# Course Syllabus: **EDLE 5733 - Public School Financial Management**
**West College of Education**
**EDLE 5733 - Section X10/DX1**
**Spring 2023 Semester**

## Contact Information
Instructor: Tom Deighan
Office hours: Tuesdays 9:00 AM to 11:00 AM; Wednesdays 4:00-5:00 PM; Fridays
    9:00-10:00 AM
**Office phone: 940-397-4073**
E-mail: thomas.deighan@msutexas.edu

## Communication and Response Policy
Students should contact instructor through the D2L Email Platform for ALL course communications. Instructor will respond within an appropriate period of time.

## Course Description
EDLE 5733: An exploration of principles of P-12 public school finance, budget development, building-level fiscal management, facility planning and management, and build-level student services management. Course may not be used for students seeking principal certification..

## Course Standards/Competencies/Assignment Alignment
See Appendices

## Required Textbooks
*School Finance and Business Management: Optimizing Fiscal, Facility and Human Resources 2nd Edition* by Craig A. Schilling EdD CEO SBM Pros LLC. Northbrook IL (Author), Daniel R. Tomal (Author)
ISBN-13: 978-1475844023

## Student Handbook
Refer to: Student Handbook-2022-23

## Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
[Office of Student Conduct](#)

## Class Overview

This course introduces students earning their Master's Degrees in Educational Leadership to essential public school finance and business management principles.  Students both on the principal and non-principal track must have a functional understanding of school business management and financial structures to manage programs and/or to lead buildings.

This course will include academic theory, state, and district-level best practices as the relate to practical site-level business and financial management issues. Critical thinking, problem solving skills, and sound decision-making skills will be evidenced through writing and audiovisual presentations. Technology skills and understanding of the importance of technology to managing public schools is essential.

This is a completely online/virtual class.  No zoom or in-person sessions will be required, but the instructor will expect students to view supplemental instructional videos throughout the course.  Four can be expected, but there may be more. Furthermore, discussion board participation and viewing of classmate presentations are also critical. The social aspect of learning is a powerful tool; we will balance it as much as possible within the confines of a virtual format.

## Class Structure

Assignments have been designed to be completed within 2-week blocks. Coordinated with each assignment due date, the instructor will post a video to offer feedback on the previous assignment and specific instructions/information to prepare students for the upcoming assignment.   (Very minimal assignment descriptions are included below, so it is imperative that students watch the update videos to ensure adequate understanding of the assignment.)
The final assessment for this course is a 2-part TEA-connected assignment designed to prepare students for either principal certification and/or leadership at the site or departmental levels.

# Grading and Assignments

| Assignment | Points |
|---|---|
| Assignment 1: Class information and Review | 5 |
| Assignment 2: Textbook Jigsaw and Discussion | 10 |
| Assignment 3: School Finance Simplified (Understanding A Budget) | 10 |
| Assignment 4: TEA Public School Finance Assistance Document Jigsaw and Discussion | 10 |
| Assignment 5: Texas School Finance Application Assessment | 10 |
| Assignment 6: Financial Accounting and Accountability | 10 |
| Assignment 7: Site-Based Business Management | 15 |
| Assignment 8: TEA Assessment #4 Presentation Portion | 10 |
| Final Assessment: TEA Assessment #4 Written Presentation | 20 |
| **Total Points:** | **100** |

Table 2: Total points for final grade.

| Grade | Points |
|---|---|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Less than 60 |

## Homework
This course is a hybrid or online format. Significant independent work is required of students outside of class to complete assignments and be ready for in-person class times. All assignments will be submitted to D2L on Sundays at 11:59 PM.

## Final Exam
The final course assessment is due May 7, 2023 at 11:59 PM.

## Late Work
Prior to the assignment or class deadline, students must contact the instructor (via D2L email, preferred) with a detailed explanation regarding any late work for full credit to be considered.
*In the event of an emergency, students should communicate when practical (focus on your emergency).*

## Make Up Work
Make up work sufficient to compensate for missed in-class sessions may be offered to students who miss a single class. Completely virtual classes should not

expect make-up work to be offered.  Students may be required to resubmit/redo work that does not meet instructor's standards.

**Course Schedule:**

| Due Date | Assignment |
| --- | --- |
| Sunday, January 29, 2023 | Assignment 1: Class information and Review |
| Sunday, January 29, 2023 | Assignment 2: Textbook Jigsaw and Discussion |
| Sunday, February 12, 2023 | Assignment 3: School Finance Simplified (Understanding A Budget) |
| Sunday, February 26, 2023 | Assignment 4: TEA Public School Finance Assistance Document Jigsaw and Discussion |
| Sunday, March 12, 2023 | Assignment 5: Texas School Finance Application Assessment |
| Sunday, March 26, 2023 | Assignment 6: Financial Accounting and Accountability |
| Sunday, April 9, 2023 | Assignment 7: Site-Based Business Management |
| Sunday, April 23, 2023 | Assignment 8: TEA Assessment #4 Presentation Portion |
| Sunday, May 7, 2023 | Final Assessment: TEA Assessment #4 Written Presentation |

All Assignments due at 11:59 PM, unless otherwise specified. Dates subject to change.


**Important Dates (Spring 2023)**
Last day for term schedule changes: January 20; see Academic Calendar for confirmation.
Deadline to file for graduation: February 20; see Academic Calendar for confirmation.
Last Day to drop with a grade of "W:" March 27, 4:00 PM; See Academic Calendar for confirmation.
Refer to: Drops, Withdrawals & Void

**Desire-to-Learn (D2L)**
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you

Deighan, EDLE 5643/5733, Spring 2023 Page 4  1/15/2023 Verson

experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Attendance

Instructor Policy:

Due to the weekend format and limited in-person opportunities of this course, students are expected to attend all meetings of the classes in which they are enrolled. Students may miss one in-person class, but substitute assignment(s) will be provided to make up for class activities and/or attendance points.

MSU Policy:

Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement.

An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

## Online Computer Requirements

Students must bring a laptop or equivalent device to in-person classes. Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline. There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

## Instructor Class Policies

Professional speech, behavior, and ethics are always expected. All assignments will be assessed, when applicable, not only for academic content but also for appropriateness for district-level communications, public scrutiny, and media coverage. <u>Students must meet these high standards to be eligible for 90%-100% credit (A) an any assignment.</u>

## Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester. (January 20; see Academic Calendar for confirmation.)

## Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

## College Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are

informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit MSUReady – Active Shooter.  Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

## Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

**Notice**
**Changes in the course syllabus, procedure, assignments, and schedule/office hours may be made at the discretion of the instructor.**

**NOTE: DELETE ANY PRE-EXISTING ASSIGNMENTS AND ENTER NEW COURSE**
**Appendices**

**Appendix A: NELP BUILDING LEVEL Standards and Alignment of Assignments**
**Appendix B: Texas PRINCIPAL Standards and Alignment of Assignments**
**Appendix C: Texas Administrative Code and Alignment of Assignments**
**Appendix D: ISTE Standards and Alignment of Assignments**

**APPENDIX: A**

**NELP DISTRICT LEVEL STANDARDS AND COMPETENCIES**

**NELP District Level Standards and Competencies**

| Standard 1: Mission, Vision, and Improvement<br>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. | |
|---|---|
| **Competency** | |
| *NELP Standard Component 1.1*<br>*Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.* | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research on the role and importance of school mission and vision<br>• Processes for collaboratively developing a mission and vision<br>• Processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community<br>• The characteristics of well-written mission and vision statements<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate existing mission and vision processes and statements | |

| | |
|---|---|
| • Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community<br>• Develop a comprehensive plan for communicating the mission and vision | |
| ***NELP Standard Component 1.2***<br>*Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.* | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>    • Research on school improvement<br>    • Formal processes of iterative, evidence-informed improvement<br>    • Data collection, analysis, and use<br>    • Implementation theory and research<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>    • Evaluate existing improvement processes<br>    • Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation<br>    • Develop an implementation plan to support the improvement process | |
| **Standard 2: Ethics and Professional Norms**<br>**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well- being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.** | |
| **Competency** | |
| ***Component 2.1*** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital | |

| | | |
|---|---|---|
| | citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. | |
| Page \| 12 | Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>  • Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being<br>  • Practices that reflect professional norms<br>  • Approaches to cultivating professional norms in others<br>  • Reflective practice<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>  • Engage in reflective practice as a professional norm<br>  • Cultivate professional norms among school staff members<br>  • Communicate professional norms to diverse constituencies<br>  • Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) | |
| | **NELP Standard Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. | |
| | Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>  • Research on decision making<br>  • Decision-making processes<br>  • Guidelines for ethical and legal decision making | |

| | |
|---|---|
| Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate ethical dimensions of issues<br>• Analyze decisions in terms of established ethical frameworks<br>• Develop a communication plan to advocate for ethical decisions | |
| **NELP Standard Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Ethical practice<br>• Approaches to cultivating ethical behavior in others<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Formulate a school-level ethical leadership platform<br>• Model ethical practice<br>• Cultivate ethical behavior in others | |
| | |
| **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture..** | |
| **Competency** | |
| **NELP Standard Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of: | |

| | |
|---|---|
| • Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)<br>• Research on inclusive school cultures<br>• Processes for evaluating school culture<br>• Processes for effecting changes to school culture<br>• Engaging in advocacy<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate school culture<br>• Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture<br>• Develop strategies for improving school culture<br>• Advocate for a supportive and inclusive school culture | |
| **NELP Standard Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research on the consequences for students of equitable and inequitable use of educational resources and opportunities<br>• Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships)<br>• Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities<br>Educational Leadership Skills | |

| | |
|---|---|
| Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate sources of inequality and bias in the allocation of educational resources and opportunities<br>• Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values<br>• Advocate for the equitable access to educational resources, procedures, and opportunities | |
| **NELP Standard Component 3.3** Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Culturally responsive instructional and behavior support practices<br>• Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff<br>• Research on implications for students of equitable, culturally responsive, and inclusive practices<br>• Broader social and political concern with equity and inequality in schools<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate root causes of inequity and bias<br>• Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff<br>• Support the use of differentiated, content-based instructional materials and strategies<br>• Advocate for equitable practice among teachers and staff | |

| | |
|---|---|
| **Standard 4: Learning and Instruction**<br>**Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.** | |
| **Competency** | |
| **NELP Standard Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research on the leadership of academic and non-academic programs<br>• Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems<br>• Evidence-based curricula, use of technology, and other supports for academic and non- academic programs<br>• Infrastructures for the ongoing support of academic and non-academic programs<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate (a) curricula, use of technology, and other supports and (b) academic and non- academic systems<br>• Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non- academic programs | |
| **NELP Standard Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, | |

| | | |
|---|---|---|
| resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. . | | |
| Standard 4; Component 4.2<br>Content Knowledge<br>Program provides evidence of candidate knowledge of:<br><ul><li>Evidence-based instructional practices for different student populations</li><li>Curricula, educational technologies, and other educational resources that support digital literacy among students and adults</li><li>Educational service providers</li><li>Approaches to coordinating resources and services in support of the school's academic and non-academic services</li></ul>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br><ul><li>Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems</li><li>Propose designs and implementation strategies for improving the impact of academic and non- academic practices, resources, and services that support student learning</li></ul> | |
| **NELP Standard Component 4.3** Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br><ul><li>Research on the effective and ineffective assessment of student learning and well-being</li></ul> | |

| | |
|---|---|
| • Research on assessment practices that are culturally responsive and accessible for each student<br>• Formative and summative measures of student learning and well-being<br>• Approaches to coordinating among assessments, instructional improvement, and educational service delivery<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Use research to evaluate the quality of formative and summative assessments of learning<br>• implement formal and informal culturally responsive and accessible assessments of student learning<br>• Interpret data from formative and summative assessments for use in educational planning<br>• Cultivate teachers' capacity to improve instruction based on analysis of assessment data | |
| **NELP Standard Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices<br>• Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being<br>• Approaches and strategies for building a coherent and equitable system of | |

|  |  |
|---|---|
| academic (curriculum, instruction, and assessment) and non-academic services <br> • Approaches and strategies for supporting faculty collaboration <br> **Educational Leadership Skills** <br> Program provides evidence that candidates demonstrate skills required to: <br> • Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices <br> • Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices <br> • Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results |  |
|  |  |

| **Standard 5: Community and External Leadership** <br> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student <br> learning, support school improvement, and advocate for the needs of their school and community. |  |
|---|---|
| **Competency** |  |
| **NELP Standard Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. |  |
| Content Knowledge <br> Program provides evidence of candidate knowledge of: <br> • Research on the role of families in supporting student learning in and out school |  |

| | |
|---|---|
| • Research on student and family diversity<br>• Strategies for understanding and cultivating relationships with families and engaging them in their children's education<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>   • Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning<br>   • Cultivate collaboration among staff and families in support of student learning and success<br>   • Foster two-way communication with families | |
| **NELP Standard Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.<br>to benefit learners, schools, and the district as a whole. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>   • School organizational cultures that promote community engagement<br>   • Research on how community members, partners, and other constituencies can support school improvement and student success<br>   • Collaboration methods to develop and sustain productive relationships with diverse community partners<br>   • Practices for accessing and integrating external resources into the school<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to: | |

| | |
|---|---|
| • Collaboratively engage with diverse community members, partners, and other constituencies around shared goals<br>• Cultivate regular, two-way communication with community members, partners, and other constituencies<br>• Identify and use diverse community resources to benefit school programs and student learning | |
| **NELP Standard Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>    • Research on the importance and implications of social, cultural, economic, legal, and political contexts<br>    • Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities<br>    • Educational policy and advocacy<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Develop a plan for identifying and accessing resources<br>• Gather information about the policy and district context<br>• Develop targeted communication for oral, written, and digital distribution<br>• Advocate for school and community needs | |
| | |
| **Standard 6: Operations and Management**<br>**Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and** | |

| | |
|---|---|
| **operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.** | |
| **Competency** | |
| **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research on school management, operations, use of technologies, communication, and governance systems<br>• Principles of systems management and continuous improvement<br>• Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations<br>• Processes for developing and implementing management, communication, technology, school-level governance, and operation systems<br>• Use of technology to enhance learning and program management<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to: | |

| | |
|---|---|
| • Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes<br>• Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems<br>• Develop and implement management, communication, assessment, technology, school-level governance, and operation systems<br>• Develop a school's master schedule | |
| **NELP Standard Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• School-based budgeting<br>• Strategies for acquiring resources<br>• Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems<br>• Strategies for aligning and allocating resources according to school priorities and student needs | |

| | |
|---|---|
| • Methods and procedures for managing school resources<br><br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate resource needs<br>• Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities<br>• Advocate for resources in support of needs | |
| *Standard 6: Component 6.3*<br>*Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.* | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults<br>• Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities<br>• Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety<br><br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues<br>• Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school<br>• Communicate policies, laws, regulations, and procedures to appropriate school stakeholders | |

| | |
|---|---|
| • Monitor and ensure adherence to laws, rights, policies, and regulations | |
| | |
| **Standard 7: Policy, Governance, and Advocacy**<br>**Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning** | |
| **Competency** | |
| **NELP Standard Component 7.1** Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research on teacher recruitment, hiring, and selection<br>• Practices for recruiting, selecting, and hiring school staff<br>• Strategic staffing based on student, school, and staff needs<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate school's professional staff capacity needs<br>• Evaluate applicant materials<br>• Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body | |
| **NELP Standard Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. | • Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Content Knowledge<br>Program provides evidence of candidate knowledge of: | |

| | |
|---|---|
| - Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being<br>- Effective communication<br>- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>   - Use research to design and cultivate a collaborative professional culture<br>   - Model and foster effective communication<br>   - Develop a comprehensive plan for providing school community members with a healthy and positive school building environment | |
| **NELP Standard Component 7.3** Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. | - Site-Based Business Management<br>- TEA Assessment #4 Presentation Portion<br>- TEA Assessment #4 Written Presentation |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>   - Research on teacher professional learning<br>   - Practices for supporting and developing school staff<br>   - Practices for cultivating and distributing leadership among staff<br>   - Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success<br>   - How to use digital technology in ethical and appropriate ways to foster professional learning for self and others<br>Educational Leadership Skills | |

| | |
|---|---|
| Program provides evidence that candidates demonstrate skills required to:<br>• Evaluate professional staff capacity needs and management practices<br>• Identify leadership capabilities of staff<br>• Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success<br>• Engage staff in leadership roles<br>• Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others | |
| **NELP Standard Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. | |
| Content Knowledge<br>Program provides evidence of candidate knowledge of:<br>• Research-based strategies for personnel supervision and evaluation<br>• Importance of, and the ability to access, specific personnel evaluation procedures for a given context<br>• Multiple approaches for providing actionable feedback and support systems for teachers<br>Educational Leadership Skills<br>Program provides evidence that candidates demonstrate skills required to:<br>• Observe teaching in a variety of classrooms<br>• Gather and analyze district policies on instructional expectations<br>• Provide teaching staff with actionable feedback to support improvement<br>• Develop a system for monitoring whether supervision and evaluation strategies promote improvement | |
| | |
| **Standard 8: Internship**<br>**Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities** | |

| | |
|---|---|
| **to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.** | |
| **Competency** | |
| *Standard 8; Component 8.1*<br>*Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.* | |
| *Standard 8; Component 8.2*<br>*Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.* | |
| *Standard 8; Component 8.3*<br>*Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.* | |
| | |

**APPENDIX: B**

**TEXAS BUILDING LEVEL STANDARDS AND COMPETENCIES**

**Texas Principal Certification Domains and Competencies**

| | |
|---|---|
| **Domain I: Leadership of the Educational Community** | |
| **Domain I; Competency 001**<br>***The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).*** | |
| **Competency** | |
| **Domain I; Competency 001**<br>A.      *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals | |
| **Domain I; Competency 001**<br>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. | • Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| **Domain I; Competency 001**<br>C.      Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision | |
| **Domain I; Competency 001**<br>D.      Aligns financial, human, and material resources to support implementation of a campus vision and mission | |
| **Domain I; Competency 001**<br>E.      Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision | |
| **Domain I; Competency 001**<br>F.      Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture | |
| **Domain I; Competency 001**<br>G.      *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment | |

| | |
|---|---|
| **Domain I; Competency 001**<br>H.      *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture | |
| **Domain I; Competency 001**<br>I.      *Creates an atmosphere of safety that encourages the social, emotional, and physical well- being of staff and students | |
| **Domain I; Competency 001**<br>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 | |
| **Domain I; Competency 002**<br>***The beginning principal knows how to work with stakeholders as key partners to support student learning.*** | |
| **Competency** | |
| **Domain I; Competency 002**<br>A.      Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision | |
| **Domain I; Competency 002**<br>B.      Implements strategies to ensure the development of collegial relationships and effective collaboration | |
| **Domain I; Competency 002**<br>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 | |
| **Domain I; Competency 002**<br>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)** | |
| **Domain II; Competency 003**<br>***The beginning principal knows how to collaboratively develop and implement high-quality instruction.*** | |

| Competency | |
|---|---|
| **Domain II; Competency 003**<br>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 | |
| **Domain II; Competency 003**<br>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 | |
| **Domain II; Competency 003**<br>C.      *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment | |
| **Domain II; Competency 003**<br>D.      *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards | |
| **Domain II; Competency 003**<br>E.      *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning | |
| **Domain II; Competency 004**<br>***The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.*** | |
| **Competency** | |
| **Domain II; Competency 004**<br>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 | |
| **Domain II; Competency 004**<br>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) | |
| **Domain II; Competency 004**<br>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 | |
| **Domain II; Competency 004**<br>D.      *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap | |
| **Domain II; Competency 004**<br>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)** | |
| **Domain III; Competency 005**<br>***The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.*** | |
| Competency | |
| Domain III; Competency 005<br>     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 | |
| Domain III; Competency 005<br>     B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities | |
| Domain III; Competency 005 | |

| | |
|---|---|
| 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 | |
| Domain III; Competency 005<br>  D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources | |
| Domain III; Competency 005<br>  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 | |
| Domain III; Competency 005<br>  F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership | |
| **Domain III; Competency 006**<br>***The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.*** | |
| Competency | |
| Domain III; Competency 006<br>  A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes | |
| Domain III; Competency 006<br>  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 | |
| Domain III; Competency 006<br>  C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and | |

| | |
|---|---|
| administrators to support campus goal attainment | |
| Domain III; Competency 006<br>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)** | |
| **Domain IV; Competency 007**<br>***The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.*** | |
| Competency | |
| Domain IV; Competency 007<br>A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences | |
| Domain IV; Competency 007<br>B. *Develops and implements strategies for systematically communicating internally and externally | |
| Domain IV; Competency 007<br>C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies | |
| Domain IV; Competency 007<br>D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals | |
| **Domain IV; Competency 008**<br>***The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.*** | |
| Competency | |
| Domain IV; Competency 008<br>A. Demonstrates awareness of social and economic issues that exist within | • Textbook Jigsaw and Discussion |

| | |
|---|---|
| the school and community that affect campus operations and student learning | • School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain IV; Competency 008<br>   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 | |
| Domain IV; Competency 008<br>   C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions | |
| Domain IV; Competency 008<br>   D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision | |
| Domain IV; Competency 008<br>   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) | |
| Domain V; Competency 009<br>*The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.* | |
| Competency | |

| Domain V; Competency 009 | |
|---|---|
| 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 | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain V; Competency 009<br>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 | |
| Domain V; Competency 009<br>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 | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain V; Competency 009<br>D. Implements appropriate management techniques and group | |

| | |
|---|---|
| processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment | |
| **Domain V; Competency 010**<br>*The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.* | |
| Competency | |
| Domain V; Competency 010<br>A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain V; Competency 010<br>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 | |
| Domain V; Competency 010<br>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) | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability |

| | |
|---|---|
| | • Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain V; Competency 010<br>    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 | • Textbook Jigsaw and Discussion<br>• School Finance Simplified (Understanding A Budget)<br>• TEA Public School Finance Assistance Document Jigsaw and Discussion<br>• Texas School Finance Application Assessment<br>• Financial Accounting and Accountability<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| Domain V; Competency 010<br>    E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems) | |
| Domain V; Competency 010<br>    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 | |
| Domain V; Competency 010<br>    G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff | |

| | |
|---|---|
| Domain V; Competency 010<br>    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 | |
| Domain VI; Competency 011<br>*The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.* | |
| Competency | |
| Domain VI; Competency 011<br>    A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247) | |
| Domain VI; Competency 011<br>    B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors | |
| Domain VI; Competency 011<br>    C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community | |
| Domain VI; Competency 011<br>    D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn | |
| Domain VI; Competency 011<br>    E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) | |
| Domain VI; Competency 011<br>    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 | |
| Domain VI; Competency 011<br>    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 | |
| Domain VI; Competency 011<br>    H. Articulates the importance of education in a free, democratic society | |
| INTEGRATION (Constructed Response Only) | |
| Competency | |
|     A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II & III)<br>    B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)<br>    C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)<br>    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) | |

**APPENDIX: C**

**Texas Administrative Code TAC Requirements**
**Title 19 Texas Administrative Code**
**Educator Preparation Curriculum (*19.TAC.228.30.c. 1-9*)**

| Title 19 Texas Administrative Code Educator Preparation Curriculum (*19.TAC.228.30.c. 1-9*) | |
|---|---|
| **Competency** | |
| 1.      Code of Ethics<br>   (1)      the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:<br>       (A)      professional ethical conduct, practices, and performance;<br>       (B)      ethical conduct toward professional colleagues; and<br>       (C)      ethical conduct toward students; | |
| 2.      Dyslexia<br>   (2)      instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); | |
| 3.      Mental Health, Substance Abuse, Youth Suicide<br>   (3)      instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice | |
| 4.      High Expectations<br>   (4)      the skills that educators are required to possess, the responsibilities that educators are required to accept, and the | |

| | |
|---|---|
| high expectations for students in this state; | |
| 5. Classroom Management Skills<br>(5) the importance of building strong classroom management skills; | |
| 6. Framework for teacher and principal evaluation.<br>(6) the framework in this state for teacher and principal evaluation; | |
| 7. Appropriate Relationships, boundaries, and communications between educators and students.<br>(7) appropriate relationships, boundaries, and communications between educators and students; | |
| 8. Digital Learning, Virtual Instruction, and Virtual Learning (ISTE Alignment)<br>(8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:<br>(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;<br>(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and<br>(C) include resources to address any deficiencies identified by the digital literacy evaluation; and | • Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |

| | |
|---|---|
| 9.     Inclusive practices for students with disabilities<br><br>    (9)     instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1). | |
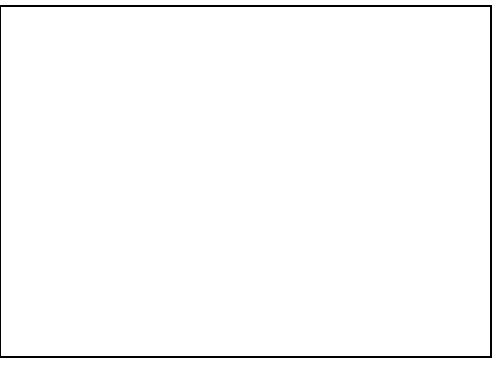
**APPENDIX: D**

**ISTE STANDARDS FOR EDUCATIONAL LEADERS**

| SECTION 3: EDUCATION LEADERS | |
|---|---|
| **3.1.  Equity and Citizenship Advocate** **Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:** | |
| **Competency** | |
| 3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs. | |
| 3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities. | |
| 3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change. | |
| 3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology. | |
| **3.2.  Visionary Planner** **Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology** | |
| 3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences. | |
| 3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning. | |
| 3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning. | |
| 3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle. | |
| 3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work. | |
| **3.3.  Empowering Leader** **Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:** | |
| **Competency** | |
| 3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning. | |

| | |
|---|---|
| 3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice | |
| 3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools. | |
| 3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social- emotional needs of individual students. | |
| 3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time. | |
| **3.4. Systems Designer**<br>**Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.**<br>**Education leaders** | |
| **Competency** | |
| 3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan | • Textbook Jigsaw and Discussion<br>• Site-Based Business Management<br>• TEA Assessment #4 Presentation Portion<br>• TEA Assessment #4 Written Presentation |
| 3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand. | |
| 3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies. | |
| 3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations. | • Site-Based Business Management<br>• TEA Assessment #4 |

| | Presentation Portion<br>• TEA Assessment #4 Written Presentation |
|---|---|
| **3.5. Connected Learner**<br>**Leaders model and promote continuous professional learning for themselves and others. Education leaders:** | |
| **Competency** | |
| 3.5.a.Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences. | |
| 3.5.b.Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals. | |
| 3.5.c.Use technology to regularly engage in reflective practices that support personal and professional growth. | |
| 3.5.d.Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning | |