- Explain how the resources affected the development of the plan.

- Your plan and timeline artifacts must be extensive and must show the coordinating professor what you and your team did to develop the PIP.
- Convey to the coordinating professor how each of the resources was used by the team to develop the PIP.
- Think about your school/community, what factors do you need to consider that affected the development of the plan (make-up of faculty, faculty experience/inexperience, staff turnover, language barriers, parent involvement, method of communication, etc.)? Did any of these things change or influence ideas your team had as you were developing the plan for improvement?

With your team, begin thinking with the end in mind.

- How will the team develop the specific goal(s) for addressing the identified significant need?
- Is/are the goal(s) written as SMART goals- Specific, Measurable, Attainable, Relevant, and have a Time frame for completion?
- Does the goal(s) include improving instructional practice? Does the goal(s) support improving student learning?
- What specific steps need to be taken to achieve the goal(s)?
- Who on the team is responsible for each of the steps that need to be taken?

Communication should be tailored to meet the needs of various audiences.

- Who are the audiences who will need information about your plan (administration, a specific team, grade level, heads of department, parents, etc.)?
- What strategies for communication might you use (small group meetings, email, newsletter, video conference, PLC, faculty meeting, one-on-one, etc.)?
- Which means of communication would be best for which group?
- What makes each strategy the best for that group?

Working with the end in mind, it will be important to measure the effectiveness of the plan on instructional practice and student learning?

- By implementing this plan, what are your expected outcomes?
- What changes do you expect to see in teacher instructional practice? (These changes should show the impact the plan has had on improving practices.) How will the team measure it? What examples show improved teacher use of strategies and student outcomes?
- What changes do you expect to see in student learning? How will the team measure it?
- What types of formative/summative assessment might you use? Look beyond the STAAR and use common assessments, pre/post assessments, weekly assessments, etc.
- You may have data to show growth, but what is the evidence to explain the data?
- How did the implementation of the plan impact both instructional practice and student learning? Provide examples from student work sample to support your conclusion.
- You will need to describe how student learning will improve because of the plan. How will you know?

- What types of artifacts will you choose to demonstrate student learning? Determine student work samples that will demonstrate impact of the plan. Provide details about student work samples and how they relate to the plan.
- How do you develop a timeline based on a set end date? (backward design)
- Does each step of the timeline have a specific purpose? What is it? (This becomes your rationale and would require analytical thinking/writing.)

After completing your narrative, self-assess your work using the PIP Rubric.

Video-Based Observations and Coaching

In order to complete the required Practicum observations, the intern will be required to prepare video files demonstrating their experiences in leadership during this course. Video files comprised of a minimum of 45 minutes a piece will need to be submitted to the field supervisor by the middle of the second week of the Practicum course, in the middle of the Practicum course, and no later than one week prior to completion of the Practicum course. A total of three video files will be submitted and will serve as observation tools for your Field Supervisor. Prior to each post-observation conference, the intern will complete a brief narrative reflection (no more than 4 to 5 pages) reflecting on the prompts below and submit their narrative response to their assigned Field Supervisor.

Pre-Observation Questions for the First Observation:

1) Why are you pursuing a role in school leadership?
2) What have your program experiences taught you about school leadership?
3) What surprises have you encountered?
4) What are your core values (no less than 2 and no more than 3 non-negotiable)?
   a. Why are those your non-negotiable values
   b. Define what those values mean to you
   c. Why is it important for a school leader to identify non-negotiable core values?
5) What needs can you identify in your workplace and how might you address those? Please give at least 2 specific steps you could take.
6) What do you hope to learn more about as you progress through your Practicum?

Pre-Observation Questions for the Second Observation:

1) How is your Practicum project progressing?
2) What challenges have you encountered?
3) What resources (people or otherwise) have helped you address those challenges?
4) What important next steps need to be addressed?
5) What have you learned about yourself in the process?
6) To your log: What is one key experience you've had to this point and why was that experience so important?
7) How have your core, non-negotiable values been challenges or affirmed?

Pre-Observation Questions for the Third Observation:

1) Reflect on your Practicum experience. Offer a general narrative related to your experience 2) What has been the most rewarding aspect of your Practicum?
3) What has been the most challenging aspect of your Practicum?
4) What has been the most valuable experience during your Practicum course?

5) How has your Practicum better equipped you for the role of a school leader?
6) Was your Practicum project a success? Why or why not?
7) What are you most important next steps with this project?
8) What are the next steps in your development as a school leader?
9) What would you like to discuss during our final post-observation conference visit?
10) How have your core, non-negotiable values been challenged or affirmed?

   In order to make your submission, you will need to access the submission link in your Canvas course shell. That link is titled Kaltura Video Submission, named for the number of observation (1, 2, or 3), and is found in the Grades menu inside the Modules link in the course shell in Canvas. Once the video file(s) is recorded, you can submit via the process found in the linked document:

Kaltura Video

Submission Tutorial

   Once this is completed, your Field Supervisor will review the video and set a time to visit by phone in order to close the loop on the observation process.

Activities to be recorded:

Generally speaking, you should focus your video-based efforts around teacher and team leadership. Examples (not exhaustive) of experiences that could be appropriate for video submission include leading a PLC, leading a faculty meeting, leading PD with teachers, or leading a pre-observation or post-observation conference. Content for videos should include evidence of you engaged **in *active* leadership experiences not *passive* leadership experiences – this implies you are leading others.**

You should altogether avoid capturing students in your videos. While Directory Information permissions may cover this, for our purposes, students should not be videoed. **Again, please avoid capturing students in your videos.** Having noted this, please speak with your principal/site supervisor in order to determine what is allowable for your campus.

Keep in mind, this is an activity that supports your preparation as a school leader and will only be used for evaluation purposes in the context of the course.

One final note:
   In the busy rush that we all manage, keep in mind that while this may feel like another layer, you are already doing the work! Just carry your phone or another recording device with you to video 45 minutes/submission of the total number of hours you are already collecting!

Additional Important Information

During the Practicum, interns will work with 3 school administrators. Below are important *definitions of the role of each administrator to help you understand each distinct role player in the observation process.*

1. **The site supervisor** – the campus-based administrator or principal who will oversee an intern's practicum and will help him/her complete the required hours of internship.
2. **The field supervisor** - an experienced current or retired school principal who has been contracted by UT Permian Basin, who will be assigned to support and coach the intern throughout this practicum.
3. **The coordinating professor for practicum** –a former school administrator, who has designed this course and will support the intern throughout this practicum.

As required by the Texas Education Agency, the **field supervisor** will observe and coach the interns as they develop their instructional leadership skills. Given that this Practicum is an online course, we will conduct these observations by watching the videos the intern will submits. As indicated above, the intern will provide pre-observation reflections and meet with your field supervisor virtually before the meeting as needed and synchronously after submission of the video. **These are state-required coaching meetings.** The post-observation meetings will be typically be held virtually via Zoom, Google Meet, MS Teams, Skype, or another application that supports video conferencing.

Given that these observation and coaching sessions are state requirements, an intern cannot receive credit for the Practicum if they fail to submit the videos and/or to participate in the required coaching meetings with their field supervisor.

The **field supervisor** will provide written feedback (via email) after each coaching meeting. As required by the State for candidates for certification, the site supervisor and practicum coordinating professor will receive a copy of the written feedback.

The coaching and feedback shall focus on the development of the intern's leadership skills and will be aligned to the Texas Principal Standards.

Grading of Observations and Post-Conferences

The field supervisor will award up to 20 points per observation cycle when the videos, observation form, and observation notes are submitted on time. Refer to the syllabus for the late work policy and the assignment schedule for due dates.

Completion components for each observation include:
1. Pre-observation reflection and any necessary conversations.
2. Lesson videos
3. Anecdotal observation notes (as appropriate)
4. Active leadership videos for observation

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

EDLD 6392 and EDLD 6393 Leadership Activities and Information

Each intern will be required to submit documentation signed by the intern and the Site Supervisor that verifies completion of at least the minimum number of required hours engaged in school leadership. The practicum requires students to accrue a minimum of 160 hours of hands-on experiences focusing in a variety of school leadership topics. To assist the intern and supervisor in the process of identifying appropriate activities, summary ideas are included below. This list provides specific examples within each topic for your consideration—the intern and supervisors may come up with other meaningful activities. *The course instructor has final approval of all activities.*

General Leadership

- Collaborate with building-level leadership in assigning students to classes/teachers, faculty teaching and non-teaching assignments, and equitable resource allocation to faculty.
- Investigate and reflect on ethical behaviors of school leaders by analyzing and interpreting leadership practices in diverse school settings.
  - Study the administrative organization of the school district.
  - Examine school vision/mission statement. Review school management-related documents. Identify at least 3 examples of organizational structures, operational procedures, and/or resource allocations that support the vision and mission.
  - Monitor, assess, revise school vision/goals as needed and foster the integration of students into the mainstream society while valuing diversity.
  - Assist with correspondence and suggest replies for letters.
  - Prepare documents that required by your administrator's office.
  - Study computer systems used by your administration.
  - Serve as principal-for-a-day.
  - Serve as chair for a site-based decision-making committee.
  - Serve as administrator-in-charge for an extracurricular activity.
  - Review various procedures regarding record retention schedule, special programs, and student records.
  - Learn grading policy and procedures.
  - Attend an administrative meeting.
- Observe/participate in an *IEP* meeting. Discuss the role of the principal which emerges from the IEP conference regarding curriculum and instruction, compliance and support issues. Describe any curriculum, instruction and/or assessment changes or modifications and the value/impact for the effective education of the special needs' child.
  - Observe/participate in an *LPAC* meeting.
  - Discuss the role of the principal which emerges from the IEP conference regarding curriculum and instruction, compliance and support issues.
  - Describe any curriculum, instruction and/or assessment changes or modifications and the value/impact for the effective education of the ELL child.
  - Identify analyze, and summarize a school improvement plan at a site.
  - Collaborate with the building administrator to conduct a climate/culture audit for a grade level, department, or school or to conduct a portion of a climate/culture audit for a school.
  - Interview a current principal discussing legal issues they have faced in recent years at the school. Review their decisions based on your knowledge of school law.

- Work with school-level leadership on the development and/or implementation of guidelines for handling confidential school data and information.

- **Instructional Leadership**

  Identify and analyze relevant data and school processes to identify learning and achievement gaps. Organize and summarize findings to prepare a school profile to share with the SBDM Council, teachers, staff, and parents. Make recommendations for curricular and instructional changes.
  - Study the curriculum used in your school. Is it meeting state requirements?
  - Study effective schools research and apply principles when appropriate
  - Observe classrooms and evaluate performance in comparison to objectives and curriculum guides
  - Oversee the implementation of a new instructional program
  - Identify a population of low-performing students. Describe the students who are low-performing. What recommendations, as a building administrator, would you make to improve achievement? Discuss implications for the curriculum, the instructional practice(s), the assessment practices, and the professional development activities.
  - Analyze the diversity among student population to make data-based decisions and recommendations for policies and practices that will lead to a more just school environment.
  - Present or organize a professional development workshop for teachers
  - Study technology usage in the instructional program and curriculum development
  - Lead Professional Development at a conference, PLCs, etc.
  - Analyze a teacher observation, conference from the perspective of ethics.
  - Develop diversity plan addressing (a) needs/concerns of others, (b) home language other than English, (c) development of interpersonal skills, and (d) monitoring delivery of instruction to diverse groups
  - Develop opportunities for teachers to plan and work collaboratively.
  - Develop and lead a building level Professional Learning Community or develop opportunities for teachers to plan and work collaboratively.
  - Professional Development Plan for new teachers.
  - Develop and administer a needs assessment to include in New Teacher Induction Plan.
  - Lead an equity audit to determine if any sub-groups are under- or over represented in special education, gifted & talented, remedial classes, or advanced classes.
  - Disaggregate data from specific national, state, local, and classroom assessments and describe the changes in program which are suggested by the data. Develop a test using methods which include test item specification and rubric development, the analysis of results including the use of student self-analysis, instructional test administration recommendations based on the test results, and participation in a tuning protocol to analyze the test.
  - Observe principal conducting a preconference, observation, and post-conference. Conduct a pre-conference, observation, and post conference with two teacher colleagues.

Discipline Management
  - Identify issues in the school which contribute to the current reality of student discipline.
  - Identify any trends or patterns you see, especially any equity or fairness issues.
  - Participate in/observe student suspension/expulsion hearings
  - Assist with disciplinary measures.
  - Observe a principal-parent conference
  - Review the Student Code of Conduct and Handbook and assist in updating if possible.
  - Design or identify an instrument for analyzing the faculty's attitudes toward student behavior and

discipline. Analyze the results and make recommendations to the school's Site-Based Decision-Making Committee.

School-Parent-Community Relations

- Attend parent-teacher organization meetings.
- Design and implement a school partnership alliance project focused on a community need.
- Plan or Attend school and community events representing the administration.
- Develop a community involvement plan.
- Plan an activity to celebrate diversity of the school community population

Social Worker

Work with a counselor on a student education program

Public Relations

- Chair a committee for Texas Public School Week.
- Publish a campus newsletter.
- Speak at a PTO or Rotary Club meeting.

School Safety - Plant Manager – Building Maintenance – Transportation -Auxiliary

- Conduct facilities audit for health and safety issues, appropriate utilization of space.
- Walk the building and compile a preventative maintenance list.
- Collaborate with the principal to develop a site-specific facilities and maintenance plan that is data-driven.
- Prepare a work-order to fix a broken item.
- Survey the building concerning the utilization of space.
- Review inventory lists of equipment, textbooks, etc.
- Develop custodial work schedule.
- Evaluate energy conservation measures.
- Survey transportation program of the school district.
- Study the cafeteria: ordering procedures for food, employee scheduling, and efficiency.
- Observe other auxiliary operations or departments.

School Finance

- Study the budget planning and organization of the business office and how it relates to the overall operation of the school
- Assist the principal with budget preparation
- Examine the purchasing and accounting procedures
- Work with appropriate school-site personnel to oversee the inflow of, and the accounting for cash receipts.

Personnel

- Participate in the interview process for a teacher and/or paraprofessional
- Observe procedures used to employ and dismiss personnel – professional and paraprofessional
- Learn substitute teacher procedures
- Investigate and show understanding of the teacher evaluation process

Review the Employee Handbook

Log of Practicum Experiences

This document is used to support record keeping related to leadership experiences in the Practicum I & II courses.

- Final log submission for Practicum I & II must show alignment to each standard in the Principal as Instructional Leader (PAIL) Standards linked here. Assertions of alignment must be reasonable (as determined by the Field Supervisor). A log would be considered incomplete if all standards are not referenced. Final logs must include a minimum of 160 hours.
- Interns are also expected to align their experiences to the 2011 ELCC Building Level Standards
- Submitted logs should always be typed unless the candidate receives permission for an alternative submission format.
- Finally, in Practicum I & II, please continue and build from log submission to log submission; meaning, should it be continuous as opposed to separate, individual submissions.
- The intern in Practicum I & II will record a date that corresponds to experiences aligned to each of the 241.15 PAIL Standards. See the third page of this template for more information.
- When this form is used to support submission for Mini-Internships, a distinct and separate form with different experiences much be submitted for each course. The same log will not be accepted in multiple courses.

  *Accommodations related to alternative standards alignment (i.e. PAIL) for candidates outside the state of Texas should be discussed with the course instructor and/or your Field Supervisor, as appropriate.

Log of Practicum Experiences

FORM C

Name: _____

Date Do not list experiences in a range of dates	Experience Reflection (Description Required)	PAIL Standards **Documented as 241.15 (with appropriate letter/number)**	ELCC Standards	# of Minutes	Total Hours
Total Hours on this page					

Student Signature: _____   Date: _____

Site Supervisor's Name: _____   Date: _____
   (Please print)

Site Supervisor's Signature: _____   Date: _____

The intern should record the date for an experience at least once for each distinct standard. This will complement/supplement the log's record:

241.15 b (1)	241.15 b (2)	241.15 b (3)	241.15 b (4)	241.15 b (5)	241.15 b (6)	241.15 b (7)	241.15 b (8)	241.15 b (9)	241.15 b (10)
241.15 b (11)	241.15 b (12)	241.15 b (13)	241.15 c (1)	241.15 c (2)	241.15 c (3)	241.15 c (4)	241.15 c (5)	241.15 c (6)	241.15 c (7)
241.15 c (8)	241.15 c (9)	241.15 c (10)	241.15 c (11)	241.15 d (1)	241.15 d (2)	241.15 d (3)	241.15 d (4)	241.15 d (5)	241.15 d (6)
241.15 d (7)	241.15 d (8)	241.15 d (9)	241.15 d (10)	241.15 e (1)	241.15 e (2)	241.15 e (3)	241.15 e (4)	241.15 e (5)	241.15 e (6)
241.15 e (7)	241.15 e (8)	241.15 e (9)	241.15 e (10)	241.15 e (11)	241.15 f (1)	241.15 f (2)	241.15 f (3)	241.15 f (4)	241.15 f (5)
241.15 f (6)	241.15 f (7)	241.15 f (8)	241.15 f (9)	241.15 f (10)	241.15 f (11)	241.15 g (1)	241.15 g (2)	241.15 g (3)	241.15 g (4)
241.15 g (5)	241.15 g (6)	241.15 g (7)	241.15 g (8)	241.15 g (9)	241.15 g (10)				

Example of a High-Quality Log Page

Date	Experience	PAIL Standards Documented as 241.15 (with appropriate letter/number)	ELCC Standards	# of Minutes	Total Hours
1/21/22	**Mission, Vision, and Improvement** I participated in the revision of the school-wide vision and mission statement. First, I led the department in a review of the current school vision and mission statement and then I engaged them in a brainstorming activity about the vision and mission. Next, I led the department in an analysis of the school's vision/mission statement as it relates to the school's master schedule. I had to explore several questions. How and in what ways are the vision/mission statements reflected in the reality of school's master schedule? Are there gaps and areas for further inquiry? Is there a need for further alignment among the vision/mission statement and the master schedule?	B (2,6)	1.1	37	0.62
2/4/22	**School discipline practices** I was tasked to evaluate disproportionality in school discipline practices. I reviewed discipline referrals for the last semester and compiled data regarding grade level, race, and gender. I used the data to identify consistencies and inconsistencies in discipline practices. I then collaborated with the dean of discipline and other staff members to explore root causes of behavior and alternative discipline approaches.	G (2,5,6) B (1,7,12)	5.1, 5.3,5.5, 6.1	45	1.37
2/24/22	**Supporting Instructional Practices** I participated in a department review whereby teachers explored the strengths and weaknesses of their instructional practices. During the review, I asked the following questions: (1) How are teachers supporting each other in improving instructional practices? (2) Are teachers observing each other's teaching? (3) Is there a culture of high expectations being practiced? (4) Does the principal facilitate and collaborate with faculty on learning?	B (1,7,8) C (1,2,7)	2.1, 2.2	36	1.97
Total Hours on this page					

Student Signature: _____   Date: _____

Site Supervisor Signature: _____   Date: _____

Site Supervisor Name: _____

Note: Experiences were taken from: Martin, G. E., Danzig, A. B., Flanary, R. A., & Orr, M. T. (2015). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Routledge.

Field Supervisors (university appointed) Responsibilities

3 Observations:

Observation 1 – First third of practicum (45 minutes of video recorded)

Observation 2 – Second third of practicum (45 minutes of video recorded)

Observation 3 – Last third of practicum (45 minutes of video recorded)

Minimum 135 total Observation Minutes (should be evenly distributed)

Field Supervisor Role in the Observation Process:

- Provide students with a pre-conference, preferably before the student video an experience leading to providing insight in ways to best accomplish his/her task. The pre-conference can be completed by phone, a virtual meeting, or another means and should address the pre-observation reflection questions and what the intern anticipates they will be doing for the video.
- Watch video of the student's leadership experience. The video should offer you the opportunity to view the student engaged in active leadership activities, evaluate their general effectiveness, and offer mentoring around their practice.
- Provide a synchronous post-conference (preferably through a virtual meeting medium) to discuss the student's performance.
- Use the electronic post-conference observation feedback forms to provide written feedback of performance to the student, Site Supervisor, and Practicum Coordinating Professor.
  Links for the forms are accessible on the *Access to the Field Supervisor Website and Resources* via the course page in Canvas.
- Please complete the appropriate post-conference observation feedback forms (Cycle 1, 2, or 3). Once you select the "Submit" button, the automation will forward an email to the appropriate recipients. Site Supervisors are encouraged to acknowledge receipt of the email.
- The Field Supervisor will provide extra support and mentoring as needed.
- Field Supervisors should enter grades into Canvas after the submission of each pre-observation reflection and the completion of each post-observation conference. Post observation conferences should be completed via MS Teams or another visual conferencing technology and must be synchronous (as per TAC 228 requirements).

Note: I will also be in the course and taking care of some of the work, but I would like for you to be a strong source of support and coaching for your students.

Other Field Supervisor Responsibilities (including some outside the Observation process):

In addition to managing and coaching throughout the observation process, the Field Supervisor has several other responsibilities:

1) Contact the intern(s) within the first three weeks of the first date of Practicum I – EDLD 6392 (an email is fine)
2) Review and score the employment context video
3) Make a phone call or conduct a teleconference, in addition to the observation video, to orient the candidate to their Practicum experience – candidates will have little else to support their orientation and may not start their experience well without such a call (phone or Teams)
4) Coach and support for the intern's Professional Improvement Project (PIP). Field Supervisors should engage intern's in conversation about their project and their progress throughout the Practicum. The Field Supervisor should be knowledgeable about the focus for the project and offer substantive feedback throughout.

The project should be characterized as *a single event or the beginning of a multi-semester series or program/initiative; there must be a clear and measurable activity that is created, conducted, coordinated, and primarily directed by the Practicum student. This is not an existing program under new management. Neither can this project be something that is entirely set to occur in a future semester.*

The Field Supervisor has an important role to play in ensuring this characterizes the intern's work. The bottom line for the project is that it has to be an actionable project and not simply an aspiration. The role of the Field Supervisor is vital to ensure this happens.

5) It is important that the Field Supervisor ensure the intern is submitting the required minimum amount of time for each of the three videos. Failure to do so will compromise the intern's eligibility to be recommended for certification. The intern should know this and the best source of information will be the Field Supervisor. Kindness in messaging is important, but clarity is vital. This is a state rule in TAC 228 and not only a program dictate.
6) In the busyness of their work, our students and interns can sometimes forget to review and be guided by the Student Practicum Handbook. Please refer to that tool early and often.
7) At the conclusion of the Practicum course, the professor will request a summary submission verifying dates and times for each of the three required pre and post observation conferences. Please feel free to use the Intern Scheduling Cheat Sheet below

Intern Scheduling Cheat Sheet

Spring 2023

Intern's Name: _____

ASSIGNMENT	DATE	COMPLETED
Video Related to Professional Context	1/29/23	
Pre-conference 1		
Video 1 is due	2/19/23	
Post-observation conference		
Pre-conference 2		
Video 2 is due	3/19/23	
Post-observation conference 2		
Pre-conference3		
Video 3 is due	4/9/23	
Post-observation conference 3		
Log 1: • 30 – 35 Hours	2/12/23	
Log 2: • End of Practicum I • 80 Hours, +/- 5%	3/8/23	
Log 3: • 85 – 100 Hours	3/26/23	
Log 4: • 140 – 160 Hours	4/16/23	
Log 5: • End of Practicum • A minimum of 160 hours	5/4/23	

Site Supervisor (Campus Leadership Appointed Mentor) Responsibilities

As previous noted, Site Supervisors have a number of responsibilities they agree to take on when they agree to serve in this capacity. In addition to the TAC 228 definition of someone who is eligible to serve in this capacity, some of these responsibilities will be explored more in depth below.

- A Site Supervisor is defined in TAC 228 as:

  For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

- Supervising the student during the field experiences – This means the supervisor is facilitating leadership experiences, mentoring, and debriefing with the student to review and reflect on their experiences. The hours collected should represent a range of school leadership responsibilities and be reasonably balanced and representative of all preparation standards.
- Meeting with the student on a regular basis as needed – Meetings with the candidate should happen throughout the Practicum to ensure the intern is progressing in the collection of hours needed for successful completion of the Practicum.
- Assisting and guiding the intern if problems arise in completing the specified field experiences including but not limited to helping organize appropriate leadership opportunities for the intern's log and for video submission – Given this experience is clinical in nature, the Intern will consistently benefit from your guidance and support. One critical aspect of this experience is the video observation process described earlier in this Handbook. It is vitally important that the intern be engaged in leadership activities that allow him/her to engage in school leadership that can be videoed and observed by the university assigned Field Supervisor. For more information, see the pages titled **Activities to be recorded (**Please give special attention to the highlighted paragraph in that section).
- Completing a dispositional evaluation of the candidate – One of the tools offered by the program that can support reflection and calibration with the candidate is a Candidate Disposition Report. That tool should be completed by the candidate (as a self-reflection) and by the Site Supervisor. We encourage you to discuss your appraisal with the candidate, identify any discrepancies, and address these as areas for possible growth.
- Completing an evaluation form on the student at the end of the practicum – This document is aligned to the ELCC Standards and should be viewed as a summary evaluation of the degree to which your intern candidates are prepared for their role as a school leader for each distinct dimension in the tool at the conclusion of their Practicum internship.
  - **Review the Training Video** – The state requires that the Preparation Program offer training to the Site Supervisor to orient them to their role. By signing Form B, you are acknowledging that you have participated in the training and review this Handbook. For any additional questions about your

responsibilities as a Site Supervisor, you should contact the appropriate individual(s) referenced in the training video (at this embedded link).

- Interaction with the Field Supervisor – The Site Supervisor should interact with the as needed to support the intern. TAC 228 requires that the Site Supervisor report on the intern's progress to the Field Supervisor. That can happen in a variety of ways including but not limited to participation in the Video post-observation conferences, completion of the Disposition Report and the Mentor Evaluation, and acknowledging receipt of the post conference feedback forms for the three observation cycles. Please expect to receive an email from the Field Supervisor following each of the intern's post-observation cycle.

THE UNIVERSITY OF TEXAS
PERMIAN BASIN

Candidate Dispositions Report
(Supervising Administrator Form)

Directions: Fill out this form for each candidate that you are supervising as a way to document dispositions. **Dispositions** are defined as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." (NCATE Glossary). You are to provide examples for each of the 8 elements. Check the box to indicate the disposition level that you have identified in your candidate (TARGET, ACCEPTABLE, UNACCEPTABLE) and the number of points and for each element.

Name of Supervising Administrator Completing Report: _____

Supervising Administrator's TEA ID: _____

Candidate's Name: _____

Candidate's Program and/or Certification Area: _____

Course number and name: **EDLD 6392 Practicum 1**

85%-100% is *consistently*
50%-85% is *usually*
Less than 50% is *rarely/does not*

1. The candidate demonstrates respect for him/herself and a positive regard for others.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate *consistently* seeks opportunities for work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.	The candidate *usually* seeks work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.	The candidate *rarely/does not* seek work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.

This knowledge about the candidate was gained through:	
☐ instructor observation during class	☐ coursework/field experience
☐ student teaching/practicum	☐ PK -12 personnel
☐ self-reflection by candidate	☐ online course
☐ no opportunity to observe	☐ other:

Provide Example(s):

2. The candidate demonstrates a passionate nature about learning.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate *consistently* participates in university coursework and in preparation for/participation in student teaching/practicum.	The candidate *usually* participates in university coursework and in preparation for/participation in student teaching/practicum.	The candidate *rarely/does not* participate in university coursework and in preparation for/participation in student teaching/practicum.

This knowledge about the candidate was gained through:	
□ instructor observation during class	□ coursework/field experience
□ student teaching/practicum	□ PK -12 personnel
□ self-reflection by candidate	□ online course:
□ no opportunity to observe	□ other:

Provide Example(s):

3. **The candidate demonstrates a belief in the value of learner-centered and self-directed instruction.**

Target: 2 pts.	Acceptable: 1 pt.	Unacceptable: 0 pts.
The candidate *consistently* uses knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.	The candidate *usually* uses knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.	The candidate *rarely/does not* use knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.

This knowledge about the candidate was gained through:	
□ instructor observation during class	□ coursework/field experience
□ student teaching/practicum	□ PK -12 personnel
□ self-reflection by candidate	□ online course:
□ no opportunity to observe	□ other:

Provide Example(s):

4. **The candidate demonstrates dedication to providing a safe and supportive learning environment, a place that is protected, predictable, and has a positive climate.**

Target: 2 pts.	Acceptable: 1 pt.	Unacceptable: 0 pts.
The candidate *consistently* structures an environment in which learning can occur.	The candidate *usually* structures an environment in which learning can occur.	The candidate *rarely/does not* structure an environment in which learning can occur.

This knowledge about the candidate was gained through:	
□ instructor observation during class	□ coursework/field experience
□ student teaching/practicum	□ PK -12 personnel
□ self-reflection by candidate	□ online course:
□ no opportunity to observe	□ other:

Provide Example(s):

5. The candidate demonstrates an acknowledgement of and respect for the fact that people are shaped by their cultures.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate *consistently* uses knowledge about students' cultures to facilitate learning, social justice and fairness.	The candidate *usually* uses knowledge about students' cultures to facilitate learning, social justice and fairness.	The candidate *rarely/does not* use knowledge about students' cultures to facilitate learning, social justice and fairness.

This knowledge about the candidate was gained through:	
☐ instructor observation during class	☐ coursework/field experience
☐ student teaching/practicum	☐ PK -12 personnel
☐ self-reflection by candidate	☐ online course:
☐ no opportunity to observe	☐ other:

Provide Example(s):

6. The candidate demonstrates a commitment to clear and accurate communication.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate *consistently* communicates in a clear and accurate manner.	The candidate *usually* communicates in a clear and accurate manner.	The candidate *rarely/does not* communicate in a clear and accurate manner.

This knowledge about the candidate was gained through:	
☐ instructor observation during class	☐ coursework/field experience
☐ student teaching/practicum	☐ PK -12 personnel
☐ self-reflection by candidate	☐ online course:
☐ no opportunity to observe	☐ other:

Provide Example(s):

7. The candidate demonstrates a professional and ethical attitude.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate *consistently* • attends class and is punctual; • maintains a professional appearance;	The candidate *usually* • attends class and is punctual; • maintains a professional appearance;	The candidate *rarely/does not* • attend class and is not punctual; • maintain a professional appearance;

• can explain ethical and professional standards relevant to his/her certification area; • exhibits high ethical and professional standards (e.g., respecting confidentiality).	• can explain ethical and professional standards relevant to his/her certification area; • exhibits high ethical and professional standards (e.g., respecting confidentiality).	• cannot explain ethical and professional standards relevant to his/her certification area; • exhibit high ethical and professional standards (e.g., respecting confidentiality).

This knowledge about the candidate was gained through:
□ instructor observation during class   □ coursework/field experience
□ student teaching/practicum   □ PK -12 personnel
□ self-reflection by candidate   □ online course:
□ no opportunity to observe   □ other:

Provide Example(s):

8. **The candidate demonstrates a desire to keep current on educational research and practice as demonstrated through integrated course assignments.**

Target: 2 pts.	Acceptable: 1 pt.	Unacceptable: 0 pts.
The candidate *consistently* seeks out information on issues related to his/her field.	The candidate *usually* seeks out information on issues related to his/her field.	The candidate *rarely/does not* seek out information on issues related to his/her field.

This knowledge about the candidate was gained through:
□ instructor observation during class   □ coursework/field experience
□ student teaching/practicum   □ PK -12 personnel
□ self-reflection by candidate   □ online course:
□ no opportunity to observe   □ other:

Provide Example(s):

Signature of Individual Completing Form: _____Date_____

Site Supervisor Feedback Form

Purpose: Submit to Practicum Coordinating Professor in Compliance with TAC 228.
Instruction: Please provide a short half-page summative evaluation related to the intern's success in Practicum.

Site Supervisor Name: _____

Site Supervisor TEA ID: _____

Intern's Name: _____

Field Supervisor's Name: _____

Site Supervisor's General Assessment (**Circle or highlight One**):

Successful Practicum Experience   Unsuccessful Practicum Experience

Additional Comments - Please note at least one area of strength and recommend at least one potential area for growth/extended experience. Please align your feedback to an appropriate **PAIL Standard.**

*For compliance related reasons, there must be a clear and compelling reason for assigning a rating of "Unsuccessful" to a candidate's summary evaluation. We ask for compelling, standards- based feedback for each candidate but must have it if the candidate is deemed to be "unsuccessful." Please reach out to UT Permian Basin Educational Leadership faculty for more information.

Site supervisor's signature: _____

Date: _____

Internship Evaluation Mentor Form

Name of UTPB Graduate Student: _____

Name of Mentor Supervisor: _____

Mentor TEA ID: _____

Telephone Contact of Mentor Supervisor: _____

Email Address of Mentor Supervisor: _____

Name of School: _____

Student Instructions:

Attached is the "Internship Evaluation by Mentor" form to be used in evaluation of your performance. Please provide your internship summary log to your mentor principal to help the principal complete the evaluation. This mentor evaluation form is documentation for state certification and program evaluation; therefore, make sure that your mentor returns the form by the due late listed in the Practicum Intern Handbook. If you have any questions or concerns about the evaluation process or any other matter, please let me know as soon as possible.

Instructions for mentoring principals:

This is an opportunity to score intern preparation for school leadership in a way that aligned to a national set of preparation standards – the 2011 ELCC Building Level Preparation Standards. Each dimension of the rubric has four levels of performance: Distinguished, Independent, Developing, and Novice. The levels range from describing interns who are considered exemplary in addressing a Standard Element, to interns who are just beginning to master the basics of school leadership. Please use N/O (Not Observed=0 Points) if you are unable to comment on any of the standards. Below are general definitions of the four levels of performance for each standard:

5 Points Awarded	4 Points Awarded	2 Points Awarded	1 Point Awarded
Interns at this level are considered to be exemplary in addressing the standard. They contribute to the field, both in and outside the school. The interns synthesize information, integrate concepts and resources, and have the courage to risk new possibilities. Their work is consistently exceptional in quality and they have earned the respect of staff, students, and parents. More dimension and performance-level specific criteria can be found in the rubric below. Dimension-specific, performance criteria are informed by knowledge and skills that are relevant to each referenced ELCC Standard Element (e.g. 1.1, 1.2, 1.3, etc.). *A check is appropriate for the performance level. More detailed comments are requested for the ELCC Standard-level summary evaluations.	The intern clearly understands the concepts underlying the standard and applies knowledge and skill in implementing it as well. The intern is reflective, learns from experience and manages his/her own professional development. Resources are utilized to build knowledge and skills. The intern regards self as effective in the standard and is regarded by others as performing well. More dimension and performance-level specific criteria can be found in the rubric below. Dimension-specific, performance criteria are informed by knowledge and skills that are relevant to each referenced ELCC Standard Element (e.g. 1.1, 1.2, 1.3, etc.). *A check is appropriate for the performance level. More detailed comments are requested for the ELCC Standard-level summary evaluations.	The intern appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is inconsistent or otherwise not entirely successful. Performance is adequate and the intern seeks resources to build knowledge and enhance skills. Additional experience, education, and mentoring will enhance the intern's proficiency in this area. More dimension and performance-level specific criteria can be found in the rubric below. Dimension-specific, performance criteria are informed by knowledge and skills that are relevant to each referenced ELCC Standard Element (e.g. 1.1, 1.2, 1.3, etc.). *A check is appropriate for the performance level. More detailed comments are requested for the ELCC Standard-level summary evaluations.	The intern is just beginning to understand the concepts underlying the standard. The intern does not demonstrate an understanding of what is needed to perform effectively in the designated area. More dimension and performance-level specific criteria can be found in the rubric below. Dimension-specific, performance criteria are informed by knowledge and skills that are relevant to each referenced ELCC Standard Element (e.g. 1.1, 1.2, 1.3, etc.). *A check is appropriate for the performance level. More detailed comments are requested for the ELCC Standard-level summary evaluations.

The rubric is organized in order from ELCC 1.0 through ELCC 6.0, broken into sub-standards (called Standard Elements) and offers you, as the mentor/site-supervisor, an opportunity to provide the intern feedback on their preparedness and to provide feedback to the preparation program. UT Permian Basin Educational Leadership faculty will review your feedback - both on qualitative summary evaluation comments and on the point value you assign to each dimension in the rubric – and consider opportunities.

As noted in the table above, we are only requesting narrative feedback in the Summary Evaluation space for each ELCC Standard (1.0, 2.0, 3.0, 4.0, 5.0, and 6.0). That summary is where you can offer specific feedback related to how and why you apply the rubric to score each Standard Element (e.g. 1.1, 1.2, 1.3, etc.)

We encourage mentors to complete this with your intern as part of a summative evaluation/conversation near the end of the intern's Practicum internship and invite any questions you have about this tool.

Evaluation by Mentor Scoring Rubric

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. **PERFORMANCES:** The intern facilitates processes and engages in activities that:				
ELEMENTS	**Distinguished (5 pts)**	**Independent (4 pts)**	**Developing (2 pts)**	**Novice (1 pt.)**
Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Design and support of a collaborative process for developing and implementing a school vision, • Articulation of a school vision of learning that is characterized by a respect for students and their families and community partnerships,	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Design and support of a collaborative process for developing and implementing a school vision, • Articulation of a school vision of learning that is characterized by a respect for students and their families and community partnerships, • Develops a comprehensive plan for communicating the school vision to appropriate school constituencies • Formulates plans to steward school vision statements	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection.** • Design and support of a collaborative process for developing and implementing a school vision, • Articulation of a school vision of learning that is characterized by a respect for students and their families and community partnerships, • Develops a comprehensive plan for communicating the school vision to appropriate school constituencies	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection.** • Design and support of a collaborative process for developing and implementing a school vision, • Articulation of a school vision of learning that is characterized by a respect for students and their families and community partnerships, • Develops a comprehensive plan for communicating the school vision to

	- Develops a comprehensive plan for communicating the school vision to appropriate school constituencies - Formulates plans to steward school vision statements		- Formulates plans to steward school vision statements	appropriate school constituencies - Formulates plans to steward school vision statements
Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. (ELCC 1.2) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** - Develop and use evidence-centered research strategies and strategic planning processes; - Create school-based strategic and tactical goals; - Collaboratively develop implementation plans to achieve those goals; - Develop a school improvement plan that aligns to district improvement plans.	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** - Develop and use evidence-centered research strategies and strategic planning processes; - Create school-based strategic and tactical goals; - Collaboratively develop implementation plans to achieve those goals; - Develop a school improvement plan that aligns to district improvement plans.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection.** - Develop and use evidence-centered research strategies and strategic planning processes; - Create school-based strategic and tactical goals; - Collaboratively develop implementation plans to achieve those goals; - Develop a school improvement plan that aligns to district improvement plans.	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection.** - Develop and use evidence-centered research strategies and strategic planning processes; - Create school-based strategic and tactical goals; - Collaboratively develop implementation plans to achieve those goals; - Develop a school improvement plan that aligns to district improvement plans.

Candidates understand and can promote continual and sustainable school improvement. (ELCC 1.3) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • Design a transformational change plan at the school-building-level; • Design a comprehensive, building-level professional development program.	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • Design a transformational change plan at the school-building-level; • Design a comprehensive, building-level professional development program.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • Design a transformational change plan at the school-building-level; • Design a comprehensive, building-level professional development program.	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; • Design a transformational change plan at the school-building-level; • Design a comprehensive, building-level professional development program.
Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. (ELCC 1.4)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Develop a school plan to monitor program development and	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Develop a school plan to monitor	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:**

Enter your summary score in the box below (N/O – 0 pts)	others in leadership or coordinates others in the execution of the areas below:	implementation of school goals;	program development and implementation of school goals;	Develop a school plan to monitor program development and implementation of school goals;
	• Develop a school plan to monitor program development and implementation of school goals; • Construct an evaluation process to assess the effectiveness of school plans and programs; • Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	• Construct an evaluation process to assess the effectiveness of school plans and programs; • Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	• Construct an evaluation process to assess the effectiveness of school plans and programs; • Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	• Construct an evaluation process to assess the effectiveness of school plans and programs; • Interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
ELCC 1.0 Summary Evaluation: This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 1.0**. We ask that your summary evaluation be grounded in at least one or two high-quality examples. We also welcome recommendations.				

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished (5 pts)	Independent (4 pts)	Developing (2 pts)	Novice (1 pt)
Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • **Collaborate with others to accomplish school improvement goals;** • **Incorporate cultural competence in development of programs, curriculum, and instructional practices;** • **Monitor school programs and activities to ensure personalized learning opportunities;**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Collaborate with others to accomplish school improvement goals; • Incorporate cultural competence in development of programs, curriculum, and instructional practices; • Monitor school programs and activities to ensure personalized learning opportunities; • Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; • Facilitate the use of appropriate content-based learning materials and learning strategies; • Promote trust, equity, fairness, and respect among students, parents, and school staff.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Collaborate with others to accomplish school improvement goals; • Incorporate cultural competence in development of programs, curriculum, and instructional practices; • Monitor school programs and activities to ensure personalized learning opportunities; • Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; • Facilitate the use of appropriate content-based learning materials and learning strategies; • Promote trust, equity, fairness, and respect	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Collaborate with others to accomplish school improvement goals; • Incorporate cultural competence in development of programs, curriculum, and instructional practices; • Monitor school programs and activities to ensure personalized learning opportunities; • Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; • Facilitate the use of appropriate content-

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			among students, parents, and school staff.	based learning materials and learning strategies; • Promote trust, equity, fairness, and respect among students, parents, and school staff.
	• Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; • Facilitate the use of appropriate content-based learning materials and learning strategies; • Promote trust, equity, fairness, and respect among students, parents, and school staff.			
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; • Use evidence-centered research in making curricular and instructional decisions; • Interpret information and communicate progress toward achievement; • Design evaluation systems and make school plans based on multiple measures of	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; • Use evidence-centered research in making curricular and instructional decisions; • Interpret information and communicate progress toward achievement; • Design evaluation systems and make school	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; • Use evidence-centered research in making curricular and instructional decisions;

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	• Use evidence-centered research in making curricular and instructional decisions; • Interpret information and communicate progress toward achievement; • Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence	teacher performance and student outcomes, and provide feedback based on evidence	plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence	• Interpret information and communicate progress toward achievement; • Design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3) Enter your summary score in the box below (N/O – 0 pts) [ ]	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Work collaboratively with school staff to improve teaching and learning;	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Work collaboratively with school staff to improve teaching and learning; • Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; • Design professional growth plans to increase the capacity of school staff and leaders that reflect national	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Work collaboratively with school staff to improve teaching and learning; • Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Work collaboratively with school staff to improve teaching and learning; • Design the use of differentiated instructional strategies, curriculum materials, and technologies to

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	• Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; • Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	professional development standards.	• Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	maximize high-quality instruction; • Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. (ELCC 2.4) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Use technologies for improved classroom instruction, student achievement, and continuous school improvement; • Monitor instructional practices within the	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Use technologies for improved classroom instruction, student achievement, and continuous school improvement; • Monitor instructional practices within the school and provide assistance to teachers; • Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Use technologies for improved classroom instruction, student achievement, and continuous school improvement; • Monitor instructional practices within the school and provide assistance to teachers; • Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Use technologies for improved classroom instruction, student achievement, and continuous school improvement; • Monitor instructional practices within the school and provide assistance to teachers; • Use technology and performance management systems to monitor, analyze,

			for accountability reporting	and evaluate school assessment data results for accountability reporting
	school and provide assistance to teachers; • Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting			

ELCC 2.0 Summary Evaluation:

This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 2.0**. We ask that your summary evaluation be grounded in at least one or two high-quality examples. We also welcome recommendations.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished (5 pts)	Independent (4 pts)	Developing (2 pts)	Novice (1 pt)

Candidates understand and can monitor and evaluate school management and operational systems. (ELCC 3.1) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • Develop school operational policies and procedures; • Develop plans to implement and manage long-range plans for the school.	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • Develop school operational policies and procedures; • Develop plans to implement and manage long-range plans for the school.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • Develop school operational policies and procedures; • Develop plans to implement and manage long-range plans for the school.	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; • Develop school operational policies and procedures; • Develop plans to implement and manage long-range plans for the school.
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; • Analyze a school's budget and financial status;	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Develop multi-year fiscal plans and annual budgets

Enter your summary score in the box below (N/O – 0 pts)	execution of the areas below: • Develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; • Analyze a school's budget and financial status; • Develop facility and space utilization plans for a school; • Project long-term resource needs of a school; • Use technology to manage school operational systems.	• Develop facility and space utilization plans for a school; • Project long-term resource needs of a school; • Use technology to manage school operational systems.	• Analyze a school's budget and financial status; • Develop facility and space utilization plans for a school; • Project long-term resource needs of a school; • Use technology to manage school operational systems.	aligned to the school's priorities and goals; • Analyze a school's budget and financial status; • Develop facility and space utilization plans for a school; • Project long-term resource needs of a school; • Use technology to manage school operational systems.
Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff. (ELCC 3.3) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; • Plan an aligned building discipline management policies and plan; • Evaluate and implement discipline management plans.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; • Plan an aligned building discipline management policies and plan; • Evaluate and implement discipline management plans.	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; • Plan an aligned building discipline management policies and plan;

	building environment; • Plan an aligned building discipline management policies and plan; • Evaluate and implement discipline management plans.			• Evaluate and implement discipline management plans.
Candidates understand and can develop school capacity for distributed leadership. (ELCC 3.4) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • **Identify leadership capabilities of staff;** • **Model distributed leadership skills;** • **Involve school staff in decision making processes**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Identify leadership capabilities of staff; • Model distributed leadership skills; • Involve school staff in decision making processes	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Identify leadership capabilities of staff; • Model distributed leadership skills; • Involve school staff in decision making processes	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Identify leadership capabilities of staff; • Model distributed leadership skills; • Involve school staff in decision making processes
Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning. (ELCC 3.5)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Develop school policies that protect time and schedules	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:**	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:**

Enter your summary score in the box below (N/O – 0 pts)	candidate also engages others in leadership or coordinates others in the execution of the areas below: • Develop school policies that protect time and schedules to maximize teacher instructional time and student learning; • Develop a school master schedule	to maximize teacher instructional time and student learning; • Develop a school master schedule	• Develop school policies that protect time and schedules to maximize teacher instructional time and student learning; • Develop a school master schedule	• Develop school policies that protect time and schedules to maximize teacher instructional time and student learning; • Develop a school master schedule

ELCC 3.0 Summary Evaluation: This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 3.0**. We ask that your summary evaluation be grounded in at least one or two high-quality examples. We also welcome recommendations.	

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished (5 pts)	Independent (4 pts)	Developing (2 pts)	Novice (1 pt)
Candidates understand and can collaborate with faculty and	**The candidate demonstrates an ability**	**The candidate demonstrates an ability to lead in a majority**	**The candidate demonstrates an ability to**	**The candidate demonstrates a limited**

community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (ELCC 4.1) Enter your summary score in the box below (N/O – 0 pts)	**to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; • Communicate information about the school within the community.	**of the following areas without the need for correction or redirection:** • Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; • Communicate information about the school within the community.	**lead in some of the following areas with or without a need for coaching and/or redirection:** • Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; • Communicate information about the school within the community.	**ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; • Communicate information about the school within the community.
Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. (ELCC 4.2) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Identify and use diverse community	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Identify and use diverse community resources to improve school programs.	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Identify and use diverse community resources to improve school programs.	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Identify and use diverse community resources to improve school programs.

	resources to improve school programs.			
Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Conduct needs assessments of families and caregivers; • Develop collaboration strategies for effective relationships with families and caregivers; • Involve families and caregivers in the decision-making processes at the school	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Conduct needs assessments of families and caregivers; • Develop collaboration strategies for effective relationships with families and caregivers; • Involve families and caregivers in the decision-making processes at the school	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Conduct needs assessments of families and caregivers; • Develop collaboration strategies for effective relationships with families and caregivers; • Involve families and caregivers in the decision-making processes at the school	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Conduct needs assessments of families and caregivers; • Develop collaboration strategies for effective relationships with families and caregivers; • Involve families and caregivers in the decision-making processes at the school
Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. (ELCC 4.4)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:**	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:**	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or**

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Enter your summary score in the box below (N/O – 0 pts)	correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below: • Conduct needs assessment of community partners; • Develop effective relationships with a variety of community partners; • Involve community partners in the decision-making processes at the school	• Conduct needs assessment of community partners; • Develop effective relationships with a variety of community partners; • Involve community partners in the decision-making processes at the school	• Conduct needs assessment of community partners; • Develop effective relationships with a variety of community partners; • Involve community partners in the decision-making processes at the school	substantial coaching and/or redirection: • Conduct needs assessment of community partners; • Develop effective relationships with a variety of community partners; • Involve community partners in the decision-making processes at the school
ELCC 4.0 Summary Evaluation: This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 4.0**. We ask that your summary evaluation be grounded in at least one or two high-quality examples. We also welcome recommendations.				

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy,

equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished (5 pts)	Independent (4 pts)	Developing (2 pts)	Novice (1 pt)
Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (ELCC 5.1) Enter your summary score in the box below (N/O – 0 pts)	The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below: • Act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; • Create an infrastructure that helps to monitor and ensure equitable practices	The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection: • Act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; • Create an infrastructure that helps to monitor and ensure equitable practices	The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection: • Act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; • Create an infrastructure that helps to monitor and ensure equitable practices	The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection: • Act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; • Create an infrastructure that helps to monitor and ensure equitable practices
Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior	The candidate demonstrates an ability to offer creative, organic leadership in a majority	The candidate demonstrates an ability to lead in a majority of the following areas without	The candidate demonstrates an ability to lead in some of the following areas with or	The candidate demonstrates a limited ability to lead in the areas listed below and/or

as related to their roles within the school. (ELCC 5.2) Enter your summary score in the box below (N/O – 0 pts)	of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below: • Formulate a school-level leadership platform grounded in ethical standards and practices; • Analyze leadership decisions in terms of established ethical practices	the need for correction or redirection: • Formulate a school-level leadership platform grounded in ethical standards and practices; • Analyze leadership decisions in terms of established ethical practices	without a need for coaching and/or redirection: • Formulate a school-level leadership platform grounded in ethical standards and practices; • Analyze leadership decisions in terms of established ethical practices	needs consistent supervision and/or substantial coaching and/or redirection: • Formulate a school-level leadership platform grounded in ethical standards and practices; • Analyze leadership decisions in terms of established ethical practices
Candidates understand and can safeguard the values of democracy, equity, and diversity. (ELCC 5.3) Enter your summary score in the box below (N/O – 0 pts)	The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below: • Develop, implement, and evaluate school policies and	The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection: • Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; • Develop appropriate communication skills to advocate for democracy, equity, and diversity	The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection: • Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; • Develop appropriate communication skills to	The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection: • Develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;

	procedures that support democratic values, equity, and diversity issues; • Develop appropriate communication skills to advocate for democracy, equity, and diversity		advocate for democracy, equity, and diversity	• Develop appropriate communication skills to advocate for democracy, equity, and diversity
Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (ELCC 5.4) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Formulate sound school strategies to educational dilemmas; • Evaluate school strategies to prevent difficulties related to moral and legal issues	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Formulate sound school strategies to educational dilemmas; • Evaluate school strategies to prevent difficulties related to moral and legal issues	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Formulate sound school strategies to educational dilemmas; • Evaluate school strategies to prevent difficulties related to moral and legal issues	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Formulate sound school strategies to educational dilemmas; • Evaluate school strategies to prevent difficulties related to moral and legal issues
Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas**	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:**	**The candidate demonstrates an ability to lead in some of the following areas with or**	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent**

Enter your summary score in the box below (N/O – 0 pts)	**without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; • Develop the resiliency to uphold core values and persist in the face of adversity.	• Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; • Develop the resiliency to uphold core values and persist in the face of adversity.	**without a need for coaching and/or redirection:** • Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; • Develop the resiliency to uphold core values and persist in the face of adversity.	**supervision and/or substantial coaching and/or redirection:** • Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; • Develop the resiliency to uphold core values and persist in the face of adversity.
ELCC 5.0 Summary Evaluation: This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 5.0**. We ask that your summary evaluation be grounded in at least one or two			

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished (5 pts)	Independent (4 pts)	Developing (2 pts)	Novice (1 pt)
Candidates understand and can advocate for school students, families, and caregivers. (ELCC 6.1) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Analyze how law and policy is applied consistently, fairly, ad ethically within the school; • Advocate based on an analysis of the complex causes of poverty and other disadvantages; • Serve as a respectful spokesperson for students and families within the school	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Analyze how law and policy is applied consistently, fairly, ad ethically within the school; • Advocate based on an analysis of the complex causes of poverty and other disadvantages; • Serve as a respectful spokesperson for students and families within the school	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Analyze how law and policy is applied consistently, fairly, ad ethically within the school; • Advocate based on an analysis of the complex causes of poverty and other disadvantages; • Serve as a respectful spokesperson for students and families within the school	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Analyze how law and policy is applied consistently, fairly, ad ethically within the school; • Advocate based on an analysis of the complex causes of poverty and other disadvantages; • Serve as a respectful spokesperson for students and families within the school

Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (ELCC 6.2) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Advocate for school policies and programs that promote equitable learning opportunities and student success; • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Advocate for school policies and programs that promote equitable learning opportunities and student success; • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Advocate for school policies and programs that promote equitable learning opportunities and student success; • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Advocate for school policies and programs that promote equitable learning opportunities and student success; • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders

Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (ELCC 6.3) Enter your summary score in the box below (N/O – 0 pts)	**The candidate demonstrates an ability to offer creative, organic leadership in a majority of the following areas without the need for correction or redirection. The candidate also engages others in leadership or coordinates others in the execution of the areas below:** • Identify and anticipate emerging trends and issues likely to affect the school; • Adapt leadership strategies and practice to address emerging school issues	**The candidate demonstrates an ability to lead in a majority of the following areas without the need for correction or redirection:** • Identify and anticipate emerging trends and issues likely to affect the school; • Adapt leadership strategies and practice to address emerging school issues	**The candidate demonstrates an ability to lead in some of the following areas with or without a need for coaching and/or redirection:** • Identify and anticipate emerging trends and issues likely to affect the school; • Adapt leadership strategies and practice to address emerging school issues	**The candidate demonstrates a limited ability to lead in the areas listed below and/or needs consistent supervision and/or substantial coaching and/or redirection:** • Identify and anticipate emerging trends and issues likely to affect the school; • Adapt leadership strategies and practice to address emerging school issues
ELCC 6.0 Summary Evaluation: This summary evaluation should offer the program feedback related to the candidate's general preparation for an effective execution of school leadership responsibilities that are relevant to **ELCC Standard 6.0.** We ask that your summary evaluation be grounded in at least one or two high-quality examples. We also welcome recommendations.				

Name of UTPB Graduate Student: _____

Name of Mentor Supervisor: _____

Mentor Supervisor's TEA ID: _____

Telephone Contact of Mentor Supervisor: _____

Email Address of Mentor Supervisor: _____

Name of School: _____

Signature of mentor supervisor: _____

Date: _____

Pre-observation Conference Structure


```
Pre-Conference is        →    Intern submits          →    Pre-Conference is
scheduled                     narrative reflection         conducted
                                                                ↓
Discuss scope & impact   ←    Discuss what will be    ←    One or two key
of intern's PIP               observed in the video        elements of narrative is
                                                           explored.
     ↓
Discuss log of           →    Conclude with a
experience & reference        general inquiry. Is there
log exemplar                  anything else I can do for
                              you?
```
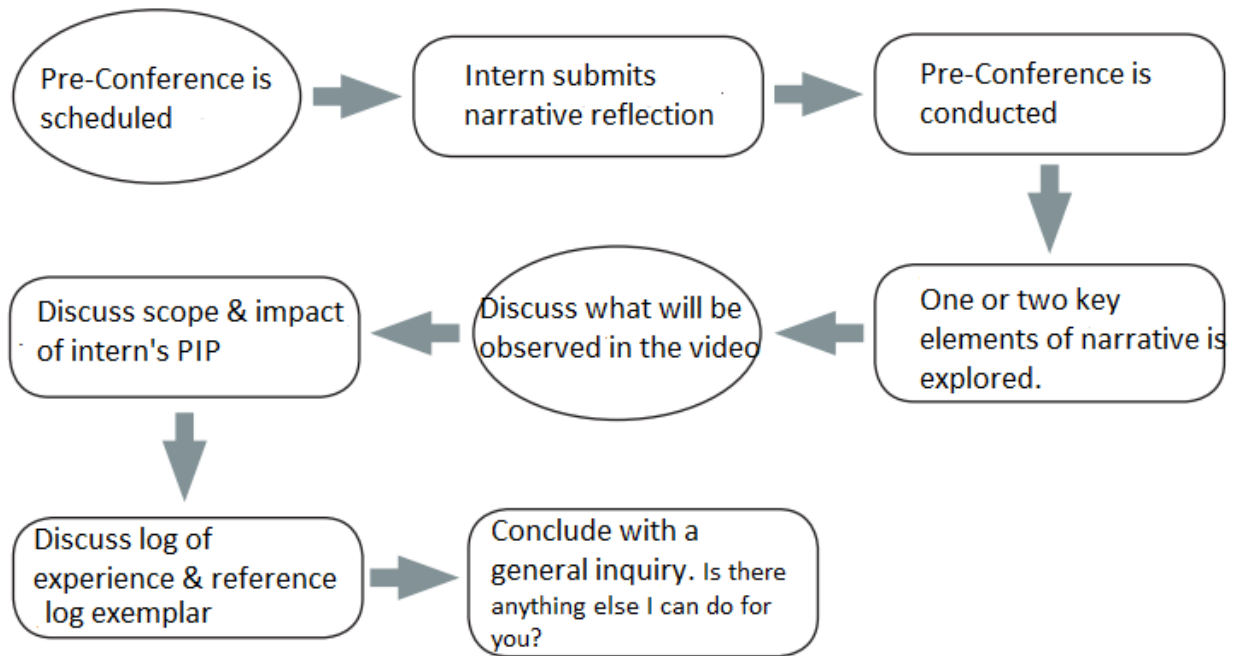
Pre-observation Conference Structure

While Field Supervisors will always be encouraged to draw from their experiences to support interns in an organic way, program professors and Field Supervisors have collaboratively agreed that the following elements should be addressed during the 20-minute pre-observation conversation in some way:

1) The Field Supervisor and intern should have a brief discussion about the intern's narrative reflection (no more than 4 to 5 pages) that is **completed and submitted in advance of the pre-observation conference**. One or two key elements of the narrative should be explored. This should usually include about the intern's articulated non-negotiable values in order to reinforce the importance of identifying and using non-negotiable values as a decision-making lens.

2) Orientation to what will be observed in a video submission: During this part of the conversation, the Field Supervisor should discuss the importance of the intern's video submissions that shows them engaged in active leadership rather than passive leadership. For example, interns will certainly benefit from conducting classroom observations. This is also a highly relevant experience for internship logs. However, videos should not include the observation itself as the intern is not engaged in active leadership while conducting the observation. This is an example of passive leadership.

   To contrast, videos of the intern leading a pre and post observation conference with a teacher whose instruction they observed would be very appropriate for video submissions. Again, the whole process is

appropriate for logs but only the elements of the process that show the intern actively leading should be included in the video submission.

3) A discussion about the intern's project (PIP) should happen with each visit. The discussion should address scope and impact for the project and the necessity that the project be something the intern is actually leading rather than only operating as directed or being delegated a small portion of responsibility. Keeping in mind the project represents a substantial opportunity to practice leadership, this is a key experience interns need to have to be successful in their Practicum experience. It should also be emphasized that students cannot successfully pass the Practicum course without having completed an acceptable project. Please be familiar with and use the PIP rubric at the end of the Candidate's Intern Handbook to support this conversation.

4) Field Supervisors should also discuss the intern log of experiences and refer them to the example of a high- quality log available in this Handbook. Interns should be encouraged to pace their collection of hours in experiences leading. At the Field Supervisor's discretion, interns can be asked to submit logs at more than one point in time. Such a practice could support calibration and correction if the intern's experiences are not relevant to leadership preparation.

5) The Field Supervisor is encouraged to conclude the discussion with a general inquiry about what, if anything, interns need from the Field Supervisor to be successful (e.g.: Is there anything else I can do to support you today?).

Post-observation Conference Structure

Post-observation Conference Structure

It is important here to once again acknowledge the experience Field Supervisors bring to the role. Consistently, Field Supervisors will again be encouraged to draw from their experiences to support interns in an organic way. Having established that, program professors and Field Supervisors have collaboratively agreed that the following elements should be addressed during the 45- minute to one-hour post-observation conversation in some way:
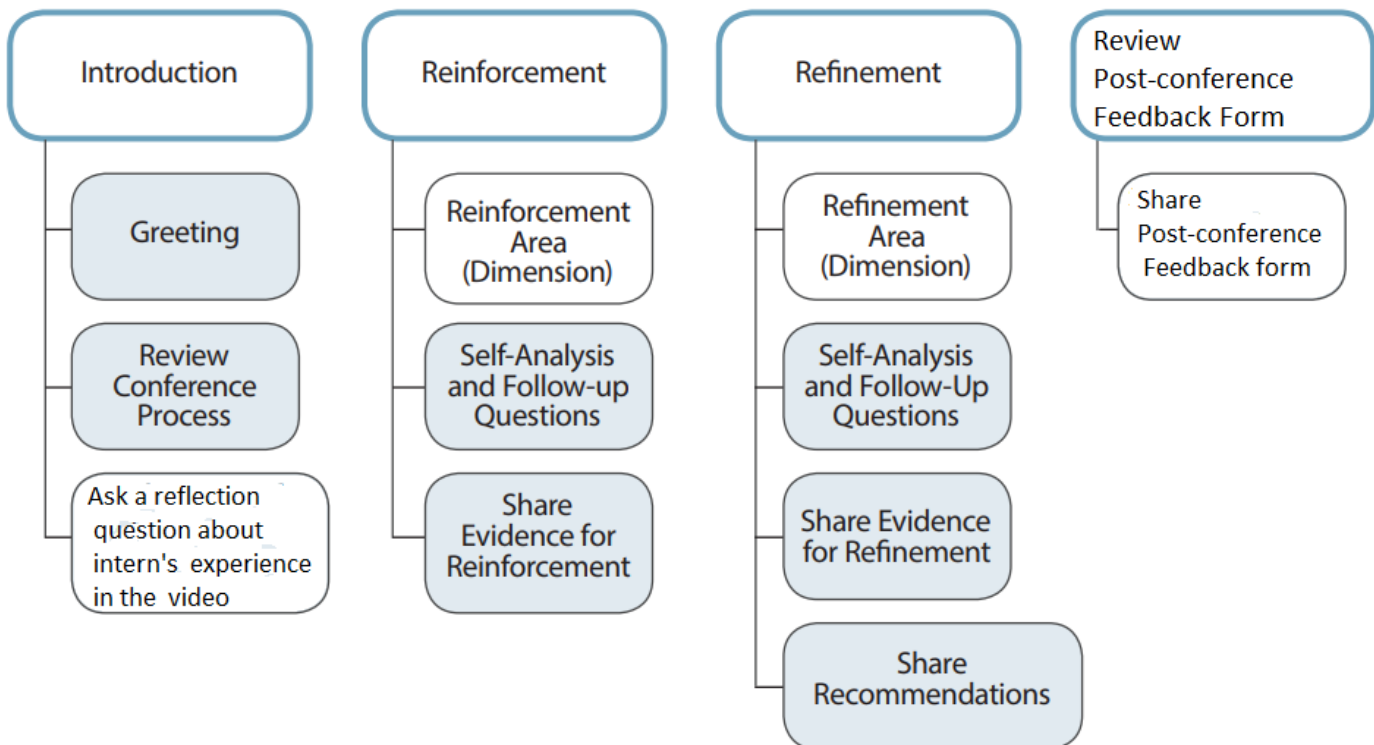
1) Post-observation conferences will be structured loosely around the T-TESS post-observation conference model. This model is well-structured, allows the Field Supervisor to model the post-observation conference in a structured and productive way and, for candidates in Texas, offers nice alignment with T-TESS. The key highlights of this process include a general reflection question about the intern's experience in the video that was submitted that should prompt the intern's reflection on helpful/positive aspects of the experience and on aspects of the experience that the intern may have done differently if given the chance to do it again. After a general conversation, the Field Supervisor should ask questions that prompt intern reflection on a relative area of observed strength. Discussion should be prompted by questions with the goal being to draw out explicit connections and the intern's process thinking. After hearing from the intern, it may be appropriate to speak directly to the observed strength. After this part of the discussion, the Field Supervisor can begin to ask new questions about either a perceived area for growth or, if there are no particularly concerns, the questions may be designed to consider implications for next steps. The key principle for this process is to make sure the Field Supervisor is using diagnostic questions to support reflection and growth.

2) In addition to processing the observation through that model during the post-observation conference, Field Supervisors will also discuss the following:
    a. The intern's project to ensure students are making adequate progress on a project that is of an appropriate scope and over which the intern is providing general (and sometimes comprehensive) leadership;
    b. A review of logged experiences and tracking progress toward total required hours 80/course for each of the sections of Practicum;
    c. Next video and
    d. If time allows, revisiting non-negotiables.

3) Feedback offered during the post-observation conference should be offered using the vocabulary of the **PAIL Standards**. Such a practice will support our ability to offer objective feedback and reinforce alignment and familiarity with the **PAIL Standards**. This will also offer additional preparatory support for 268 eligible candidates.

4) Complete and share the electronic Post-observation Conference Form.

Additional Notes about the PIP:

One important consideration when discussing the PIP will be addressing both the desired outcomes/output for an intern's project and how the intern will measure impact. While we will not prescribe what measurement must look like, some possible approaches include a pre and post survey, the difference between anticipated attendance and actual attendance, results on an assessment, and a collection of perceptions after implementation.

Communication and Access

Field Supervisors are encouraged to make themselves easily accessible to their interns. It was recommended that Field Supervisors offer interns their cell phone numbers for quick contact.

Field Supervisors are also encouraged to respond to all email inquiries within 48 hours.

Feedback on Assignments: Field Supervisors are encouraged to grade assignments within one week of the due date posted in assignment description table found early in this Handbook; you are highly encouraged to provide individual feedback to your interns.

Other Responsibilities

Field Supervisors will review and score students experience logs. This will bring some closure to the observation process and make sure the Supervisor has the ability to verify activities. When we do so, please ensure that the activities are relevant to leadership preparation and more than simply sit and get. While some of the "attend a faculty meeting and debrief" is acceptable, that should not characterize the greater part of their leading and learning. Moreover, "attend a faculty meeting" would not be acceptable by itself. As we message this with students, we can do so around our responsibility to ensure they are truly practicing the mechanics of school leadership. This is generally something more than shadowing.

Also, we want to make sure the intern has made reasonable connections in their alignment to the 2011 ELCC Building Level Standards and the PAIL Standards. **Note:** If students still do not engage in activities that truly prepare them for campus leadership, we may have to limit "credit" for some of the hours.

PAIL Standards	
(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.

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATON
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	**Code of Ethics and Standard Practices for Texas Educators**

§247.2. Code of Ethics and Standard Practices for Texas Educators.
Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance

(A)   Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B)Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

  (C)Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D)   Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E)Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F)Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so. (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H)   Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

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(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K)   Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M)   Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present. (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues
(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(D)   (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G)   Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students
(A)   Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D)   Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Educators' Code of Ethics §247.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
 Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA). Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329.

The Exam Framework (Knowledge and Skills Statements)

The content assessed by the TExES Principal as Instructional Leader examination (268) is provided below.

Domain I—School Culture (School and Community Leadership)

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

A. ***Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals**

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. ***Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment**

H. ***Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture**

I. ***Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students**

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

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

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

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

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

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

Domain II—Leading Learning (Instructional Leadership/Teaching and Learning)

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

A.   *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B.   *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C.   *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D.   *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E.   Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

A.   *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B.   *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C.   *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D.   *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E.   *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III—Human Capital (Human Resource Management)

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

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

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

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

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

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

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

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

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

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

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

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

Domain IV—Executive Leadership (Communication and Organizational Management)

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

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. *Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

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

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. *Frames, analyzes, and creatively resolves campus problems using effective problem -solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

Domain V—Strategic Operations (Alignment and Resource Allocation)

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

A. *****Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

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

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

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

Domain VI—Ethics, Equity, and Diversity

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

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

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

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

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

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

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

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

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

Integration (Constructed Response Only) **The entry-level principal:**

A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)

B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)

C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

THE UNIVERSITY OF TEXAS PERMIAN BASIN

Intern Assignment Submission Calendar

Assignment*	Description (see more below this table)	Point Value	Submission Due Date	Grading Responsibility CP - Coordinating Professor FS – Field Supervisor
Practicum Experience Orientation (Live or Essay Submission)	Candidates will participate in a synchronous practicum orientation through MS Teams to interact with the coordinating professor about the expectations and requirements for a successful Practicum. Those who cannot meet during the one time offered by the professor will watch the recorded video and complete a narrative exploring their major take-always.	5 pts	Date for live experience **1/19/23** Those who cannot attend the live orientation or one reason or the other are required to submit a narrative reflection related to key take- a -ways no later than **1/22/23** *Those who attend the __full__ orientation live do not need to submit a paper*.	CP
Student Information Sheet*	Every student in this course is expected to download and complete this Student Information Sheet at the beginning of the semester	5pts	**1/20/23**	CP
Form A*	Intern's Contact and Placement Information	5 pts	**1/20/23**	CP
Form B*	Site Supervisor's Information and Commitments	5 pts	**1/20/23**	CP
Site Supervisor's Certificate**	To be eligible to serve as a Site Supervisor, an individual must be certified and have at least three (3) years of experience as a campus-level administrator. In Texas, site-supervisor certificates can be retrieved on-line. If you are in a setting where you do not have a supervisor who has the qualifications described here, please reach	5 pts	**1/20/23**	CP

	out to the coordinating professor for the course for direction.			
Attestation of Adherence to the Texas Educator Code of Ethics*	This is mandatory for certification candidates in the state of Texas. If you are not pursuing certification, you will need to submit an attestation that you are not pursuing certification for your assignment grade.	5 pts	**1/20/23**	CP
Campus Academic Performance Report (or another form of evidence of the Site Supervisor's effectiveness as an educational leader) *	Campus level academic data – In Texas, this is usually the TAPR.	5 pts	**1/20/23**	CP
Video Related to Professional Context*	Record and submit a video of you offering contextual information about your school and district context. This video should include the following information: *Relevant information about the socio-economic context in which your school and district operate *Relevant geographical and cultural factors that impact your school, district, and community *Relevant information about the ethnic and racial composition of your school, district, and community *Any important differences between your school and your district in terms of the student population	5 pts	**1/29/23**	FS

	*Information about your school's faculty composition which may include but is not necessarily limited to career stages for teachers, teaching styles, and staff diversity *Finally, speak to campus and district-level leadership opportunities that are available for faculty and staff The video should only be 5 to 10 minutes long; however, collecting the information may take some time.			
Personal Mission Statement*	Interns will develop a personal mission statement reflecting their personal values and ethics. This Mission Statement is to be built with the use of the Franklin Covey Mission Statement Builder.	5 pts	2/5/23	CP
PIP Planning Template*	This planning document will need to be completed within the first two weeks of Practicum I. While it can be amended with the approval of your site supervisor and course professor, this template will serve as a planning tool for execution of your Practicum project.	10 pts	2/5/23	CP
Practice Certification Exam*	Certification eligible interns in Texas will take the full-length practice test available on the Texas Educator Certification Examination Program website. **The practice exam has a $10 fee.** Students will be asked to submit their disaggregated performance, a thorough diagnosis of their strengths and weaknesses, and a narrative exploring how they plan to address the weaknesses identified. Disaggregation should be done at the whole test, Domain, and Competency levels. For example, if the test has 8 questions for a given competency, the student will report how many they got right out of the total	10 pts total 5 pts for disaggregated performance 5 points for narrative reflection	2/10/23	CP

	possible and then write the percentage for each competency. This is in addition to reporting an overall score by percentage for each of the Domains (I-VI) and the overall score for the practice test. All scores should be reported in percentages and the student should report the number of questions correct compared to the number possible. **Those pursuing certification in other states can submit results from taking a practice exam for their state's certification.** *If the $10 fee poses any hardship, reach out to the coordinating Practicum professor for an alternative option.*			
Service Record*	Your district HR office should be able to produce an official service record. If they have no official template for a service record, a letter on district letterhead with an official signature from a district official *may* meet this requirement.	5 pts	2/18/23	CP
Discussion Board Participation	Engage in a discussion related to questions that might be asked in an interview for an assistant principal position. Keeping with the standard participation format, students will post one interview question a candidate may be asked during an interview for an Assistant Principal role. Questions should be solicited from your mentor or other experienced campus administrator. Students will respond with substantive answers to two questions posted by other students.	5 pts	2/23823	CP

Video-Based Observations and Coaching*	See pages 28-29 for a full description of this requirement. This is a mandatory assignment. Failure to complete this to your Field Supervisor's satisfaction will lead to failure and a grade of U in the Practicum course. Keep in mind, there are multiple points during the development of your project that you can and should be recording. Such recordings may be appropriate for this submission. **Failure to complete this activity to the satisfaction of your Field Supervisor will compromise a recommendation for certification for eligible Practicum students. In addition to the project and points requirements, this process is a threshold requirement for success in Practicum I and II. Failure to successfully complete the video submission and observation requirements to the Field Supervisor's satisfaction will lead to a grade of U in the Practicum II course**.	60 pts	Video 1	**2/19/23**		FS
			Video 2	**3/19/23**		
			Video 3	**4/9/23**		
Log of Experience*	During Practicum I and II, interns are expected to complete 160 clock hours of supervised leadership in the PK-12 campus setting. Logs will be submitted five times during the intern's Practicum experience, once prior to each post-observation conference, once at the end of Practicum I, and once at the end of Practicum II. For full credit with each submission, interns are to complete: • First post-conference submission: 30 to 45 hours • End of Practicum I: 80 hours (+/- 5%)	5 pts per submission Total: 25 pts	1st Submit	**2/12/23**		FS
			2nd Submit	**3/8/23**		
			3rd Submit	**3/26/23**		
			4th Submit	**4/16/23**		

			5th Submit	5/4/23	

- Second post-conference Submission 85 to 100 hours
- Third post-conference Submission 140 to 160 hours
- End of Practicum II: 160 hours (minimum)

Final log submission for Practicum I & II must show alignment to each **DOMAIN** in the Principal as Instructional Leader (PAIL) Standards linked here. Assertions of alignment must be reasonable (as determined by the Field Supervisor).

Interns are also expected to align their experiences to the 2011 ELCC Building Level Standards

Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail **will** lead to less than full credit.

See the high-quality log example in this Handbook.

*Failure to submit a log illustrating 160 hours by the end of Practicum II **will** compromise a recommendation for certification for eligible Practicum students.*

Students outside Texas will need to verify certification eligibility with their state's certifying bodies and will need to determine whether alignment to another standard set (rather than PAIL) may be appropriate.

	*Accommodations related to alternative standards alignment (i.e. PAIL) for candidates outside the state of Texas should be discussed with Practicum Coordinator and/or your Field Supervisor, as appropriate.				
PIP Work in progress Submission	For full credit with each submission, interns are to complete: • First PIP submission: Introduction, project justification, data description, role of supervisors, campus fit, personal growth • Second PIP submission: Coordinated discussion, planning, professional development, how the project was put together	5 pts. per submission Total 10 pts.	1st Submit **3/5/23** 2nd Submit **4/23/23**		CP
Disposition Self Analysis	This is a reflective tool not one for judgement. That said, when you complete, please complete the quantitative scoring (0-2) and the descriptive piece. There are spaces below each of the tables where you can script a brief reflection (should not be long) explaining why you score yourself as you do. This piece is vital because it gives you the chance to reflect on your own professional dispositions.	5 pts	**3/7/23**		CP
Disposition Site Supervisor Report	Similar form but for your site-supervisor. Great opportunity to spark discussion!	5 pts	**3/7/23**		CP
Mentor Evaluation of Readiness for Practice	A summary evaluation of your readiness for leadership that will be completed by your site-supervisor. This tool is aligned to the 2011 ELCC Building Level Standards	10 pts	**4/16/23**		CP

Site-Supervisor Summary Evaluation	A short half-page summative evaluation related to your success in Practicum. This is a graded/required submission for all. Candidates for certification will be ineligible for certification if they do not submit this required evaluation or have it submitted by the Site Supervisor directly to the Field Supervisor and Course Instructor. See the Site and Field Supervisor Handbook for this form.	5 pts	**4/30/23**	CP
Professional Improvement Project (PIP)*	Whether the project is a single event or the beginning of a multi-semester series or program/initiative, there must be a clear and measurable activity that is created, conducted, coordinated, and primarily directed by the Practicum student. This is not an existing program under new management. Neither can this project be something that is entirely set to occur in a future semester. Without a product and/or event, your efforts cannot be considered a successful project. The PIP is intended to be something that can be accomplished in 16 weeks and will play out across the Practicum I and Practicum II course. For more information about what is required, see the assignment rubric.	50 pts	**5/8/23**	CP
Practicum Reflection	A summary reflection of your experience that will be due at the end of Practicum II. For this submission, the intern will compose a brief reflection concerning their experience in Practicum. This reflection will serve as a self-analysis. It should include a self-appraisal of two perceived	10 pts	**5/10//23**	CP

	areas of strength and two perceived areas of weakness. For the strengths, the candidate should discuss how those strengths will contribute to their ability to effectively lead in the K-12 environment. Also, the candidate should discuss a specific plan of action to address the two perceived weaknesses so that the weaknesses do not hinder their ability to successfully lead in the K-12 environment. The strengths and weaknesses should be based on characteristics identified during or relevant to the Practicum.			
Portfolio Submission*	This important submission is a graded requirement in Practicum II and is primarily designed to facilitate eligibility for a recommendation for certification for eligible candidates in Texas. If you are not in Texas, you can submit an attestation that you are not pursuing certification in Texas. As a reminder, MA program participants not in Texas are almost never eligible for certification in Texas. For candidates pursuing certification: Failure to complete this activity may impact your eligibility for a recommendation for certification.	5 pts This should include mostly resubmissions: Form B Copy of your Site Supervisor's Certification Record Your school TAPR or another artifact that shows your Site Supervisor's record of success as a leader in the K-12 setting	5/10//23	CP
	Total Available Points	255 pts***		

Failure to successfully complete <u>ALL ASSIGNMENTS</u> **in a way that meets the Field Supervisor's and Coordinating Professor's satisfaction will lead to a** <u>U</u> **grade in the Practicum Course. A** <u>U</u> **grade communicates the intern has demonstrated an "**<u>unsatisfactory</u>**" performance in the Practicum course and counts as a failing grade on the student's university transcript.**

** Note: While the university will assign an external, university-based supervisor, it is the candidate's responsibility to select and secure an ***eligible*** on-site supervisor for their Practicum experience. This on-site supervisor will serve as your mentor for your Practicum internship. The terms mentor and "site" supervisor are used interchangeably and are synonymous during your internship.
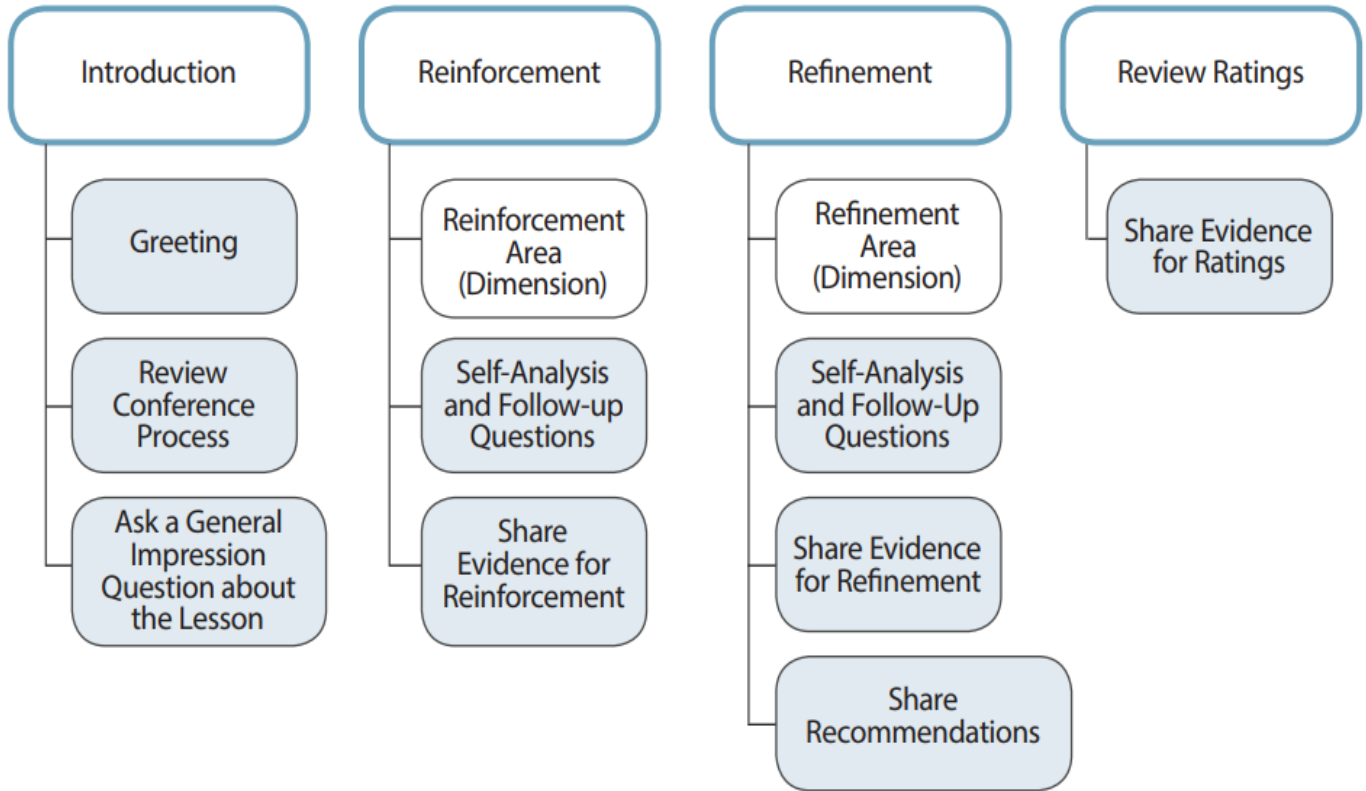
*** Note: Because passing is based on <u>S/U</u> grading (and other requirements), an <u>S</u> will be earned based on a candidate earning 75% of the available points in each section (I and II) in addition to other requirements outlined in this Handbook.

Assessment and Grading Summary Information

Course Grades	
S	**190-255**
U	**Equal to or less than 189**

<u>**Please note:**</u> Because clear, timely, and accurate communication is vitally important to school leadership, that is also required for your course submissions. The coordinating course professor and field supervisors will always have discretion to withhold credit for unprofessional presentation and/or communication. While "professional" can be broadly defined at the instructor and/or Field Supervisor's discretion, that will consistently include an expectation for professional, graduate-level writing (grammar, spelling, punctuation, etc.).

Four Key Elements of the Instructional Post-Conference

Introduction	Reinforcement	Refinement	Review Ratings
Greeting	Reinforcement Area (Dimension)	Refinement Area (Dimension)	Share Evidence for Ratings
Review Conference Process	Self-Analysis and Follow-up Questions	Self-Analysis and Follow-Up Questions	
Ask a General Impression Question about the Lesson	Share Evidence for Reinforcement	Share Evidence for Refinement	
		Share Recommendations	

UTPB Post-conference Feedback Form

Post-Conference Feedback Form
Observation Cycle 1

This is the feedback form for Observation Cycle 1 Only

. . .

Hi, Ethel. When you submit this form, the owner will see your name and email address.

* Required

1. What is the Intern's Name? *

Enter your answer

2. Initial Contact Date (must be within the first three weeks of the beginning of Practicum I) and mode of contact (e.g. phone, email, etc.). *

Enter your answer

3. Pre-Observation Conference 1: Mark Date and Mode for conference (e.g. phone, MS Teams, etc.) *

Enter your answer

4. For how long did the pre-conference last (in minutes)? *

Enter your answer

5. What was the length of the videos observed for this observation cycle (in minutes)? *

Enter your answer

6. Post-Observation Conference 1: Mark Date and Mode for conference (e.g. phone, MS Teams, etc.) *

Enter your answer

7. For how long did the post-conference last (in minutes)? *

Enter your answer

8. Candidate's response to the General Reflection Question: As you reflect on the experiences included in the video, what are some things that went particularly well? What are somethings or something that you would do differently if you had the chance? *

Enter your answer

9. Relative Area of Strength and Related TAC 241.15 Standard (assigned by the Field Supervisor) - Copy and paste the standard text and reference here. *

Enter your answer

10. Script Questions Prepared followed by answers given for Candidate Reflection on Area of Reinforcement (relative area of strength) *

Enter your answer

11. Evidence for Reinforcement *

Enter your answer

12. Relative Area for Growth and Related TAC 241.15 Standard (assigned by the Field Supervisor) - Copy and paste the standard text and reference here. *

Enter your answer

13. Script Questions Prepared followed by answers given for Candidate Reflection on Area of Refinement (relative area for growth) *

Enter your answer

14. Evidence for Refinement *

Enter your answer

15. Script TAC 241.15 Standard grounded and referenced recommendation *

Enter your answer

16. What is the Intern's Email Address? *

Enter your answer

17. What is the Site Supervisor's Email Address? *

Enter your answer

18. What is the Coordinating Professor's Email Address? *

Enter your answer

19. Name of the individual completing this report. *

Enter your answer

Submit

*Summative Evaluation:
For use by the Field Supervisor after the third post-conference only:

19. Summary Evaluation of Effectiveness at the end of Practicum II:

Please select Successful or Unsuccessful Practicum Experience. *

◯ Successful

◯ Unsuccessful

Submit