



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Instructional Improvement and Staff Development
EDLE 5683 Section DX1/X10
Spring 2023: Jan 17-May 5
Midwestern State University
Gordon T. & Ellen West College of Education

Contact Information

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Instructor Response Policy

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

I. Course Description:

Students will study how principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

Mission

Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

Beliefs

The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

II. Course Learning Objectives and Expectations

Course Learning Objectives:

1. The candidate will differentiate between traditional and dynamic schools.
2. The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.
3. The candidate will define and apply developmental and clinical supervision knowledge and skills to improve instruction.
4. The candidate will develop and plan effective professional development based upon the instructional needs of teachers.

Student Learning Objectives:

1. Students will discuss and identify elements of traditional and dynamic schools.
2. Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.
3. Students will design a professional development program to support teachers based on their instructional needs.
4. Students will develop professional development based on the needs of teachers to improve instruction for a diverse student body.

Course Expectations

The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in the following standards and competencies.

National Educational Leadership Preparation (NELP) standards. (A list of additional standards is located in the Appendix).

NELP 1.1: 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.

NELP 1.2: Lead improvement processes that include data use, design, implementation, and evaluation

NELP 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.

NELP 4.1: Understands and can demonstrate the capacity to evaluate, develop and implement high quality, technology rich curricula, programs, and other supports for academic and non-academic student programs.

NELP 7.2: 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.

NELP 7.3: Understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

NELP 7.4: Understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Course Texas Principal Certificate Standards (TExES 268) / Texas Administrative Code (TAC) Chapter 149, Rule §149.2001 (Link: [TAC Chapter 149. Principal Standards](#))

DOMAIN I- SCHOOL CULTURE

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

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

DOMAIN II- LEADING LEARNER

EDLE Comp 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

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

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

Visits classrooms, observes instruction, and provides evidence-based feedback to improve instruction.

- A. Monitors instruction through classroom observations and provides evidence-based feedback to help teachers improve instruction.

DOMAIN III- HUMAN CAPITAL

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

- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities.
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data.
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources.

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

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes.
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school.
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment.

DOMAIN IV — EXECUTIVE LEADERSHIP

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

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

DOMAIN V — STRATEGIC OPERATIONS

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

- A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans.
- B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes.
- C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning.

ISTE Educational Leader Standards

3.1. Equity and Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

- 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. Education leaders:

- 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

3.3. Empowering Leader leaders who want to learn from this work. Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

- 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 Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

- 3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
- 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.

3.5. Connected Learner Leaders model and promote continuous professional learning for themselves and others. Education leaders:

- 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.

Texas Administrative Code (TAC) Chapter 228, RULE §228.10 (a)(1)

Candidate Training & Support on Inclusive Practices for Students with Disabilities as required under Texas Education Code (TEC), §21.0443(b)(1) and (2)

(1) Basic Knowledge of:

(A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and

(B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;

(2) competence in the use of proactive instructional planning techniques that

(A) provides flexibility in the ways:

(i) information is presented;

- (ii) students respond or demonstrate knowledge and skills; and
- (iii) students are engaged;
- (B) reduces barriers in instruction;
- (C) provides appropriate accommodations, supports, and challenges; and
- (D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency

Texas Administrative Code (TAC) Chapter 228, RULE §228.30
Educator Preparation Curriculum
[\(Link: TAC Chapter 228, Rule 228.30\)](#)

Educator and Student Expectations- - §228.30 (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;

Classroom Management Skills- - §228.30 (5) the importance of building strong classroom management skills;

Framework for Evaluation for Teacher and Principal - §228.30 (6) the framework in this state for teacher and principal evaluation;

Digital Literacy and Virtual Instruction- §228.30 (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

- (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
- (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
- (C) include resources to address any deficiencies identified by the digital literacy evaluation.

III. Course Attendance, Assignments, and Activities

1. Attendance and Participation

This course requires students' active participation. Class attendance is expected to be regular and interactive when students are taking an online course. Candidates are encouraged to contact the professor if they are unable to participate in a class discussion.

Candidates are expected to participate actively in all online discussions and to demonstrate interest and proficiency in the topics and material covered in the readings and discussions.

Students are expected to check their email at least once a day when taking a face-to-face course or an online course. It is imperative to continue open communication in an online course.

2. Assignments

Each candidate is required to complete all assignments designated for this course in the allotted time. Late assignments will receive 80% of the original available points.

Assignments are to be completed according to the guidelines. All assignments must also be completed in substantial form meeting APA requirements to receive an 'A' in the course.

3. Activities

There are several activities that must be completed for each module. The activities play an important role in preparing you for the key assessments.

IV. Evaluation and Assessments (Grading)

Assignments	Points
Introductions- Discussion Post	10
SuperVision for Successful Schools	10
Characteristics of Schools	10
Examining School Environment	10
Educational Beliefs, Teaching, and Supervision	10
Adults as Learners- Professional Development for 1 st Year Teachers	10
Supervisory Approaches Chart	10
360 Degree Feedback	10
Developmental Supervision Decisions	10
Designing Evaluation	10
The Marginally Effective Employee- <u>Discussion Post</u>	10
Dysfunctional Group Member- <u>Discussion Post</u>	10
Documenting Instruction (Texas Teacher Evaluation and Support System (TTESS) (Discussion Post)	30
Curriculum Development Conceptual Map	10
Strengthening Relationships with Families and Communities	10
*Key Assessment: Walkthrough Observation and Feedback	40
*Key Assessment: Professional Development Map	40
*Final Project (Key Assessment): Instructional Improvement Plan including Professional Development Map	50
Total Points	300

Total points for final grade.

Grade	Points
A	270-300
B	240-269
C	210-239
D	108-209
F	0-179

V. Tentative Course Outline/Calendar:

The course outline can be found in the D2L material.

VI. Required Textbook & Instructional Materials

Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership: A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5

VIII. Other Policy Information

Online Etiquette: It is expected that students use formal, professional language when corresponding online. Use complete sentences, follow the code of ethics and standard practices for Texas educators, and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during class, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

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.

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

Late Work: All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Please begin planning your semester schedule accordingly.

Projects Required

EDLE 5683 has key three assessments that must be uploaded to TK20 for Texas Principal Certification candidates.

Extra Credit

No extra credit will be given for this course.

Important Dates

Last day for term schedule changes: Jan 17-20, 2023

Deadline to file for graduation: May graduation: Feb 20, 2023

Last Day to drop with a grade of "W": Mar 27, 2023

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

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 a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

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) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically Based Research/Additional Readings:

- Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership: A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890
- Hord, S. M., Stiegelbauer, S.M., Hall, G.E., and George, A. A. (2013). *Measuring implementation in schools: Innovation configurations*. Austin, TX: SEDL
- International Society for Technology in Education (ISTE). (2022). *ISTE Standards for education leaders*. Retrieved from <https://www.iste.org/standards/iste-standards-for-education-leaders>
- Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5
- National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.
- NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards - Building Level*. Retrieved from: www.npbea.org.
- Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal*. Retrieved from <https://tea.texas.gov/sites/default/files/ch241a.pdf>

Appendix A Standards

National Educational Leadership Preparation (NELP) Program Standards – Building Level

Standard 1: Mission, Vision, and Improvement

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.

Component 1.1 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.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

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 understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

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.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

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.

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.

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.

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.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

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.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

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.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

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.

Standard 5: Community and External Leadership

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 learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

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.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

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.

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.

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.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

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.

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.

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.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

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.

Standard 8: Internship 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.

Component 8.1 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.

Component 8.2 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.

Component 8.3 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.

Texas Principal Standards

§241.55. Standards Required for the Principal Certificate.

Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.70 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

EDLE 5683 Course Alignment to Texas Principal Certification

Domain I - School Culture (School and Community Leadership)

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

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

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

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

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

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

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural need
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

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

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III - Human Capital (Human Resource Management)

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

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

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

- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Domain V Strategic Operations (Alignment and Resource Allocation)

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

- A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

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

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 VI - Ethics, Equity, and Diversity

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

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

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

Texas Administrative Code (TAC) Chapter 228, RULE §228.10 (a)(1)

Candidate Training & Support on Inclusive Practices for Students with Disabilities as required under Texas Education Code (TEC), §21.0443(b)(1) and (2)

(1) Basic Knowledge of:

(A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and

(B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;

(2) competence in the use of proactive instructional planning techniques that

(A) provides flexibility in the ways:

(i) information is presented;

(ii) students respond or demonstrate knowledge and skills; and

(iii) students are engaged;

(B) reduces barriers in instruction;

(C) provides appropriate accommodations, supports, and challenges; and

(D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency

Texas Administrative Code (TAC) Chapter 228, RULE §228.30

Educator Preparation Curriculum

[\(Link: TAC Chapter 228, Rule 228.30\)](#)

Educator and Student Expectations- - §228.30 (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;

Classroom Management Skills- - §228.30 (5) the importance of building strong classroom management skills;

Framework for Evaluation for Teacher and Principal - §228.30 (6) the framework in this state for teacher and principal evaluation;

Digital Literacy and Virtual Instruction- §228.30 (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

- (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
- (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
- (C) include resources to address any deficiencies identified by the digital literacy evaluation.

Appendix B
Course Objectives, Student Objectives, and Activities and Assessments Chart

Course Learning Objectives:	Student Learning Objectives:	Activities and Assessments:
The candidate will differentiate between traditional and dynamic schools.	Students will discuss and identify elements of traditional and dynamic schools.	<ul style="list-style-type: none"> • Examining School Environment • Characteristics of Schools • Strengthening Relationships with Families and Communities
The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.	Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.	<ul style="list-style-type: none"> • 360 Degree Feedback • Supervisory Approaches Chart • Developmental Supervision Decisions • The Marginally Effective Employee
The candidate will define and apply developmental and clinical supervision knowledge and skills to improve instruction.	Students will design a professional development program to support teachers based on their instructional needs.	Key Assessment: Walkthrough Observation <ul style="list-style-type: none"> • Educational Beliefs, Teaching, and Supervision • Designing Evaluation • Dysfunctional Group Member • Curriculum Development Conceptual Map • Documenting Instruction • PD for 1st year teachers
The candidate will develop and plan effective professional development based on the instructional needs of teachers.	Students will develop professional development based on the needs of teachers to improve instruction for a diverse student body.	Key Assessments- Innovation Configuration Map Instructional Imp and PD Plan <ul style="list-style-type: none"> • Adults as Learners-1st Year Teachers

Appendix C
Activities, Assignments, and Standards Chart

Activities/Assignment	Standards:
Examining School Environment	<i>NELP 1.2, 2.1, 4.1, 7.2, EDLE Comp 001A</i>
Characteristics of Schools	<i>ISTE 3.3A, B, C, D, E</i>
Strengthening Relationships with Families and Communities	<i>NELP 1.2, 2.1, 4.1, 7.2, EDLE Comp 001A, ISTE 3.2A, B,C,D,E</i>
360 Degree Feedback	<i>ISTE 3.5A, B, C, D</i>
Supervisory Approaches Chart	<i>EDLE Comp 006A, 005B</i>
Developmental Supervision Decisions	<i>NELP 2.1</i>
The Marginally Effective Employee	<i>EDLE Comp 005B</i>
Key Assessment: Walkthrough Observation	<i>NELP 4.1, 7.4, EDLE Comp 003A, 004A, 005A, 005B</i> <i>TAC §228.30 (4)</i> <i>TAC §228.30 (5)</i> <i>TAC §228.30 (6)</i>
Designing Evaluation	<i>ISTE 3.3A, B, C, D</i>
Dysfunctional Group Member	<i>EDLE Comp 005B</i>
Curriculum Development Conceptual Map	<i>EDLE Comp 009A</i>
Documenting Instruction	<i>EDLE Comp 004A</i>
PD for 1 st year teachers	<i>NELP 4.1, 7.4, EDLE Comp 005, 006A, ISTE 3.1A,B,C,D, TAC §228.30 (8)(a)(b)(c)</i>
Innovation Configuration Map	<i>EDLE Comp 005B, 006A, 006B, 009B, NELP 2.1, 7.3, 7.4</i>
Instructional Imp and PD Plan	<i>EDLE Comp 001A, 003A, 005C, 005D, 006A, 006B, 006C, 008E, 009A, 009B, 009C, NELP 1.1, 1.2, 2.1, 7.2, 7.3 , TAC §228.30 (4)</i>
Adults as Learners-1 st Year Teachers	<i>NELP 7.3, 7.4, EDLE 005B</i> <i>TAC §228.10(a)(1) as required under (TEC), §21.0443(b)(1) and (2)</i>