

Texas Principal Leadership Academy

Domain 4: Clinical Practice - Indicator 1. Clinical Design

Clinical designs are developed collaboratively by program faculty, district partners, and candidates and articulate specific learning and performance goals for each candidate. All clinical designs incorporate "learning while doing," combining practical experiences with structured reflection and feedback; regularly offer opportunities to connect theory with practice; and require candidates to authentically address complex, adaptive leadership challenges including those related to equity.

Design

Program Model:

- Principal Residents are removed from the classroom and placed at a campus on the leadership team in the fall and spring semesters to receive elementary and secondary experiences. Clinical Ratio for Field Supervisor/Coach to Student is 6:1
- Principal Interns remain as classroom teachers and receive opportunities to engage in district wide leadership development. Clinical Ratio for Field Supervisor/Coach to Student is 6:1

Required Training:

- UT Field Supervisor/Coaches receive state and local training to develop equity centered leaders. Share the District's Equity Framework.
- Principal Mentor (site supervisor) and Principal Interns/Residents receive training reviews, the expectations and standards to ensure relevant high-level leadership task opportunities are designed to be implemented at the campus level to practice their newly acquired skills through an equity lens.

Implementation

Roles and Responsibilities of the Program Model:



Principal, Resident/Intern and UT Field Supervisor
Beginning of the Year Meeting
Roles, Responsibilities and Expectations

Resident & Internship Requirements:

- RESIDENCY/INTERNSHIP LOG: Document leadership experiences aligned to State Principal Standards (160 hours annual)
- THREE INSTRUCTIONAL OBSERVATIONS WITH THEIR UT FIELD SUPERVISOR/COACH AND PRINCIPAL MENTOR: Plan and lead these activities to apply theory into practice.
 - Conduct classroom observations - Plan and conduct classroom observations applying AEL/TTES skills and practices with a focus on inclusive practices. What is the student skill(s) of the IEP goal you will observe in the classroom observation?
 - Facilitate a PLC to address inclusive practices. How are you co-facilitating a PLC to ensure inclusive practices are aligned to student IEP goals?
 - Facilitate research based professional development aligned to the CIP to address inclusive practices. How are you ensuring the PD plan addresses the needs of students with disabilities?
- EQUITY/SAFETY/COMMUNITY AUDITS: Conduct an equity, school safety and community audits and provide a data presentation to the leadership team and/or faculty and staff.
- CONDUCT A PARTICIPATORY ACTION RESEARCH PROJECT - The resident/intern will collaborate with the principal to identify an area of inequity to address in a year long project supporting students with disabilities and intersections of other groups to integrate inclusive practices, as aligned to the Campus Improvement Plan. Resident/Interns must complete this cycle with a team of stakeholders, thus gaining experience in facilitating change while simultaneously building capacity with others to meet future needs.
- REQUIRED PARTICIPATION AT CAMPUS MEETINGS: Participate in the minimum of 2 IEP Meetings, 2 LPACs, 2 504, 1 Disciplinary Removal Hearing, 1 parent conference, 2 PTA meetings, 2 CAC meetings, 2 Campus Leadership Team meetings per semester.
- LEADERSHIP TEAM MEETINGS: Participate in campus leadership team meetings to observe and engage in practices regarding instructional leadership, school culture, strategic operations and human capital.
- COACHING: Coach a teacher for the fall and spring semester identified by the principal and apply coaching practices taught in the curriculum.

Principal Site Supervisor (Mentor Expectations):

- Set goals with the resident/intern based on their strengths and opportunities for growth aligned to the principal standards and discuss ways you will provide coaching feedback and support aligned to the goals.
- Establish a calendar in fall semester for students to conduct classroom observations, plan and facilitate professional development and PLCs.
 - Support multiple opportunities for the resident to address and resolve a problem/challenge in your school that influences instructional practices and student learning. Provide time to implement the plan and analyze the data collected. (Texas Principal Certification Exam - PASL Task)
- Provide opportunities for the resident to design a research based PD plan that addresses the greatest need of the building level teacher. Implement the plan and analyze the data. (Texas Principal Certification Exam - PASL Task)

- Provide opportunities for the resident to create a collaborative team with different levels/experiences. The resident will lead the team to develop a plan to improve instruction, student achievement and school culture. (Texas Principal Certification Exam - PASL Task)
- Support resident/intern assignments including the equity, safety and community audit, internship documentation, observations, PAR projects, as they all lead to school improvement efforts aligned to the Campus Improvement Plan.
- Identify a teacher the principal/resident may coach for a year. Collaborate and strategize leadership approaches and follow up with reflective questioning to support their growth.
- Submit a mid-year (December) and end-of-year (May) feedback
- Assist resident/intern in crafting meaningful experiences that will help prepare him or her as an effective campus level leader aligned to the Internship Log (160 hrs)

Thank you for your commitment to developing educational leaders.

UT Classroom Interaction	Principal Roles and Responsibilities	Date(s)	Principal Intern and Resident Responsibilities	Date(s)	UT Field Supervisor Coach Responsibilities	Date(s)
July/August: AEL/TTES Certification - Classroom Observations and Feedback	August-September: Conduct Classroom Observations and Provide Teacher Feedback	August-September: Conduct Classroom Observations and Provide Teacher Feedback	August-September: AEL/TTES Certification completed in August	September: Observation #1: Conduct Classroom Observations and Provide Teacher Feedback (Pre-Observation, Observation, Post Observation)		
CLASSROOM OBSERVATIONS			Conduct classroom observations applying AEL/TTES skills and practices with a focus on inclusive practices. What is the student skill(s) of the IEP goal you will observe in the classroom observation?			
Equity Audit and Classroom Observations: Collect data, identify teacher learning needs, research and design PD aligned to CIP	October-November: Share campus data and provide access to student performance data, classroom observation data and set time to provide PD aligned to CIP	October-November: Collect data, identify teacher learning needs, research and design PD in collaboration with the principal.	Facilitate research based professional development to address inclusive practices. How are you ensuring the PD plan addresses the needs of students with disabilities?	October-November: Observation #2: Professional Development (Pre-Observation, Observation, Post Observation)		
PROFESSIONAL DEVELOPMENT						

Research, plan and facilitate a PLC to improve instruction, student achievement, and the school culture.	January-February: Research, plan and facilitate a PLC to improve instruction, student achievement, and the school culture.	January-February: Research, plan and facilitate a PLC to improve instruction, student achievement, and the school culture.	January-February: Research, plan and facilitate a PLC to improve instruction, student achievement, and the school culture.
SCHOOL CULTURE			
Full and Spring: Conduct equity audit and community audit, identify equity issue and intersection, research and develop action plan, implement the plan and document change in equity student learning, teacher PD and culture.	Full and Spring: Conduct equity audit and community audit, identify equity issue and intersection, research and develop action plan, implement the plan and document change in equity student learning, teacher PD and culture.	Full and Spring: Conduct equity audit and community audit, identify equity issue and intersection, research and develop action plan, implement the plan and document change in equity student learning, teacher PD and culture.	April: Observation #1: Participatory Action Research Project (Leadership in Action)

The University of Texas at Austin
Principalship Program Residency/Internship Guidelines

Thank you for hosting a University of Texas at Austin Principalship Program Residency/Intern for the school year. We appreciate your commitment to the development of effective school leaders. This meeting represents the first step in nurturing a supportive three-way partnership between the on-site supervisor, graduate student intern and the university advisor.

Purpose and Aims of Internships: Resident/intern experiences may be created from a variety of roles. Regardless of the role served, the ideal internship will focus on the leadership development of the individual student intern. Through structured learning opportunities, the intern will apply the knowledge and skills required of an effective campus leader.

Powerful resident/internships are intentionally crafted to provide significant opportunities and meaningful assignments through a progression of observation, participation, and leadership. The residency/internship is based on the Texas Education Agency Program Standards and aligned to the Professional Standards for Educational Leadership developed by the National Policy Board for Educational Administration.

Through carefully constructed coursework and ongoing support to interns, on-site supervisors and university faculty members provide a link between theory and practice.

In addition to this introductory meeting, each semester, the intern will schedule at 3 observations with the UT Advisor. These observations provide the intern with an opportunity to reflect on his/her leadership or facilitation of key educational practices.

Please do not hesitate to contact me if you have any questions, need assistance, or have suggestions on how to improve our program or internship support. Thank you for working alongside UTAPP to develop effective school leaders.

In appreciation of your service,
Debra Centu, Ph.D.,
Co-Director of Texas Principal Leadership Academy
Assistant Professor of Practice
Cell phone: 512 663-0419
Email: dcentu@utexas.edu

I, as UT Resident/Intern, agree to fulfill the stated responsibilities for the school year and verify the following:

Two year experience as certified teacher

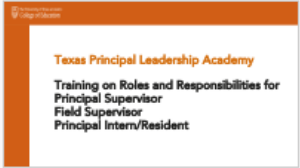
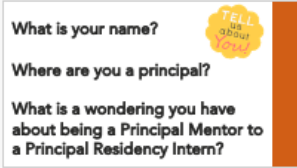
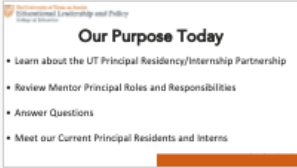






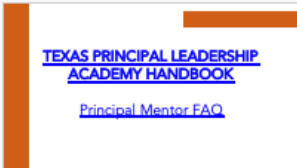


UT Resident/Intern, _____ Date Signed _____

I, as site supervisor, agree to fulfill the stated responsibilities within the timeline for the school year to support PASL's submission requirements and verify the following:

- Principal certified
- Three years experience as certified principal
- Employed by approved TEA district
- Currently certified as principal in Texas
- Completed TEA-approved and local training for supervising personnel
- Accomplished educator
- TEA # _____

Site Supervisor, _____ Date Signed _____

Required Training

			
1	2	3	4
			
5	6	7	8
			
9	10	11	12

Indicator 2: Clinical Placement

Program faculty and district partners collaborate to ensure that candidates' clinical placements are at schools well-positioned to support their development as equity-centered leaders, with attention to specific candidate needs, diversifying candidates' experiences, and exposing each candidate to skilled, equity-centered site-based mentors and/or coaches.

Design

Principal Profiles are co-developed and the recommendations are provided to the district for the selection of recruiting and selecting principal mentors (site supervisors)

Principal Intern and Resident Graduate Profile

- Developing Capacity for equitable teaching and learning practices
- Advocating for and ensuring equitable support systems for all
- Fostering school culture that values inclusiveness diversity and cultural proficiency
- Building executive leaders to promote ethical policies and practices
- Partnering authentically and equitably with families and communities
- Understanding self, community and political context to navigate equity issues

Principal Mentor Profile

- Eager to share expertise to invest and develop others to impact student and faculty growth socially, emotionally and academically
- Demonstrated success as an experienced principal with evidence of student and teacher growth
- Open to campus data collection for supporting the development of identifying problems of practice
- Open-minded, reflective in practice and equity and student centered to empower the community to address long-standing inequities
- Builds trusting relationships with all community stakeholders attends to personal, social, emotional well-being to build a positive culture
- Reflective listening and willingness to support, understand and navigate the context of educational and political problems of practice in operational practices
- Provide clinical work accessible and providing authority to address problems of practice as specified in the roles and responsibilities
- Allows for leadership experiences without judgment

Implementation

District partnership MOU sample:

Memorandum of Understanding	
San Antonio Independent School District and The University of Texas at Austin Department of Education Leadership and Policy	
Purpose of the Memorandum of Understanding	Recruitment and Selection of Cohort Participants
<p>The purpose of this Memorandum of Understanding is to outline the initial understandings and agreements in developing a partnership between the San Antonio Independent School District (SAISD) and The University of Texas at Austin's Department of Educational Leadership and Policy (ELP) through August 31, 2026. The Texas Principal Leadership Academy (TPLA) and the San Antonio Independent School District are committed to successful partnerships with each participating intern and mentor principal to develop leaders for the San Antonio Independent School District.</p> <p>The partnership between San Antonio ISD and ELP will support an equity centered school leadership pipeline leading participants to a Master of Education in Educational Leadership degree as well as a Texas Principal certification. SAISD and ELP will collaborate to offer the program as a project-based, master's/certification program designed to prepare elementary and secondary school principals for the school district through a one-year supported, job-embedded residency/internship experience. This Memorandum of Understanding is designed to outline program expectations for interns, mentor principals, university facilitators, and the Leadership Development staff through this year of leadership learning.</p> <p>Purpose of the UT Texas Principal Leadership Academy (TPLA)</p> <p>The UT Austin Texas Principal Leadership Academy (TPLA) represents an important update to their existing Principalship training program. UT is streamlining the program plan to a 15-month period—35 hours, plus additional certifications—that will culminate in a Masters in Educational Leadership and a principal certification. Students will be prepared to lead socially just, equitable, and high-achieving schools. This principalship program has a long legacy of preparing high-quality and effective leaders for a variety of schooling contexts. The curriculum is based on current evidence-based research, and the program prepares leaders for elementary, middle, and high school settings. The program of work addresses both the individual needs of program candidates as well as the needs of urban schools and communities.</p> <p>The program is designed to develop and prepare school leaders committed to educational equity and social justice within urban contexts. The core curriculum and values include:</p> <ul style="list-style-type: none">• Equity and Excellence for all Students (Equity Centered Leadership)• Develop capacity for teaching and learning excellence• Advocate for and ensuring equitable support systems for all• Foster school culture that values inclusiveness, diversity and cultural proficiency• Prepare executive leaders who promote ethical policies and practices• Partner authentically and equitably with families and communities	<p>San Antonio ISD leaders will identify and select participants into the program, who currently serve as teacher leaders, or in other educational roles to be recruited and selected in collaboration with SAISD and ELP. Participants will be nominated by educational leaders in SAISD in a process that includes identifying:</p> <ul style="list-style-type: none">• Educators who have taught two or more years as a classroom teacher and have improved classroom/school academic achievement• Educators who have successfully served in campus/district leadership roles• Members of the campus/district instructional leadership team• Educators must be diverse and representative of the employees of the San Antonio Independent School District <p>These potential San Antonio ISD participants are required to meet the expectations outlined in the University of Texas at Austin Graduate Admissions Office.</p> <p>Benefits to Parties</p> <p>Benefits to SAISD include:</p> <ul style="list-style-type: none">• The opportunity to develop equity minded teacher leaders and build a principal pipeline by advancing its own teacher leaders into assistant principal roles.• The opportunity for principal mentors to coach and build capacity of future San Antonio ISD leaders• Collaboration in the development of both coursework and field-based learning that is authentic and specifically aligned to the needs of urban education and school leadership• Mutual sharing of expertise while designing and continually revising the program's curriculum with The University of Texas at Austin faculty• Collaboration in the final selection of candidates through a co-developed assessment process <p>Benefits to TPLA include:</p> <ul style="list-style-type: none">• The opportunity to collaborate on and assess a district-specific urban leadership program• Improved relationships and increased contacts with San Antonio ISD educators• The opportunity to modify and adjust curriculum to reflect changes in light of what is learned in the process• The opportunity to publish and present relevant research on recruiting, preparing, supporting and retaining effective principals in a high needs district• The opportunity to partner with urban districts to help find solutions to challenges in education

To: Debra Cantu, Texas Principal Leadership Academy

From: Brandi Hosak, Austin ISD, Chief of Human Capital

Date:

Re: Principal Site Supervisors for Principal Residents Personnel Verification


Austin ISD is providing UT Austin the required information to verify the district personnel attesting to the qualifications for certification, experience, and accomplishment as an educator of the principal resident/intern.

Principal Information		Fall Semester Principal Information			Spring Semester Principal Information		
UT -AISD Resident Name	Student TEA #	Fall Campus Placement	Principal Site Supervisor's Name	Principal Site Supervisor's TEA #	Spring Campus Placement	Principal Site Supervisor's Name	Principal Site Supervisor's TEA #
UT -AISD Intern Name							

Signature: _____ Date: _____

Brandi Hosak,, Chief Human Capital, Austin ISD

Re: CONFIDENTIAL: UT-AISD Resident Notes and Data for 2023-2024 Placement


 @ Cantu, Debra <debra.cantu@austin.utexas.edu>

To: Jaime Bell Garrison; Cc: Maud Maldonado; Denisha Presley; Jessica Lopez

5 points - Novice
10 points – Demonstrates Some Leadership Potential
20 points – Demonstrates Evidence of Leadership Significance
30 points – Exemplary Leadership Evidence

Interview	Observation	Data	Notes	Name – Last, First
20	20	20		
20	20	20		
20	20	20		

CONFIDENTIAL: AISD-UT Principal Residency Program 2023-2024

 @ Cantu, Debra <debra.cantu@austin.utexas.edu>

To: Maud Maldonado; Jaime Bell Garrison; Cc: Denisha Presley; @Green, Terrance L

Thursday, April 6, 2023 at 12:11 PM

3. Suggested principal placements to consider coach principal residents for 2023-2024 familiar with UT Assignments and clinical experience.

4. Recommended Coaches (alumni, experience as a resident between 2 schools and PASL experience)

Thank you,
Debra Cantu, Ph.D. | Associate Professor of Practice
Co-Director of the Texas Principal Leadership Academy
Twitter: @drdebracantu
The University of Texas at Austin
Educational Leadership and Policy
College of Education

Program faculty and district partners have developed a shared understanding of the standards and criteria for a high-quality clinical experience, and closely monitor each candidate's experience against those standards and criteria to ensure quality.

Design

Student demonstrate skills aligned to the principal standards and maintain records supporting evidence.



The University of Texas at Austin
Educational Leadership and Policy
College of Education

To: Texas Principal Leadership Academy Faculty/Field Supervisors
From: Debra Cantu, Ph. D., UT Field Supervisor
Re: Principal Certification Requirements

The purpose of this communication is to provide you with a TEA certification requirement checklist for the beginning, middle and end of school year.

Application Phase I (April 1 – June 1):

1. Resume that includes 1.) TEA number; 2.) Certifications; 3.) Years of teaching experience
2. Teacher Service Record from the District
3. Code of Ethics (will be emailed to you for a DocuSign)
4. FERPA (will be emailed to you for a DocuSign)
5. Criminal Background Notification (will be emailed to you for DocuSign)
6. **Admissions Acceptance Letter, includes Two Year Teaching Statement** (will be emailed to you for a DocuSign)

I checked each of the items indicating they are completed and attached them for submission.

Director Signature: Debra Cantu

Date: June 7, 2022

Fall Semester Internship/Residency Phase II (August 25 – December 5):

6. On Site UT Advisor, Principal Mentor, Intern Beginning of Year Meeting and Roles and Responsibilities signed by the Principal, Intern and UT advisor
7. Fall Observation signed by the Principal, Intern and UT advisor (#1)
8. Fall Observation signed by the Principal, Intern and UT advisor (#2)
9. AEL/TTESS Certification
10. 80 Hour Internship Log

I checked each of the items indicating they are completed and attached them for submission.

Student Signature: _____ Date: _____

Spring Semester Internship/Residency Phase III (January 16 – May 6):

11. Spring Observation signed by the Principal, Intern and UT advisor (#3)
12. Evidence of Mental Health, Substance Abuse, Suicide Prevention Training (provided through UT)
13. Dyslexia Required Certification Training
14. Participatory Action Research IRB Paperwork Signed by Principal
15. Participatory Action Research PowerPoint Presentation
16. 160 Hour Internship Log
17. End of Year Principal/Supervisor Feedback signed by Intern/Resident and Principal

I checked each of the items indicating they are completed, uploaded one scanned document onto Canvas, and attached them for submission.

Student Signature: _____ Date: _____

Implementation

Texas Education Agency Audit activities demonstrating quality practices:

- TPLA Self Report Audit - submitted artifacts to demonstrate Exceeds Expectations
- Student Certification Folder Audit - submitted student artifacts of their clinical experience for a list of 6 candidates identified by TEA

CLINICAL PRACTICE QUALITY PROGRESS MONITORING

[illegible]

I, **enter name**, serve as the field supervisor and verify all requirements have been successfully completed and the listed candidates are recommended for certification and graduation at UT Austin.

Field Supervisor Signature: _____

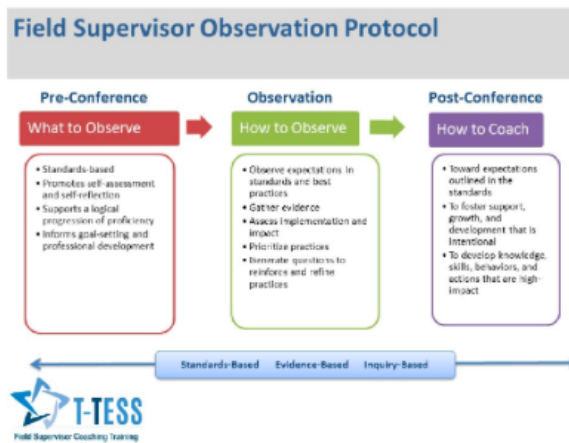
Date:

Indicator 4: Clinical Coaching

Throughout the clinical experience, candidates receive culturally-responsive, equity-centered clinical coaching which includes regular opportunities for reflection and feedback. Coaches are trained in implementing the program's preferred coaching model.

Design

Our program is 100% aligned to the state coaching and observation protocol outlined by TEA.



Supervisor Coaching Competencies

Supervisor Coaching Competency 1: Trust, Respect, Rapport, Relationships

This supervisor competency includes the ability to create an environment that is safe, supportive, and reflective of mutual Trust, Respect, Rapport and Relationships.

Core Competency Self-Analysis: As a supervisor, I show genuine concern; demonstrate respect; am in check with my non-verbal behaviors; maintain trust and am trustworthy; and provide support for and champion new behaviors and actions, including risk-taking and the fear of failure.

Supervisor Coaching Competency 2: Active Listening

This supervisor competency involves making a conscious effort to hear not only the words that another person is saying, but, more importantly, understanding the complete message being sent—spoken and unspoken.

Core Competency Self-Analysis: As a supervisor, I set aside distracting thoughts to focus on the speaker; suspend judgment; attend to the speaker's agenda; distinguish between the words, intonation, and body language; and organize what is being said, as I listen.

Supervisor Coaching Competency 3: Paraphrasing and Summarizing

This supervisor competency includes the ability to clarify and gain insight about the emotion and meaning behind what was stated and rephrase it back to the speaker.

Core Competency Self-Analysis: As a supervisor, I listen and attend fully, capture the essence of the message, understand the types of paraphrasing and when to use them, address emotions, and paraphrase/summarize to clarify before asking questions.

Supervisor Coaching Competency 4: Powerful Questions

This supervisor competency focuses on how the supervisor crafts and asks questions that facilitate thinking, reflection, and action.

Core Competency Self-Analysis: As a supervisor, I apply the characteristics of powerful questions, am intentional about the types of cognition that questions elicit, am purposeful about when and how to ask questions, and ask questions that focus on refining practices at higher levels.

Supervisor Coaching Competency 5: Reframing and Shifting

This supervisor competency includes the ability to reframe a situation to help others see things differently, and as a result, arrive at more empowering and productive conclusions.

Core Competency Self-Analysis: As a supervisor, I help others see things differently, reframe and shift current thinking, offer and invite varied ways to consider problems and challenges, seek new possibilities, and find solutions to challenges.

Supervisor Coaching Competency 6: Actions and Outcomes

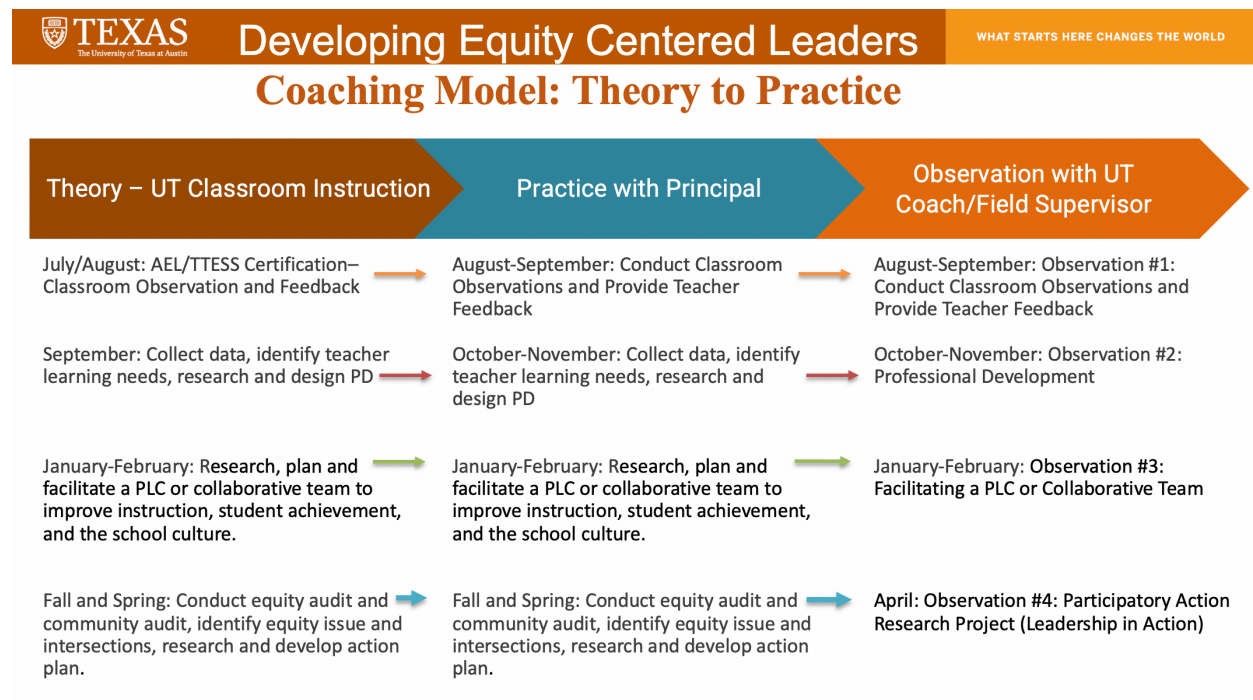
This supervisor competency involves coaching and supporting others in taking actions that lead to realizing goals and outcomes.

Core Competency Self-Analysis: As a supervisor, I assist in defining and designing actions; engage others in exploring ideas and solutions; confront and embrace shortfalls; support others' self-discipline and accountability for outcomes and results; and celebrate successes and growth.

Retrieved from International Coach Federation Core Competencies - www.CoachFederation.org

Implementation

Coaches implement the Theory to Practice model to provide experiential learning opportunities:



Indicator 5: Clinical Supervision

Candidates receive culturally-responsive, equity-centered clinical supervision throughout their clinical experience. Supervisors regularly communicate specific, actionable feedback about candidates' performance relative to identified learning and performance goals to candidates and relevant program and clinical faculty.

Design

Supervising clinical experience begins with students signing up for a pre-observation, observation and post observation.

SCHEDULE APPOINTMENT:
Please email your field supervisor/coach an invitation to put on their calendar and include: Date, Time, Room #/Zoom link, School Address and Name
Please sign up for a time that your field supervisor/coach has provided based upon their availability for an observation and post observation conference.
Gray indicates no availability. If you do not see the date you need, contact me directly to see if it can be arranged.

Aug - September: Meet with Principal and Field Supervisor/Coach. Complete this form: UT Resident Intern Field Work Guide DocuSign PowerForm link: <http://links.utexas.edu/cdlbpui>

OBSERVATION STUDENT INSTRUCTIONS:
Step 1. Download the [observation form](#), complete the pre observation questions and email it to your Field Supervisor/Coach.
Step 2. Your Field Supervisor/Coach will observe you and add their notes and feedback and email it to you.
Step 3. Complete the post observation questions, arrange for a post observation conference and attach it to this [LINK](#) to request signatures from your principal and field supervisor/coach. Download a copy for your principal portfolio due in December and May.

August/ September- Initial meeting with Principal, DocuSign completed:

September - **Observation 1:** Conduct Classroom Observations with your your coach/field supervisor using TTESS/AEL resources and skills. Please have your campus form walkthrough and provide your field/coach a copy to use. Download and complete the form.

October - November **Observation 2:** Plan and Facilitate Professional Development. Download and complete the form.

February - March **Observation 3:** Lead a PLC/Data Meeting to address. Download and complete the form.

Date	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM
Example: September 5, 2022			Principal/Field Supervisor Meeting. UT Austin ES, office, invitation sent				
Example: September 6, 2022		Name. Obs #1 In person at UT Austin MS, 123 Longhorn Ave. Room #364. Invitation sent					
Example: September 5, 2022					Name. Obs #2 Via Zoom. Invitation sent.		

Implementation

Supervising clinical experience begins with students signing up for a pre-observation, observation and post observation.

LEADERSHIP OBSERVATION ☐ #1 ☐ #2 ☐ #3

NAME:

SCHOOL NAME:

PRINCIPAL STANDARD(S) TO BE OBSERVED:

☐ Instructional Leadership ☐ Human Capital ☐ Executive Leadership
☐ School Culture ☐ Strategic Operations

TYPE OF OBSERVATION: ☐ In person ☐ Virtual

Pre-Observation Questions:

1. Date:
2. Start Time: End Time:
3. Location:
4. What is the event to be observed?
5. What are your goals for this event?
6. How might you know you have met these goals?
7. What strategies will you employ to meet these goals?
8. What do you want to be mindful of for yourself, or your own contributions?

ASSESSMENT COMPLETED BY UT FIELD SUPERVISOR

	EXPERIENCED	BEGINNER	NOVICE
Leadership Strategies	Facilitated meeting, reviewed goals aligned to needs and strategically established next steps and plan of action. <input type="checkbox"/>	Facilitated the meeting, reviewed the goals aligned to needs and identified next steps with a draft plan for next steps. <input type="checkbox"/>	Facilitated the meeting, reviewed the goals aligned to needs and identified additional needs/ideas as possible next steps. <input type="checkbox"/>
Collaboration with Stakeholders	The leader promoted collaboration providing multiple opportunities for engagement and/or input. <input type="checkbox"/>	The leader promoted collaboration providing some opportunities for engagement and/or input. <input type="checkbox"/>	The leader promoted collaboration providing little opportunities for engagement and/or input. <input type="checkbox"/>
Goals were accomplished	The leader facilitated a meeting that accomplished the purpose and goal. Audience demonstrated clear understanding of their next steps for planning or implementation. <input type="checkbox"/>	Facilitated the meeting, and some of the goals were met with a plan of action to address what needs to be completed. Audience demonstrated some understanding of their next steps for planning or implementation. <input type="checkbox"/>	Facilitated the meeting, and some of the goals were met with a plan of action to address what needs to be completed. Audience demonstrated some understanding and their role for next steps were not completely established. <input type="checkbox"/>
NOTES: What evidence did you observe that aligned to the standards in this particular observation? Please indicate N/A if the standard was not addressed at this observation.			
STANDARD 1 INSTRUCTIONAL LEADERSHIP			
STANDARD 2			

Evaluations of candidates' performance in the clinical experience align with the specific learning and performance goals identified for each candidate. Evaluations include assessments from multiple stakeholders who worked with the candidate, such as supervisors, school site faculty, site-based mentors and/or coaches, and candidates themselves.

The program directors and district leaders collaborate on the performance and data of each resident/student using the following tools:

UT's Progress Monitoring and Evaluation Tools

Supervising clinical experience begins with students signing up for a pre-observation, observation and post observation.

Instructions: The Resident/Intern Summary Rating Form is to be jointly completed at the end of each semester.

UT Austin's ECPI strategies, deliverables and products are a work in progress in collaboration with our partners.