FIELD GUIDE/PRACTICUM HANDBOOK

for

INTERNSHIP IN EDUCATIONAL LEADERSHIP
EDCL 6387/6388; 7387/7388
2014-2015

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# TABLE OF CONTENTS

I. Texas State University Educational Leadership Program ...........................................3

II. Internship/Practicum Rationale & Goals .................................................................4

III. Timeline & Admission ..........................................................................................6

IV. Roles and Responsibilities ..................................................................................7

V. General Schedule .................................................................................................8

VI. Required Documents, Assignments, & Examples .............................................10
    A. Practicum Application .......................................................................................14
    B. Practicum Proposal Student Examples .......................................................15
    C. Activity Log Student Example .................................................................31
    D. Student Reflection Example .........................................................................36
    E. Focus Area #1: Special Education, School Psychology & Health Services ...38
    F. Focus Area #2: Food Services & Transportation Services .........................46
    G. Focus Area #3: ESL & Bilingual Education ....................................................53
    H. Professional Portfolio .....................................................................................62
    I. Aspiring School Leaders Action Research Symposium ..................................64
    J. Assessment by School Site Mentor ...............................................................69

VII. Applying for & Types of Certification ..............................................................70

VIII. Appendices .......................................................................................................72
    • Texas Administrative Code of Ethics
    • Student Fitness Evaluation
    • Tips on Writing Reflection & Reflection Student Example
    • Example Proceedings of *Aspiring School Leaders Action Research Symposium*
Principal certification is required of any public school building administrator and for most central administrative positions, other than superintendent. The Educational Leadership program at Texas State emphasizes a 21st century approach to the study of educational administration and supervision. Students are expected to take courses in cohort groups so that lasting, supportive relationships can be developed during their tenure at the university. This program provides an opportunity for individuals to earn a Master of Education degree or a Master of Arts degree with a major in Educational Administration or in Instructional Leadership, respectively. Certification to be a school superintendent or principal may be earned in the Educational Administration sequence as post-master’s certification programs. The degree options require 36 hours of coursework; the certification only option requires 24 hours of coursework.

Students in the Texas State certification and degree programs are given broad academic background in social sciences. A structured, professional course sequence merges the concepts of management and leadership with technical elements. These components are combined through a field-based approach to educational leadership and are reinforced through case studies, simulations, role playing, and group interaction. The student applies these concepts and principles during a two-semester internship required for certification, during which s/he develops, implements, and assesses a school-based action research plan.

**Top Five Reasons to Attend the Texas State Educational Leadership Program**

1. **World Class Faculty:** A diverse and talented faculty will lead you through your course of study and provide mentoring opportunities while generating top level learning opportunities and practical experiences.
2. **Leadership Cohorts:** Connecting with other students helps provide a strong learning core and these cohort models have proven to support the long-term goals of scholars, leaders and practitioners.
3. **Excellent Location:** Texas State is truly the rising star of Texas with ongoing improvements in facilities, approval as a Hispanic Serving Institution, and being tracked toward Tier One Research Institution status. In 2014, San Marcos was the fastest growing city in the United States.
4. **Focus on Equity:** The department has a strong commitment to focus on equity in our school systems and reinforces this with dynamic research, a diverse faculty and staff, and an aligned curriculum that reflects thoughtful practice with an obligation toward social justice.
5. **What You Make Of It:** The department offers a great deal of freedom and flexibility in how you pursue your learning and career goals.
EDCL 6387/6388: Field-Based Practicum: The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students’ personal strengths and provides opportunities for students to develop the nine competencies required of principals as specified by the Texas State Board of Educator Certification.

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences with each of the State Board for Educator Certification (SBEC) standards. The practicum is not a checklist of activities, but an opportunity to plan, produce, participate in, and reflect upon campus leadership.

In engaging in issues essential to campus leadership, we encourage our interns to bring a lens to problem-solving that:
- Seeks to examine familiar structures through new eyes
- Situates school-based problems within larger contexts
- Looks to unfamiliar sources for possible solutions
- Keeps issues of equity at the forefront of thinking

Under the direction of a Texas State University supervisor and the site mentor, the student will demonstrate proficiency in the following areas (examples follow each heading):

**Learner-centered values and ethics of leadership**
- Speculation on significance of critical incidents
- Description of dissonance between your leadership platform and practicum experiences
- Analysis of ethical dilemmas you have faced
- Reflection on your personal and professional growth
- Use an equity lens to view and navigate through the school and leadership experience

**Learner-centered leadership and campus culture**
- Improvement of school discipline with individual students and the school as a whole
- Participate in developing, assessing, or modifying the campus vision
- Development of collegial relationships and effective collaboration of campus staff
- Analysis of diversity and equity within the school culture (discipline, special education, gifted programs, etc.)
- Contribution to building and sustaining a positive campus climate
- Submission of a grant proposal

**Learner-centered human resources leadership and management**
- Participation in a school wide needs assessment for professional development
• Development and/or implementation of professional development
• Leadership of or participation in a group or committee (ARD, discipline committee, site-based management team, etc.)
• Mentoring of a novice teacher
• Assistance with the professional development for a teacher in need of improvement
• Assist in the development of small learning communities for students, teachers and parents

Learner-centered communications and community relations
• Utilize effective conflict management skills and group consensus-building skills
• Participation in parent and/or community communications and relations
• Engaging linguistically and culturally diverse families and communities
• Participation in school/community and/or school/university partnerships
• Gathering input from all campus stakeholders

Learner-centered organizational leadership and management
• Participation in management activities such as budget, master schedule, resource management, transportation, student services, extracurricular supervision, staff supervision
• Analysis of attendance patterns and systems
• Improvement of instructional or management technology
• Participation in a campus-wide or program assessment
• Participation in a school or program improvement effort
• Reflection on the school vision and beliefs as compared to observed realities
• Contribute to building and maintaining a positive and equitable organizational climate

Learner-centered curriculum planning and development
• Clinical supervision of a teacher
• Analysis of campus implementation of district-wide reform strategies
• Analysis of campus implementation of specific reforms
• Participation in textbook adoption or materials acquisition
• Participation in the development of the campus improvement plan
• Participate in the inclusion of place and local context into the learning process

Learner-centered instructional leadership and management
• Facilitation of the use and integration of technology, telecommunications, and information systems to enhance learning
• Facilitation of student activity programs to fulfill academic, developmental, social and/or cultural needs
• Involvement in supervision and professional development activities for self and others
• Involvement with allocation of instructional resources on the campus in the most equitable manner to support and enhance student learning
TIMELINE & ADMISSION

The principal practicum at Texas State University is two consecutive semesters, beginning in the fall semester only. Students must register for EDCL 6387 in the fall semester and EDCL 6388 in the spring semester. A completed Application for Principal Certification Practicum form must have been received in the Educational Leadership office by the end of the preceding spring semester.

Permission to Enroll in Principal Practicum
- The student is enrolled in a Texas State University Education and Community Leadership program leading toward principal certification.
- The student has completed/credit for at least 24 hours of educational leadership (EDCL) coursework (including the EDCL 6352).
- The student has completed/or is enrolled in EDCL 6358 at the latest during the fall semester of the internship; Failure to complete EDCL 6358 may impact enrollment in the second semester of the internship.
- The student must arrange for a local certified administrator to serve as the site mentor.
- Program faculty will approve/reject the practicum arrangement submitted by the student.
- Program faculty will approve/reject admission to the practicum based on the student’s academic record, experience, coursework, and faculty input.
ROLES AND RESPONSIBILITIES: THE FIELD-BASED PRACTICUM

The Site Mentor (School Administrator)
The site mentor collaborates with the intern to develop the Practicum Proposal. The site mentor ensures that the practicum experience includes successful application of a broad range of educational leadership theories, concepts, models and experiences. In instances where the intern already occupies a position with leadership responsibilities, the site mentor will assist the intern in selecting activities that will broaden experiences beyond the job currently held in preparation for future advancement. The site mentor will be asked to offer input on the performance of the intern on an ongoing basis, and to offer a summative judgment of the intern’s preparedness for certification. Therefore, it is important that the site mentor and intern have regular communications that entail moments of critique, reflection, and problem-solving.

The Intern Supervisor
The Intern Supervisor provides support and guidance in the development, modification, and implementation of the Practicum Proposal, and in the implementation of the Action Research project. Support can include assistance in the negotiation of intern activities, the provision of academic resources and other supports, feedback on the intern activity log, guidelines for the development of the professional portfolio, and guidance on the implementation of the Action Research project. The Supervisor may assign a grade of CR (credit), PR (progress), or F (no credit). Note that a grade of PR requires the intent to re-enroll in the practicum for the next term as no credit is awarded for that semester.

Course grades may be based upon the following components: self and peer evaluations; instructor evaluation of in-class and on-site participation; input from the site mentor; performance assessments; student reflections; student-instructor conferences; student projects, presentations, and written reports; multimedia presentations; the professional portfolio; campus artifacts; and academic papers.

The Intern
The intern, in collaboration with the site mentor and intern supervisor, is expected to spearhead the development of the Practicum Proposal, and to implement the approved Action Research Proposal (while completing the duties of his/her contracted school assignment).

In the event that the intern moves to another campus or position, or the site mentor moves to another campus, the intern is expected to contact the Supervisor immediately to make alternative plans. (Program faculty reserve the right to approve/reject any change in practicum placement.)
## GENERAL SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>To Do</th>
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<tbody>
<tr>
<td>August</td>
<td>Orientation Syllabus TRACS</td>
<td>Visit TRACS site(s) Read syllabus and all assignment directions carefully Contact your supervisor with questions</td>
</tr>
<tr>
<td>September</td>
<td>First Site Visit! Practicum Proposal</td>
<td>Draft practicum proposal See TRACS for examples Discuss with mentor Set up meeting with supervisor and mentor Send final proposal to supervisor one week prior to meeting.</td>
</tr>
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<td>October</td>
<td>First Site Visits for those not completed in September</td>
<td>Send Activity Log #1 covering Aug-Sept. to supervisor by Oct. 1st. See TRACS for examples. Begin Special Education, School Psychology &amp; Health Services assignment. Due date to be decided.</td>
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<tr>
<td>November</td>
<td>Focus Area #1 Special Education, School Psychology &amp; Health Services</td>
<td>Send Activity Log #2 covering Oct. to supervisor by Nov. 1st.</td>
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<td>Site visits as related to focus area #1 activities or as warranted.</td>
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<tr>
<td>December</td>
<td>Site Visits as necessary</td>
<td>Send Activity Log #3 covering Nov. to supervisor by Dec. 1st. Begin Food Services/Transportation Services assignment. Due date to be decided.</td>
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<tr>
<td>Month</td>
<td>Focus Area #2</td>
<td>Focus Area #3</td>
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<tr>
<td>January</td>
<td>Food Services/Transportation Services</td>
<td>ESL &amp; Bilingual Education</td>
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<tr>
<td>February</td>
<td>Focus Area #3</td>
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<td>ESL &amp; Bilingual Education</td>
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<td>March</td>
<td>Portfolio Work</td>
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<td>April</td>
<td>Portfolio Submission</td>
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<td>(early)</td>
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<tr>
<td>April</td>
<td>Final Site Visit or Personal Meeting</td>
<td>Aspiring School Leaders Action Research Symposium</td>
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<td>(late)</td>
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• **Practicum Orientation:** The student and site mentor will attend the Practicum Orientation held before the start of the practicum.

• **Site Visits:** The student will be available for individual on-site meetings/observations with the Texas State supervisor at least three times during the academic year, twice in the fall semester and once in the spring. These visits do not include initial or final visits to discuss internship plans or assessment, respectively. Interns and their supervisors often meet additional times through the academic year off-site (e.g., coffee shops, restaurants, parks).

• **Practicum Proposal:** The written Practicum Proposal is due to the Supervisor on a date/time established by the Supervisor and in advance of the first on-site fall meeting. The intern should begin the development of the Practicum Proposal by assembling the various declarations of personal attributes developed in the coursework (5339, 5340, 5347, 5348, the Level One portfolio, and in other courses) and comparing these attributes to the SBEC Standards listed in the front of this document. This comparison should yield possibilities for campus-based leadership roles that align with personal attributes, as well as areas that may require deliberate attention because they do not align as neatly with personal attributes, or because they remain outside the realm of prior experiences. A one-page discussion of this process will serve as the introduction to the Practicum Proposal.

With the site-based mentor, the intern should develop a proposed list of leadership activities that as a whole simultaneously address the SBEC Standards and fit campus leadership needs. The intern should compose a document that defines the leadership roles, the frequency of activities, collaborators within these activities, material or other resources required, and methods of evaluating self-effectiveness as well as effectiveness of the activities. Overlap with the Action Research project is expected in some of these activities. Students are encouraged to design the Practicum Proposal in tables or other visual representations that facilitate the review of activities for planning and evaluative purposes, and as a means of organizing the Professional Portfolio.

As an outcome of the fall meeting, the Practicum Proposal must be signed and dated by the intern, the site mentor, and the Supervisor. A signed copy shall be provided to the Supervisor. In the spring meeting, the intern, mentor, and supervisor will review the Practicum Proposal with the student’s written evaluations of his/her experiences. The intern is expected to lead the conversation, which will focus on the execution of the Practicum Proposal and on evaluation of the effectiveness of the Practicum experience in developing essential leadership skills and attributes. Signatures of all three participants on this document will signify a successful completion of the Practicum (though not of the coursework).

• **Activity Logs:** Activity Logs should be emailed to the Texas State supervisor, or posted on TRACS, on/by the dates requested. The log should recount significant experiences, activities, assignments, and encounters, and should go beyond description to include reflections, questions, perceptions, interpretations, and realizations. Entries related to the implementation
of Action Research-based activities are encouraged. Artifacts (e.g., agendas, meeting minutes, lists, conference notes, etc.) will not be submitted as part of the activity log, though they may be reviewed by the Texas State supervisor during on-site visits and be included in the Professional Portfolio. It is suggested that time be set aside at least biweekly to write about important moments in the practicum and/or action research experience(s). Your Texas State supervisor may set additional parameters and details about the activity log. Due dates and expectations for activity logs may vary by Texas State supervisor.

- **Action Research:** The implementation of the student-developed Action Research Proposal is a vital component of the Practicum Experience. Action Research-based activities should be enveloped within the Practicum Proposal, and analysis and evaluation of the implementation is a required component of the final portfolio. Modifications to the Action Research Proposal are expected, given the shifting exigencies of school communities; in the event of major changes, the intern should consult the intern supervisor.

- **Course-Related Assignments:** Interns will complete assignments in three focus areas. All assignments must be completed and submitted by date determined by the intern and his/her Texas State supervisor. Preparation includes having completed the assigned readings prior to meetings and activities. Interns are kindly reminded that this is a capstone experience to a graduate degree and/or the final formal educational step to becoming a principal. The duties should not be taken lightly or completed in haste. Below is a general approach that you will follow for each of the focus area topics. Specific instructions for each focus area are available in TRACS.

**Step #1 - Understand**
- Read required and recommended readings, and any associated PowerPoints.
- Search the web for the latest curricular developments, policies, laws, and non-formal interventions.
- Don’t be limited to information that we provide for you.

**Step #2 – Contextualize**
- What are the assets/challenges at your school?
- Talk with your mentor and other school and community folks to contextualize the issue to your school.
- How does this fit in with your current action research plan? Where can it fit? Action research is organic, flexible.

**Step #3 – Plan**
- Identify the most pressing issues for your school from the above contextualization activities and the readings. Be focused. You don’t have to choose one topic per sub-category. Consider the following: What stood out as the most troubling? In need of the quickest attention? Could benefit the most people? Would be achievable in your given timeframe?
- Devise a detailed plan to address the need. Who, what, when, where, why, how? All of these should be addressed. Most importantly, do your gathered data support this intervention/activity?
• How can you interweave your idea with other internship requirements (e.g., budget, scheduling, etc.)?
• Is this approach/activity the same as a previous one? If yes, then you should rethink. Diversify your approaches/solutions!
• Make it new, exciting, fun, and groundbreaking! Be focused and thoughtful! Here are some ideas:
  o Staff and/or instructional staff training
  o Curricular Interventions
  o Team review of policies/practices (e.g., discipline)
  o Assessment process and materials (e.g., placement in special education, gifted/talented)
  o Test preparation (e.g., academic, anxiety, teacher autonomy)
  o Parent and/or student involvement
  o Linking “silos”; partnering with other schools
  o Community involvement
  o Develop/Conduct study
  o Extracurricular Activities
  o Developing other leaders
  o School Partnerships (Interns working at the same school/district are strongly encouraged to collaborate as long as these plans are approved by both mentors and supervisors)

Step #4 – Discuss
• Complete preliminary assignment and plan.
• Share with your mentor, collaborative team, and supervisor for feedback.
• Schedule chat or visit.

Step #5 – Act, Reflect & Recommend
• Complete approved task(s)
• What have you learned? What conclusions can you draw? How does this particular experience inform your self-perception as and understanding of your role as a leader?
• What are the implications for a campus administrator?
• What recommendations do you have for the school, policymakers, leaders, internship education programs? What should the next steps be?

• Aspiring School Leaders Action Research Symposium: At the end of the second semester of internship, interns will present their action research projects, from development and methods to analysis and conclusions via a conference-style poster session. This event aims to highlight students’ reform efforts and to address issues of inequity through collaborative action research strategies to effect systemic change. As the culminating event of the program, the research symposium aims to be mirror professional academic conference poster fairs in their level of information and discourse. Simultaneously, we seek to celebrate the cohort’s efforts and congratulate them as colleagues. With this in mind, the gathering is an excellent opportunity for regional, district, and campus leaders to meet potential candidates for Principal and Assistant Principal positions. Each year, approximately 60 aspiring school
leaders who have completed the Texas State University principal certification program will explain how they integrated research into their daily practice.

- **Professional Portfolio:** The purpose of the professional portfolio is to demonstrate the student’s growth since entering the principal certification program and is a collection of documents, artifacts and examples that can be presented to a potential employer. The portfolio should demonstrate the student’s administrative leadership knowledge, skills, experiences and potential. The student will present the professional portfolio to the Texas State supervisor prior to the end of the spring semester.

Interns are advised to keep everything during their practicum year. This includes any data gathered as part of individual assignments, documentation of conversations or feedback, reflections, artifacts from events or activities, etc. The format is flexible and should represent the uniqueness of the individual. Some supervisors may request hard copy portfolios in three-ring binders, while others may try electronic portfolios.

*Doctoral students will be expected to perform at an advanced level and will complete additional assignments and tasks related to the curriculum and content.*
Complete each field in the application. Send the form with detailed directions to your school, as taken from Google directions or MapQuest, in a single document to as56@Texas State.edu by the posted deadline.

Personal/School Information:

Name of Applicant:  
Texas State ID#:  
School:  
District:  
Home Address:  
School Phone:  
Home Phone:  
Home Email:  
Work Email:  

Mentor Information:

Mentor’s Name:  
School’s Name:  
School Phone:  
Email:  

Courses Left to be taken:

Action Research Project Status:

Intern Signature  
Site Mentor Signature
Practicum Proposal #1

Strengths and Focus Areas for Growth

As a graduate student at Texas State University, my coursework has exposed me to several new “lenses” leading to personal reflection about who I am as an individual. The Life Styles Inventory (LSI) conducted in the Understanding Self course developed a self-awareness of my inner strengths and exposed areas in need of growth. In coordinating my internship experiences, I took into account the strengths I am able to offer my campus as well as my challenge areas. Categorized by the LSI as having a strong Humanistic-Encouraging Style, I am able to inspire and motivate others. As a Humanistic-Encouraging leader, my participative leadership style can empower my colleagues to think for themselves, ask insightful questions, and build the skills necessary for problem solving. Throughout my administrative internship, I am committed to learning experiences that purposefully ignite a sense of synergy and capacity building among my colleagues. I will also rely heavily upon my Affiliative Style by nurturing relationships with students, parents, and teachers. An area for growth related to this style is to take ownership of my school day and set aside the precious time to talk with all stakeholders on campus in order to gauge the current pulse. I strive to be perceived as not only accessible, but relatable as well. Characteristics of my Achievement Style show that I am an action-oriented decision maker, risk taker, and visionary. Action steps to further grow this style include taking advantage of negative experiences and becoming more vulnerable to constructive feedback. In doing so, I am modeling a campus culture that embraces risk taking and mistake making.

My perfectionist tendencies have also led me to take on more responsibility than I can sometimes handle. I’ve preferred to do things my own way so that my high standards will be met, which in turn steals my energy away and depletes the leadership capacity of my colleagues. Because of this pattern of behavior, my personal goal woven throughout internship activities will include giving up control when necessary and delegating responsibilities.

Action Research

My internship will not only focus on my challenge areas as a leader, but the challenge areas we face on our school campus. Viewing educational leadership through an equity lens has led me to a focus area for my action research project related to closing math achievement gaps among student groups on my campus. Our student data mimics the growing national trend of achievement gaps for students of color. Systemic change is necessary to close the existing gaps and I am dedicated to researching specific ways to begin the ripple of such change at Rowe Lane Elementary.
<table>
<thead>
<tr>
<th>Learner-centered values and ethics of leadership</th>
<th>Activity</th>
<th>Plan</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to dissonance between leadership platform &amp; practicum experiences through direct classroom visits</td>
<td>Develop and commit to a schedule that supports visiting classrooms bi-weekly and interacting with students during learning experiences, utilizing higher level questioning and integrating academic vocabulary. Establish purpose of classroom visits with teachers and provide feedback/follow-up conversations with teachers in a timely manner. Connect to students with behavior concerns in the classroom to provide positive reinforcement.</td>
<td>9/17-9/21 Create classroom visitation calendar 9/21 Communicate to teachers the purpose of classroom visits 9/24-9/28 First week of classroom visits begin</td>
<td>*Continue classroom visits throughout school year on a bi-weekly schedule.</td>
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<td>Reflection on personal and professional growth</td>
<td>Engage in weekly reflection log related to both personal and professional growth. Incorporate reflections into monthly log submitted for internship program. Use weekly logs as talking points when meeting with other Assistant principals and Assistant principal interns in monthly PLC’s.</td>
<td>September 2012- May 2013</td>
<td>9/4-9/7 Establish conversation log and record notes from previous conversations *Continue to log concerns</td>
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<tr>
<td>Use an equity lens to view and navigate through the school and leadership experience by identifying and supporting cultural capital of parents</td>
<td>Attend evening school events/community events and engage in conversations with parents in order to build relationships and an understanding of their funds of knowledge. Create an on-going log about concerns shared from informal conversations. Re-visit logs to</td>
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<tr>
<td><strong>Learner-centered leadership and campus culture</strong></td>
<td>Development of collegial relationships and effective collaboration of campus staff by guiding the development of core subject vertical teams</td>
<td>Create vertical teams on campus consisting of at least one member from each grade level and have staff members commit to one specific vertical team for the school year. Develop goals and plan agenda for first vertical team meetings. Work with teams to establish yearlong goals. Facilitate math vertical team meetings by utilizing data analysis, helping to bridge curriculum across grade levels, encouraging teachers to engage in critical conversations about specific math concerns and ways to respond to them, discussing needed campus resources, and supporting professional development in the area of math. <strong>May 2012</strong> Vertical teams created collaboratively with campus administrators 8/24 Staff members choose vertical team at professional development session 9/4-9/7 Create vertical team agenda and outline goals 9/12 Facilitate math vertical team meetings throughout the year 10/3 Campus gifted &amp; talented identification professional</td>
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<td>Analysis of diversity and equity within the school culture and advocacy for</td>
<td>Organize professional development related to identifying gifted students in the classroom, delivered by district G/T coordinator.</td>
<td>from parents throughout school year to serve as the parental “pulse” of the campus. 9/18 Send home parent interest form inviting parents to become involved in morning enrichment sessions.</td>
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<tr>
<td><strong>extending learning for students who have shown mastery</strong></td>
<td><strong>Share campus G/T identified student data with classroom teachers in order to highlight an underrepresentation of students of color and students from low socioeconomic backgrounds.</strong></td>
<td><strong>development</strong></td>
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<td><strong>Contribution to building and sustaining a positive campus climate through participation on the campus climate committee</strong></td>
<td><strong>Analyze campus climate data from 2011-2012 school year.</strong>&lt;br&gt;<strong>Work with committee members to respond to climate needs by establishing goals for the 2012-2013 school year.</strong>&lt;br&gt;<strong>Integrate leadership &amp; teacher relation building into professional development throughout the school year to respond to climate survey.</strong></td>
<td><strong>September 10</strong>&lt;br&gt;<strong>September 10-September 15</strong>&lt;br&gt;<strong>October 8</strong>&lt;br&gt;<strong>District PD</strong>&lt;br&gt;<strong>First campus climate PD related to leadership</strong></td>
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<td><strong>Learner-centered human resources leadership and management</strong></td>
<td><strong>Development and implementation of professional development related to PLC’s</strong>&lt;br&gt;<strong>Collaborate with team to present school wide professional development related to PLC’s.</strong>&lt;br&gt;<strong>Incorporate PLC aspects throughout professional development/staff meetings during July 2012</strong>&lt;br&gt;<strong>August 2012</strong>&lt;br&gt;<em><strong>Incorporate PLC training into monthly staff meetings.</strong></em></td>
<td><strong>November 2012-February 2013</strong>&lt;br&gt;<strong>G/T Identification Nominations Process</strong></td>
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<td>Role</td>
<td>Task</td>
<td>Timeframe</td>
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<td><strong>Participation on the RtI Committee</strong></td>
<td>Work with teachers in collecting data points from progress monitoring and completing RtI paperwork. Collaborate with RtI committee to identify appropriate strategies to respond to students’ needs and follow up on student progress in order to provide continuous teacher support. Specifically work with third grade teachers in identifying students to refer to the RtI committee. Train staff members on inputting student RtI data into the district’s Eduphoria data system.</td>
<td>September 2012-May 2013</td>
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<td><strong>Initiate and respond to school wide needs assessment for professional development among grade levels</strong></td>
<td>Identify focus areas chosen by each grade level related to yearlong professional development. Purchase support materials. Provide framework for group professional development studies to be conducted monthly. Help facilitate third grade professional development study related to Daily 5 Math. Organize opportunities for grade levels to share-out progress and conduct professional development for the campus.</td>
<td>May 2012 9/28 September 2012-May 2013</td>
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<tr>
<td><strong>Learner-centered communications and community relations</strong></td>
<td>Utilize effective conflict management skills and group consensus-building skills through PLC development and  Work with campus counselor in organizing “True Colors” professional development. Use data from “True Colors” and help grade levels apply it to team dynamics and the</td>
<td>August Professional Development 8/20</td>
<td></td>
</tr>
</tbody>
</table>
| **Learner-centered organizational leadership and management** | **Analysis of attendance patterns and development of a communication system to respond to excessive absences and tardies** | **Attend question/answer session with local judge regarding the law and protocol for absences in school.**  
**Develop system with campus registrar to be alerted with students developing a growing pattern of absenteeism.**  
**Improve communication with parents of students with excessive absences and tardies** | **9/6** |
| --- | --- | --- | --- |
| **Participation in school improvement effort related to action research project.** | **Conduct surveys and interviews to gather data related to the achievement gap in math.**  
**Analyze data with action research team and brainstorm ways to effectively respond to school data.** | **September-October 2012** |
<table>
<thead>
<tr>
<th><strong>Learner-centered curriculum planning and development</strong></th>
<th><strong>Contribute to building a positive organizational climate by providing monthly staff recognition.</strong></th>
<th><strong>Identify a monthly theme and prepare a special treat for colleagues related to the theme for staff recognition.</strong></th>
<th>October 2012- May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-centered curriculum planning and development</td>
<td>Participation in materials acquisition as campus textbook coordinator.</td>
<td>Organize beginning of the year textbook check out system. Maintain textbook logs and create system for teacher textbook requests throughout the year for newly enrolled students. Organize end of the year textbook check in system.</td>
<td>August 2012- June 2013</td>
</tr>
<tr>
<td>Analysis of campus implementation of district-wide PLC’s roll out.</td>
<td>Work with third grade team during Monday PLC meetings. Analyze with team the effectiveness of team norms and change as necessary throughout the year. Evaluate data analysis strategies from Common Assessments and District Assessments and response to grade level data. Share evaluations of PLC process with Campus PLC team leaders. Respond to campus needs through evaluation system. Develop PLC goals for the following school year as a campus and among each grade level.</td>
<td></td>
<td>September 2012- June 2013</td>
</tr>
<tr>
<td>Clinical supervision of teachers incorporated into classroom visits.</td>
<td>Administer clinical supervision cycles within classrooms during bi-weekly classroom visits for teacher volunteers. Supervision cycles will</td>
<td></td>
<td>November 2012- February 2013</td>
</tr>
<tr>
<td>Learner-centered instruction leadership and management</td>
<td>Incorporate classroom analysis based upon the teacher’s focus area. Follow up with teachers involved in supervision cycle to engage them in reflective instructional practice.</td>
<td>Coordinate campus-wide Friday enrichment sessions. Input student enrichment choices and organize teachers as enrichment facilitators. Oversee materials purchased for enrichment classes. Conduct end of year survey for teachers and students related to enrichment to plan for the future school year.</td>
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<tr>
<td>Facilitation of school wide enrichment program in support of development of the “whole” child.</td>
<td>Prepare purchase orders for instructional materials for new teachers added to grade levels. Communicate with Vertical teams monthly regarding needed teaching materials. Coordinate with campus principal to identify how instructional purchases will be funded. Prepare purchase orders for additional instructional materials throughout school year.</td>
<td>September 2012 Monthly instructional materials audit. May 2013 Conduct school-wide enrichment survey</td>
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</tr>
<tr>
<td>Involvement with allocation of instructional resources to enhance student learning.</td>
<td>Create initial guidelines/framework for campus study groups to be conducted monthly. Work with study groups to develop PD for the campus related to their teaching focus area.</td>
<td>9/28 Enrichment Begins</td>
<td></td>
</tr>
<tr>
<td>Involvement in supervision and designing professional development activities in response to teacher needs.</td>
<td></td>
<td>9/24 First Professional Development PLC Meetings *Ongoing throughout</td>
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<td></td>
<td>Engage in conversations with grade level teams during PLC’s and team meetings to gain insight into professional development needs of various teams or as a campus. Coordinate monthly professional development with campus Instructional Coach to respond to campus needs.</td>
<td>school year</td>
<td></td>
</tr>
</tbody>
</table>
Practicum Proposal #2

The results revealed in my Learning Styles Inventory (LSI), highlighting my strengths and weaknesses were not too far from what I initially imagined them to be. Some of my biggest strengths are optimism, patience, and diligence – all the qualities necessary to be a leader. However, a very crucial characteristic necessary to be an efficient leader - delegation is actually a weakness of mine. My desire to constantly prove myself pushes me to undertake more than what I can handle at times. Fortunately, my recent role as the campus Math Department Chair in addition to a 6th grade Professional Learning Community (PLC) leader has forced me to learn how to delegate. Sometimes more than wanting to prove myself I am worried about how others will handle a certain task? By establishing a clear set of goals and expectations along with an open line of communication I seem to be getting a lot more comfortable delegating tasks to my team members currently.

The Level I presentation was certainly a very powerful experience for me. In addition to sharing my strengths and weaknesses, I was also asked to share my professional goals with the panel. “What is it that you want to pursue after you finish the program?” asked a panel member, I replied, “I do not want a title, and I just want to learn more about teaching.” What I heard after this changed my view on leadership forever. I was told, “title is power, and it means a lot! You have to know what it is that you want to do, now that you have come all this way.”

My Level I experience combined with some outstanding coursework on diversity and social justice helped me discover my leadership abilities. I became more confident, knowledgeable, and found a voice that I never knew I had before. The program pushed me from being a mere student to someone who wanted to implement change, challenge others’ beliefs, and empower those who were starting to lose hope.

As I develop and learn more about my leadership platform, I often question my ability to present in front of a large group of people. With English not being my first language and my comfort and confidence to communicate my thoughts in my native language – Hindi, sometimes the delivery of my message can be unclear. Addressing a large audience is something that is outside my realm of prior experience. With my current leadership role(s) combined with the requirements of the internship program, both of which require speaking to a fairly large number of individuals, I intend to overcome this challenge by practicing speaking to a small group of individuals first and then presenting in front of the entire faculty.

Action Research

After witnessing numerous bullying situations as a middle school teacher both inside and outside the classroom, I chose bullying as my topic of action research. It is a growing epidemic that is affecting our students physically, emotionally, and academically. It can lead students to become disinterested in their education, withdrawn socially, and, in some severe cases to physically harm themselves. In addition to analyzing the effects of bullying on students on my campus, I am also interested in learning about students’, parents’, and teachers’ perceptions of the term bullying. How does each one of these groups define bullying? I intend to collaborate with all stakeholders as I go through this process and help make our schools a safe learning environment for all our students.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Plan</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBEC - 1) Learner-centered values and ethics of leadership</td>
<td>Speculation on significance of critical incidents: - Data collection process consisting of surveys or incidents reported needs to be examined more carefully - Help teachers understand the definition of the term bullying for the purposes of correctly identifying and reporting the incidents</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; faculty meeting (month of Nov) - An overview of the district policy and definition of bullying shared with all staff members - Emphasize the importance of correctly reporting bullying incidents and data collection</td>
</tr>
<tr>
<td>SBEC – 2) Learner-centered leadership and campus culture</td>
<td>Participate in developing, assessing, or modifying the campus vision: - Edit the existing campus vision in collaboration with the campus leaders/ILT (Instructional Leadership Team), and administrators</td>
<td>Spring 2013 CIP (campus improvement plan) - Help plan a leadership retreat for members of ILT and develop/edit existing school improvement plan/procedures - The retreat will be planned in spring and actually take place in summer 2013 before 2013-2014 academic school year</td>
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<tr>
<td></td>
<td>Contribution to building and sustaining a positive campus climate: - Work closely with the Positive Behavior Intervention and Support (PBIS) committee and help implement a positive campus atmosphere</td>
<td>Weekly - Character building advisory lessons starting with 3 different 6&lt;sup&gt;th&lt;/sup&gt; grade level teams for the first nine weeks and eventually expanding to 7&lt;sup&gt;th&lt;/sup&gt; and 8&lt;sup&gt;th&lt;/sup&gt; grade advisory classes by the beginning of spring semester</td>
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<tr>
<td>SBEC- 3) Learner-centered human resources leadership and management</td>
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<tr>
<td><strong>Development and/or implementation of professional development</strong></td>
<td>A professional development session to train teachers on how to identify and intervene in bullying situations</td>
<td>Nov faculty meeting - Collaborate with counselors/administrators and update the staff on new laws, district wide initiatives</td>
</tr>
<tr>
<td><strong>Leadership of or participation in a group or committee (ARD, discipline committee, site-based management team, etc.)</strong></td>
<td>Participate in monthly ARD’s</td>
<td>As scheduled -Participate and provide feedback to parents, students during ARD sessions</td>
</tr>
<tr>
<td><strong>Mentoring a Novice teacher</strong></td>
<td>Mentoring a newly hired first year math teacher</td>
<td>Weekly meetings - Meet with the mentee four times a month and maintaining an interaction log with activities of which two will be in person/email and the other two virtual (per district)</td>
</tr>
</tbody>
</table>

Get a few teacher volunteers to handwrite a note/card for students in school suspension.

Before Christmas break - Students consistently in ISS need a positive, encouraging experience. Teachers need to develop positive relationship with these students, students also need to associate with schools as positive places to learn and to reinforce that we will write an encouraging note/holiday cards for these students.
<table>
<thead>
<tr>
<th>SBEC – 4) Learner-centered communications and community relations</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assist in the development of small learning communities for students, teachers, and parents</strong></td>
<td>Help the sped department implement a small teacher learning community for students in inclusion classes with severe autism</td>
</tr>
<tr>
<td></td>
<td>- PD in Oct/ Nov Work with the campus sped director, campus behavior support unit to help design an FAQ sheet or a small training to help teachers understand the needs and characteristics of students with autism in inclusion classes.</td>
</tr>
<tr>
<td><strong>Gathering input from all campus stakeholders</strong></td>
<td>Conduct a campus climate survey. Either use the existing climate survey questions provided by the district or design additional survey questions</td>
</tr>
<tr>
<td></td>
<td>Spring 2013 - Teachers, parents, and students will take an electronic or paper-based climate survey which will help us understand campus morale, or any other campus concerns/issues</td>
</tr>
<tr>
<td><strong>Participation in parent and/or community communications and relations</strong></td>
<td>Advising parents on how to help their children at if home if being bullied at school via a monthly seminar led by teachers and or parents</td>
</tr>
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<td></td>
<td>Once/semester - Sending flyers home with students and collecting names of parents who are interested.</td>
</tr>
<tr>
<td><strong>SBEC – 5) Learner-centered organizations leadership and management</strong></td>
<td>Working with the district transportation system and developing strategies to minimize bullying situations on the buses</td>
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<tr>
<td></td>
<td>Talk to Petermann (bus company) on their PD day -Discussing strategies that are currently working and reinforcing best practices to help minimize bullying on buses</td>
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<tr>
<td><strong>Participation in a school or program improvement effort</strong></td>
<td>Continue to be an active member of the PBIS committee</td>
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</tr>
<tr>
<td><strong>Participation in management activities such as budget, master schedule, resource management, transportation, student services, extra curricular supervision, staff supervisions</strong></td>
<td>Working on the Master Schedule for 2013-2014 academic school year</td>
</tr>
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<td></td>
<td>Staff supervision</td>
</tr>
<tr>
<td><strong>Participate in campus-wide or program assessment</strong></td>
<td>Assist in scheduling STAAR practice and the real STAAR tests</td>
</tr>
</tbody>
</table>

SEBC – 6) Learner-centered curriculum planning and development

| **Analysis of campus implementation of district-wide reform strategies** | Get feedback on Capturing Kids Hearts (CKH) – district-wide reform program to establish positive student, teacher contact | Monthly - Classroom snapshots can be collected during walkthrough’s, informal conversations during content and team level PLC’s |
| Clinical supervision of a teacher | Conducting observations and providing feedback to my mentee | 1 Fall, 1 Spring  
- Conducting two observations on my mentee and also letting her observe my classroom. Observations will be conducted using a pre-conference, post-conference form. A conversation followed by a written report highlighting the strengths, weaknesses, and areas of improvement will be provided to the mentee |
|----------------------------------|----------------------------------------------------------|--------------------------------------------------|
| Participation in textbook adoption or materials acquisition | Adopting more rigorous materials for math STAAR | District and campus Department meetings  
- Working with the campus instructional coach, district instructional coach, as well as members of the math department to research new, more rigorous STAAR prep instructional materials and test banks |
| SEBC – 7) Learner-centered instructional leadership and management | Share with members of the PLC’s (math and grade level) on how to use various technology devices, sources | Monthly  
- Sharing with teachers how to use Edmodo, helping them create a user profile, teaching them how to teach students to enroll, and using it as an instructional tool  
- Helping teachers understand how to use socrative.com – a site where students can input their answers |
| Facilitation of the use and integration of technology, telecommunications, and information system to enhance learning | | |
| Facilitation of student activity programs to fulfill academic, development, social and/or cultural needs. | Form an anti-bullying, safe space club in collaboration with the school’s social worker | Monthly  
- Let students share their experiences and stories  
- Teach students strategies on what to do if they are being bullied  
- Seek parental/community support, speakers |
| Involvement with allocation of instructional resources on the campus in the most equitable manner to support and enhance student learning | Learn how to math and overall campus budget | Oct, Nov, Jan (for math department)  
March (campus budget)  
- Learn how to do purchasing/ordering stationery and instructional supplies specifically for math department  
- Assist campus leader and the senior administrative assistant with the overall campus budget. Things to keep in mind – budget for intervention, campus after school programs |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/30 – 7/31</td>
<td>Professional Learning Community Conference</td>
<td>This was the very first PD meeting scheduled by the district. We also met with our new campus leader for the first time this day. Together as a campus leadership team of eight, we established our campus goals, discussed how we want PLC’s to look on our campus, and briefly discussed big campus procedures such as student dismissal, arrival, lunches, and grade level teaming.</td>
</tr>
<tr>
<td>8/2</td>
<td>First district mentors’ meeting</td>
<td>Attended a mandatory mentorship orientation session to learn the implications of being a mentor. As a five year experienced teacher, I was paired up to mentor a new math teacher (new to the profession) in the same content as mine (math). Several activities highlighting numerous ways a mentor can help their mentee were conducted.</td>
</tr>
<tr>
<td>8/16</td>
<td>Follow up Leadership PLC meeting</td>
<td>The goal of this meeting was to reconvene, clarify arrival, dismissal, and cafeteria procedures. We also discussed/edited the staff development schedule for the first week back before the start of fall semester.</td>
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<tr>
<td>8/20</td>
<td>Led a PD session during the first faculty meeting</td>
<td>Led a session sharing the information provided during the district PLC regarding the focus of our lesson plans. What do the students need to know, how do we know they have learned it, what to do if they have, and what to do if the have not learned the objective. Led an activity where teachers volunteered and played the part of an expert, average, and low performing teacher (score based) in order to prove the point of PLC’s and collaboration.</td>
</tr>
<tr>
<td>8/23</td>
<td>6th grade STAAR data analysis</td>
<td>Met with the other two 6th grade math teacher, looked at the STAAR data from 2011-2012. The purpose was to identify the high and low TEKS, check student placement in 6th PAP classes, since they have the option for open enrollment it is important to look at the scores in order to verify correct student placement. Parents of students with scores lower than 70% (enrolled in PAP) were contacted, informed of the rigor of PAP classes, and requested to make their decision accordingly.</td>
</tr>
<tr>
<td>8/24</td>
<td>First meeting with my mentee</td>
<td>I met with my mentee, answered general questions about classroom set up including placement of desks, student late/absent work procedures, student consequences, getting ready for first day procedures.</td>
</tr>
<tr>
<td>8/27</td>
<td>Put up alpha rosters for student schedule pick up- first day of school preparations</td>
<td>Helped the 7th grade assistant principal putting up alpha rosters for schedule pick-up for all students on the first day of school. Students would pick up their schedule and then report to their homeroom for the entire first day.</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>9/6</td>
<td>Diamondbuck initiative store re-stocking and rewards. Training students on how to</td>
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<td>run the reward store during all 4 lunches. 2 students scheduled to run the store</td>
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<td>every lunch. Re-stocking/ inventory of the current school supplies in the store.</td>
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<td>9/11</td>
<td>District Mentor check in meeting. District mentors met to track the support</td>
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<td></td>
<td>currently being provided to our mentees. Discussed walk-through forms and monthly</td>
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<tr>
<td></td>
<td>interaction logs. Provided feedback on current walk through forms and proposed</td>
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<td></td>
<td>ideas for new ones.</td>
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<td>9/12</td>
<td>District assessment review committee. Provided constructive feedback on first</td>
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<td></td>
<td>district sixth grade benchmark assessment in collaboration with 2 other middle</td>
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<td>school teachers. Feedback included possible rewording of questions and identifying</td>
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<td></td>
<td>of errors.</td>
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<tr>
<td>9/13</td>
<td>ARD committee. Participated in an ARD as the instructional teacher. Provided</td>
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<td>feedback to the parents on students’ current progress. Revised students’</td>
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<td>modifications and accommodations.</td>
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<tr>
<td>9/13</td>
<td>Open House. Prepared team letter for the entire team comprising of three other</td>
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<td>content teachers. Set up the classroom for parent night, made phone calls to invite</td>
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<td>parents, submitted and saved copies of the parent sign in sheets for title I funding.</td>
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<td>Saved email/contact information and forwarded it to other team members from sign-in</td>
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<td>sheets.</td>
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<td>9/17</td>
<td>Smart Goals for PLC. Created behavior and academic team smart goals in collaboration</td>
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<td>with other team members. Discussed strategies on how to reach these goals.</td>
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<tr>
<td>9/18</td>
<td>First District Math Department Head meeting. Met as a PLC with math department</td>
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<td>heads from other middle schools. For our needs assessments I proposed getting more</td>
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<td>rigorous teaching materials that are at par with 6 STAAR test. Discussed the</td>
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<td>purpose and importance of sticking with the bundle dates and discussing common</td>
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<td></td>
<td>assessment data. Discussed the importance of writing in math to increase rigor.</td>
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<td>Shared a technology resource to take back to our teams. Also jig sawed a research-</td>
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<td>based article highlighting the levels of PLC’s.</td>
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<tr>
<td>9/20</td>
<td>First campus Math Department meeting. Conducted a needs based assessment for all</td>
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<td></td>
<td>campus math teachers – identified supplies, instructional materials that need to</td>
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<td>be ordered, emphasized the importance of open ended math questions. Requested a</td>
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<td>teacher to volunteer and share their AVID strategies.</td>
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<tr>
<td>9/21</td>
<td>Facilitated 6th grade team meeting. Facilitated a team meeting with a student who</td>
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<td>was struggling academically. Provided parents with information about the online</td>
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<td>grade book parent access. Discussed organizational strategies to help the student</td>
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<td>be successful, discussed behavior and academic interventions necessary to help the</td>
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<td>child succeed.</td>
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</table>
### Activity Log Example #2

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/3/12</td>
<td>Attended Faculty meeting and led Counseling meeting</td>
<td>I attended the Faculty Meeting held on this workday to go over testing and procedures for the school year in the morning. In the afternoon, I led the Counseling Meeting for registration planning.</td>
</tr>
<tr>
<td>01/09/12</td>
<td>Attended meeting with Austin Chamber of Commerce at the State Capitol for the Financial Aid Saturday programming</td>
<td>I attended the Austin Chamber of Commerce meeting to learn more about Financial Aid Saturday events and to pick up all of the signs, posters, and flyers for the events.</td>
</tr>
<tr>
<td>01/10/12</td>
<td>Attended meeting with College Forward</td>
<td>I met with College Forward leaders and our Principal to review the Fall procedures by College Forward as they work with juniors &amp; seniors on college applications and planning.</td>
</tr>
<tr>
<td>01/10/12</td>
<td>Attended and assisted with “Planning for Tomorrow…Today Program at the PAC in Kyle (evening)</td>
<td>I assisted the Director of Guidance with this evening program for 8th graders through 12th graders. We set up breakouts with ACC programming, booths with our CATE Teachers, and meetings with counselors.</td>
</tr>
<tr>
<td>01/11/12</td>
<td>Led Parent Meeting</td>
<td>I coordinated and led a parent meeting to assist a student be more successful in high school and plan for college.</td>
</tr>
<tr>
<td>01/12/12</td>
<td>Shadowed Jana King, Asst. Principal for discipline conferences</td>
<td>I shadowed Jana King this morning, learning discipline procedures, attended eleven discipline conferences with students, and assigned punishment of ISS.</td>
</tr>
<tr>
<td>01/13/12</td>
<td>Coordinated the PSAT programming with the “My College Quick Start” software.</td>
<td>I coordinated the PSAT programming for all 11th &amp; 10th graders. I organized the tests, the handouts, and the classroom presentations.</td>
</tr>
<tr>
<td>01/17/12</td>
<td>Led classroom presentations with 11th graders on “My College Quick Start.”</td>
<td>I led the classroom presentations for PSAT test results and introduced the College Board program of “My College Quick Start” to eleven graders all day.</td>
</tr>
<tr>
<td>01/18/12</td>
<td>Attended Faculty Meeting (8:00 to 8:30 a.m.)</td>
<td>I attended the faculty meeting to learn about STAAR Testing.</td>
</tr>
<tr>
<td>01/18/12</td>
<td>Attended Lead Counselor Meeting (8:30-10 a.m.)</td>
<td>I attended the Lead Counseling Meeting in the District to coordinate all of the Spring registration for next year’s course selections.</td>
</tr>
<tr>
<td>01/18/12</td>
<td>Led classroom presentations with 11th graders on “My College Quick Start.”</td>
<td>I led the classroom presentations for PSAT test results and introduced the College Board program of “My College Quick Start” to eleven graders all day.</td>
</tr>
<tr>
<td>01/19/12</td>
<td>Led classroom presentations</td>
<td>I led the classroom presentations for PSAT test results and introduced the College Board program of “My College Quick Start” to eleven graders all day.</td>
</tr>
<tr>
<td>Date</td>
<td>Task Description</td>
<td>Details</td>
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</tr>
<tr>
<td>01/20/12</td>
<td>Led Parent Meeting</td>
<td>I led a parent/student meeting with a junior. Courses, majors, college planning, and next year were topics of the meeting.</td>
</tr>
<tr>
<td>01/20/12</td>
<td>Led classroom presentations with 10th graders on “My College Quick Start.”</td>
<td>I led the classroom presentations for PSAT test results and introduced the College Board program of “My College Quick Start” to tenth graders all day.</td>
</tr>
<tr>
<td>01/20/12</td>
<td>Created flyers for two parent night registration events and a financial aid event and had the information emailed to parents on Alert Now.</td>
<td>I created the flyers for the Upperclassmen Parent Night, the 8th Grade Parent Night, and the Financial Aid Night. I sent the flyers to be set up for Alert Now to email our parents the information.</td>
</tr>
<tr>
<td>01/23/12</td>
<td>Coordinated and led 11th Grade Presentations for 2012-13 Registration</td>
<td>I organized, coordinated, and led presentations all day in the Media Room for 11th graders’ 2012-13 course registration.</td>
</tr>
<tr>
<td>01/24/12</td>
<td>Coordinated and led 11th Grade Presentations for 2012-13 Registration</td>
<td>I organized, coordinated, and led presentations all day in the Media Room for 11th graders’ 2012-13 course registration.</td>
</tr>
<tr>
<td>01/24/12</td>
<td>Coordinated and led the Upperclassmen Parent Night Information Meeting (6:30 p.m. to 8:00 p.m.)</td>
<td>I coordinated, set up, and led the Upperclassmen Parent Night Information Meeting in the cafeteria. I presented a power point and discussed registration for next year and answered questions.</td>
</tr>
<tr>
<td>01/25/12</td>
<td>Attended On-line Registration computer training at Curriculum and Instructions conference room (8:00 to 10:00 a.m.)</td>
<td>I attended a meeting at C&amp;I to learn the procedures for on-line registration on TEAMS for course selection on-line, TREX information, and STAAR coding for special populations.</td>
</tr>
<tr>
<td>01/26/12</td>
<td>Coordinated lunch visit from college</td>
<td>I coordinated the lunchroom visit from Grand Canyon University to allow our students to learn more about an out-of-state university.</td>
</tr>
<tr>
<td>01/26/12</td>
<td>Coordinated the announcement and sign up for the Hispanic College Fair on Feb. 15 at Concordia University.</td>
<td>I coordinated the coming event: The Hispanic College Fair for 11th &amp; 12th graders on Feb. 15 at Concordia. I made flyers, had a signup sheet, created permission slips, and made announcements about the event.</td>
</tr>
<tr>
<td>01/27/12</td>
<td>Updated the Scholarship Bulletin and posted it to the school website</td>
<td>I updated the Scholarship Bulletin and posted it to the school website.</td>
</tr>
<tr>
<td>01/27/12</td>
<td>Coordinated a TAMU Recruiter visit on Financial Aid during 3rd period</td>
<td>I coordinated the 3rd period visit for our seniors to meet with the Financial Aid recruiter for Texas A &amp; M university.</td>
</tr>
<tr>
<td>01/30/12</td>
<td>Coordinated and led 10th</td>
<td>I organized, coordinated, and led presentations all</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>01/31/12</td>
<td>Coordinated and led 10th Grade Presentations for 2012-13 Registration</td>
<td>I organized, coordinated, and led presentations all day in the Media Room for 10th graders’ 2012-13 course registration.</td>
</tr>
</tbody>
</table>
Viewing my campus through a leadership lens, I discover new perspectives. My own reality from a classroom teacher standpoint has been challenged. I realize that my standards of professionalism and teaching are not universal among my colleagues and that my perspective is certainly not “the only way”. My first year of teaching experiences are unique to me and the lessons learned cannot always be applied to the first year teachers on my campus.

This month, I’ve been observing one of our school’s first year teachers. I’ve waited to see evidence of positive energy, drive, compassion, laughter with the students, and that yearning to deliver every lesson to its fullest capacity. I’ve been waiting to see a transformation into what I associate with characteristics of a first year teacher. I struggle with judging the new teacher’s performance against my own personal standards, rather than strictly adhering to professional standards. I have deep concerns with this teacher from both my personal and professional perspectives. I’m inclined to write her off because I believe her students deserve so much more from their teacher. As a leader though, we do not write anyone off so soon. Yet it is imperative to ensure students are receiving the utmost from their teachers, regardless of their years of experience.

To resolve my strong concerns with the teacher, I’m working with our campus Instructional Coach on ways to support this teacher’s growth and learning in the classroom. The Coach has been working with her from the start of the school year and is beginning to pull back with some of the support in order to build the teacher’s capacity toward independence. I have stepped away from the situation a bit to give the new teacher more time to show growth.

However, at this point, it seems critical for an administrator to follow up with the progress being made. I feel there is an obligation to our students and campus that the proper documentation is being collected regarding the amount of support the teacher has been receiving and evidence of growth or lack of growth. This individual may or may not be renewed in her contract at the end of the year, which introduces a legal component if proper protocol is not taken.

I’m wondering if we are doing everything in our power to support our new teachers on our campus. And, at what point do we fully step away and see what the teacher can do or what she is unable to do? Can we step away knowing that the children have already been exposed to incorrect instruction. These are questions that I want to further explore with my administrators to gain their advice. Because I do not have the experience of being an administrative appraiser and my current role does not include the evaluation component, I will need to work closely with the administrator assigned to be the teacher’s appraiser this year in supporting the teacher’s growth. I’m committed to continuing my observations of the new teacher’s classroom skills and engaging in purposeful follow-up conversations that will hopefully encourage self-reflection and appropriate action.

I’ve learned that it is essential to give new teachers time to “gel” into their new role. However, it is imperative that administrators are actively present during this time to gauge where teachers are in the adult developmental spectrum and the best way to respond to their needs. It is evident that our new teacher is in “survival mode”. I wonder the duration that campus leaders allow teachers to teach within this mode? I also wonder how we can voice our concerns to the alternative certification program that produced this first year teacher without any type of student teaching experience. How did another campus in our district deem her education as highly
qualified that they hired her for a teaching position? How can we respond to that hiring choice when she was assigned to us from our district as a surplus teacher from another campus?

We are exhausting our time and resources for a teacher that our campus did not and would not have hired. I want to further explore what our obligations are as far as renewing her contract and whether we have a voice in the matter of her returning to our campus next year. This is not a new scenario for my administrators and I continue to learn from their ability to work for our campuses best interest within the confines of district imposed decisions.
## FOCUS AREA #1:
### SPECIAL EDUCATION, SCHOOL PSYCHOLOGY & HEALTH SERVICES

### Step #1 - Understand

#### Required Readings:
- *No More “Waiting to Fail”* (Brown-Chidsey)
- *A Framework for Culturally and Linguistically Responsive Design of Response-to-Intervention Models* (Garcia & Ortiz)
- *Reducing the Incidence of Early Reading Difficulties: professional Development for Classroom Teachers versus Direct Interventions for Children* (Scanlon et al.)
- *Discarding the Deficit Model* (Harry & Klingner)
- *The Leadership Role in Realizing the Promise of Response to Intervention (RTI)* (PowerPoint)
- *Module 2 – School Nursing Practice of The Texas Guide to School Health Programs* (Texas Department of State Health Services)

#### Recommended Readings:

### Step #2 – Contextualize

#### School Psychology
1. What federal, state, or district authority has significant roles in school psychological services?
2. What variety of services is available in your school/district?
3. How are services scheduled and delivered in your school/district?
4. Who prepares the budget associated with these services (Individual campuses? Central administration? Some other division?)
5. What is the role of the campus administrator?
6. What additional information of interest did you find?

#### Special Education
1. Gather the special education enrollment data for your campus (or district). Please note that special education data by ethnicity and SES is NOT readily available on many campuses or in many districts. You may need to compile this data from several sources. Therefore, begin this task as soon as possible to allow for completion by the due date.
date. If your campus does not regularly collect this data, then collect 3-4 weeks’ worth of special education referral/placement data to answer the questions.

2. Disaggregate the data by ethnicity/race, SES and gender. Tables and graphs are helpful in this task.

3. Compare this data to the enrollment data for the general student population on your campus (or district). How do these data compare? Are any student groups over-represented in special education? Are any underrepresented?

4. Disaggregate the data for each disability category by ethnicity/race and SES. For example, of the total number of students with a learning disability, what percent of the students is African American? Hispanic? Native American? White? Asian/Other? Low SES? After examining the data for each disability category, note any patterns of over-representation or under-representation.

5. What patterns do you note between the special education and RTI enrollment data?

Health Services
1. Can you find any federal, state, or district authority related to school health services?
2. How is the health service program structured, organized, and delivered in your district and on campuses?
3. What is the general job description for the school nurse? What level of training is required to hold this post?
4. Share the Standards for Nursing Practice/Standards of Care and services discussed in Module 2 of The Texas Guide to School Health Programs with your school nurse(s). Is s/he familiar with these standards and the services? How did they react to seeing and reading these items?
5. What community health resources are available for your students and their parents (from both public and private sources)?
6. Are there other resources and/or cultural practices that families use for medical care or intervention?
7. What are the language, economic, or and/or cultural issues that might serve as barriers in accessing health services?

Step #3 – Plan
- Identify the most pressing issues for your school from the above contextualization activities and the readings. Be focused. You don’t have to choose one topic per sub-category. Consider the following: What stood out as the most troubling? In need of the quickest attention? Could benefit the most people? Would be achievable in your given timeframe?
- Devise a detailed plan to address the need. Who, what, when, where, why, how? All of these should be addressed. Most importantly, do your gathered data support this intervention/activity?
- How can you interweave your idea with other internship requirements (e.g., budget, scheduling, etc.)?
- Is this approach/activity the same as a previous one? If yes, then you should rethink. Diversify your approaches/solutions!
- Make it new, exciting, fun, and groundbreaking! Be focused and thoughtful! Here are some ideas:
Step #4 – Discuss

- Share your plan with your mentor, collaborative team, and then your supervisor for feedback and approval.
- Schedule chat or visit.
- Be prepared to provide your data, responses, and rationale. Your supervisor may request additional information, assignments, or readings from those listed here.
- Set a timeline for the activity with the team, including when the final reflection assignment will be due to your supervisor.

Step #5 – Act, Reflect & Recommend

- Complete approved task(s).
- In a three-page document, discuss the following.
  - Briefly discuss the need, your plan, and what activity/intervention planned. Remember, you have already discussed this with your team.
  - What happened? How did it go? Were any changes necessary?
  - What have you learned? What conclusions can you draw?
  - How does this experience connect to the preparatory readings? Can you see themes? Did your experience negate or complicate the authors’ points?
  - How does this particular experience inform your self-perception as and understanding of your role as a leader?
  - What are the implications for a campus administrator?
  - What recommendations do you have for the school, policymakers, leaders, internship education programs?
  - What should the next steps be?
FOCUS AREA STUDENT EXAMPLE #1: SPECIAL EDUCATION & ELL COMBINED

Background Information

Each spring, counselors and principals are inputting choice sheets, looking at class numbers, ensuring that each student will have a place to go on the first day of school, discussing number of course sections and teachers needed. The topic very rarely discussed is the individual student or the student groups that make up a class. As a teacher, I see the pitfalls of this exception day after day, year after year. Segregation, combining both race and socioeconomic status, is very much a part of the school system today. Whether this created division is done intentionally or not, it is not addressed or in most cases, even recognized. Even teachers are often fooled into believing this separation is equitable and based on academic ability. In fact, the system seems to be creating student ability. Disadvantaged children begin school with small but measurable differences in academic skills compared with children from advantaged homes. This difference increases significantly with each successive year of schooling (Coleman as cited in Ansalone & Ming, 2006). Realizing these findings and witnessing the vast differences, academically and socially, between Pre AP, General, and Co Lab Classes points to the obvious inequities in education. The community, including parents, is under the impression that their child is being placed in the best setting to meet their academic need. Unfortunately, that is not always the case.

For example, I teach 8th grade Science. I instruct three Pre Advanced placement courses (Pre AP), one General course, and one Collaborative course (Co-lab). The student numbers in each class are increasing at an astonishing rate. My average student count per course is thirty-one. When analyzing student data for my action research in my Pre AP courses, I found that 50% of my students do not qualify for free or reduced lunch. I found that 90% of my students enrolled in my General and Co-lab courses are documented as students receiving free and reduced lunch. This data alone is a red flag that our system of creating schedules is not what it should be in order to best serve students. I conducted a survey with one Pre AP class and one General Science class with the same amount of students. I was able to collect data on student ethnicity, bilingual vs. non bilingual students (See Appendix A), and just recently collected data on Special Education representation (See Appendix B). In my Pre AP class, the student ethnicities represented are White (42%), African American (6%), Multiple (23%), Latino/a (19%), and Asian (10%). In my General Science class I surveyed, the student ethnicities included Latino/a (54%), African American (19%), White (15%), Multiple (12%). Thirty-two percent of my Pre AP students speak more than one language. However, seventy-five percent of my General students are bilingual. The students who reported being bilingual were mostly Spanish speaking. From the qualitative and quantitative data collected, I have found that grouping trends are not based on academic ability which is the intent claimed by the state, district, and campus.

Literature

I have received some clarity on how our scheduling system works. After my conversation with our counselor about her duties, I realized that with the current master schedule, our solutions to tracking occurring are incredibly limited and our Special Education students are not being provided true inclusion services. Most of the solutions suggested by the counselor would
alleviate few of our problems and are not addressing the Pre AP versus General class and race separation. Out of ideas, I researched literature on the topic of tracking.

“Tracking is the sorting and grouping of students in schools. It has been criticized for separating students along race and class lines, re-segregating diverse schools and perpetuating unequal access to a college-bound curriculum. Detracking is a reform in which students are placed intentionally in mixed-ability classes. It is an attempt to remedy the negative effects of tracking” (Noguera & Rubin, 2004). These definitions provided definitive descriptions of the meaning of tracking and confirm my speculation of the occurrence of tracking on my campus. I have learned the logic behind tracking, which is that once the students are separated, developmentally appropriate curriculum can be provided that corresponds to their particular academic needs and abilities (Noguera & Rubin, 2004). Arguably, research by Noguera and Rubin (2004) suggests that a school structure that employs tracking, the grouping of students by ability, may help to create a social construction of failure, especially for disadvantaged children. The make-up of our general classes reflects the research. The majority of students in our General classes are disadvantaged and are not receiving equity in instruction, setting them up for failure in future endeavors. From personal experience, I know that ability grouping is a disadvantage for some students on a higher level track and most students of the lower level track. “Tracking is proven to be damaging to student learning, yet it continues to be the educational delivery system of choice with approximately 60% of all elementary and over 80% of secondary schools organizing some instruction according to tracks.” (Ansalone & Ming, 2006). Students in lower track classes are more likely to encounter lower teacher expectations, a watered-down curriculum, and inferior instructional materials (Noguera & Rubin, 2004). Unfortunately, I play a part in this occurrence in my own school. The General classes do not experience high expectations and are not presented challenging curriculum in comparison to the Pre AP classes. These instructional differences are due to a variety of factors. Middle-class White teachers can be intimidated by or unable to relate to a classroom of majority low income, minority students. Also the district provides extensions for Pre AP classes, yet they do not provide tools or training to address the specific needs of our low income and/or the English Language Learner population.

I can relate my campus to the research in both positive and negative ways. Ansalone and Ming (2006) claim that new teachers and teachers who are not regarded as being particularly effective are assigned to low level classes. Our Principal creates the master schedule with every content teacher teaching both high and low level courses in efforts to be equitable to teachers and students. Another way we have begun detracking is to allow students to self-select into higher level classes. Although this seems to be a step in the right direction, data shows the large disparity in the class make-up between ethnic groups, ELL students, and income on my campus. Class selection is available to students, yet students or parents unaware of the school system and how to navigate it may not be able to make an appropriate selection. These students and parents not having the awareness to appropriately select classes will keep specific grouping and tracking in our school.

Ansalone and Ming (2006) report, “If low achieving students are to reap educational benefits from detracking it will be due to enhanced learning opportunities and not merely because they attend the same classes as more privileged students.” While the global idea of detracking is inspiring, I believe to meet its potential teachers should be prepared for the new and different challenges they will face. Emphasized curriculum by researchers was centered around activities based on the concept of “multiple intelligences” (Noguera & Rubin, 2004). Ansalone, G., Ming, C.(2006) suggest the Programmed Learning Sequence (PLS) because they claim it
offers an effective alternative to tracking and provides an educational experience that promotes academic achievement and equity for all students. PLS concentrates less on ability grouping and more on individual learning styles, addressing diversity. “Learning style refers to the different ways students retain and process difficult material and current research underscores the belief that each individual has a unique learning style.” (Ansalone & Ming, 2006). The desired outcome is that students will learn from each other and learn to respect and value each other’s talents by contributing to a collective project. When done successfully, detracking can have powerful results, especially in terms of helping students to redefine their sense of what they can do academically and in terms of the opportunities that are available to them in school and beyond (Ansalone & Ming, 2006). However, “putting students with different levels of ability and/or preparation together in the same classroom is a beginning—not an end in itself.” (Noguera & Rubin, 2004)

Due to the tracking of our students, a large portion of our Special Education and ELL students are being placed in classes together. A high percentage of these classes are made up of minority students (See Appendix A). This creates a difficult learning environment for students because of the additional challenges of language barriers, added accommodations, and cultural gaps between teachers and students. Grouping students this way may lead to teachers mistakenly recommending students for Special Education services. Instead, it may be the challenging learning environment created by the system. Upon reflection of this issue, it is my suggestion that all teachers on our campus be required to attain an ESL certification. More teacher options are necessary for counselors and administrators to diversify ESL and Special Education students and will allow for more flexibility in their schedule. This would benefit teachers and students, reduce our tendency of tracking, and create more stable learning environments. As a result, we may see our numbers of Special Education recommendations become more equitable in ethnicity and socioeconomic status.

I enlisted the help of a campus counselor, our Special Education Campus Coordinator, and our ELL Campus Coordinator. As I cannot make such training mandatory in my current position, I used these people as resources to create a brief presentation of reasons why having more teachers ESL certified will be beneficial and how doing this will affect more areas than ELL alone. They pointed out the following in detail:

- Possible reduction in class size
- Special education and ELL students can be spread out
- Instructional strategies can become more targeted
- Improvement in test scores
- Able to give more individual student attention

When I presented this at grade level meetings, I provided a list of dates and times trainings will be held this summer and in the fall of next year. The initial results were very encouraging. About 75 to 80% of teachers who do not currently hold and ESL certification said that they were planning to sign up for one of the sessions provided to them. I hope that doing this will make a difference for our students in the future. As an administrator, I plan to make sure all of my teachers are ESL certified.

References
Appendix A

Regular Classroom Demographics (Students Surveyed)

- Hispanic: 54%
- White: 15%
- African American: 19%
- Multiple: 12%

Pre AP Classroom (Students Surveyed)

- White: 42%
- Hispanic: 19%
- African American: 6%
- Multiple: 23%
- Asian: 10%

English Speaking Students V. Bilingual Latino/a Students

- Pre AP: English Only 70%, Bilingual 30%
- Regular: English Only 40%, Bilingual 60%
Appendix B

Co Lab Class (N=Students)

- Sped- 10
- ESL-4
- At Risk-19

General Classroom (N= Students)

- ELL- 5
- Sped-6
- At Risk-24

**Note Pre AP class: ELL-0; Sped-0; At Risk-1**
FOCUS AREA #2:
FOOD SERVICES & TRANSPORTATION SERVICES

Step #1 - Understand

Required Readings:
- *Food Services* (PowerPoint, including notes under slides).
- Centers for Disease Control and Prevention (CDC) Obesity Epidemic Profile for Texas Students
- CDC’s *Healthy Youth! Nutrition* web pages, including strategies and key resources for local schools: http://www.cdc.gov/HealthyYouth/nutrition/index.htm
- Check out celebrity chef’s Jamie Oliver’s healthy school food campaign at http://www.jamieoliver.com/school-dinners/. Search more on the web to find some of the interesting push-back he’s received from school officials.
- For transportation issues, search for the latest Texas legislation. The topics might include legislation for bike riders, safety belts on buses, unaccompanied walker safety, and school/personal liability issues. Start with the Texas Safe Routes to Schools website at http://www.txdot.gov/safety/safe_routes/default.htm.
- *Safe Routes to Schools* (PowerPoint, including notes under the slides). This is a good PowerPoint with national data from several years back. But, it should prove a useful overview and may be a good resource to share with staff.

Recommended Readings:

Step #2 – Contextualize

Food Services Management
- Use the following questions to consider your level of familiarity with food services management on your campus, and consult with staff on your campus to learn about any issues below with which you are not familiar. You do not need to submit your learning as a written assignment, though we stress the importance of the administrator’s understanding of these issues.
  - How is the food service program structured or delivered (in-house, outsourced)?
  - How is the master schedule integrated with meal services?
What is the role of the campus administrator in relation to Food Services?
How are individuals made aware of the food choices and prices?
What is the availability and/or frequency of access to vending machines, school stores, snack bars, classroom parties, concession stands, and a la carte menu items in your school?
How do individuals access the free/reduced meal program?
How/or is technology used in the food service program?
What are the local resources that can be tapped for assistance when needed (e.g. community gardens, parent volunteers for cafeteria support, etc.)?

- Compare and contrast the nutritional options available through your campus food services (including meals and snack options) with recommendations in your district’s health curricula and with food production issues raised in the readings. Address factors that support or inhibit healthy practices on your campus, examples of innovative health and/or food services options on your campus, and leadership possibilities for both developing healthy practices at school and educating a citizenry informed about contemporary issues of food production and health.

Transportation Services Assignment
- Identify any legal citation or authority regarding transportation of public school students in Texas or in your district, and the primary source of information in your district related to transportation.
- How are services scheduled and delivered in your district or a local district; what services are available?
- What percentage of school population utilizes bus service? What percentage utilizes a car/other transportation? What percentage of students walk?
- How much does it cost to provide transportation services for students?
- What changes have resulted/could result in the district’s transportation plan because of rising fuel costs?
- What is the principal’s/administrator’s primary responsibility in relation to transportation services?
- How is technology used to plan for and administer transportation services?
- Who walks to school and who is dropped off?
- Can parent transportation be utilized for emergency situations?
- Of the parents who walk their children to school, how many have time to stay on campus to help with other issues?
- Of the parents that drive their students to school, how many have time to stay on campus and help with other issues?

Step #3 – Plan
- Identify the most pressing issues for your school from the above contextualization activities and the readings. Be focused. You don’t have to choose one topic per sub-category. Consider the following: What stood out as the most troubling? In need of the quickest attention? Could benefit the most people? Would be achievable in your given timeframe?
• Devise a detailed plan to address the need. Who, what, when, where, why, how? All of these should be addressed. Most importantly, do your gathered data support this intervention/activity?
• How can you interweave your idea with other internship requirements (e.g., budget, scheduling, etc.)?
• Is this approach/activity the same as a previous one? If yes, then you should rethink. Diversify your approaches/solutions!
• Make it new, exciting, fun, and groundbreaking! Be focused and thoughtful! Some ideas:
  o Staff and/or instructional staff training
  o Curricular Interventions
  o Team review of policies/practices (e.g., discipline)
  o Assessment process and materials (e.g., placement in special education, gifted/talented)
  o Test preparation (e.g., academic, anxiety, teacher autonomy)
  o Parent and/or student involvement
  o Linking “silos”; partnering across departments
  o Community involvement
  o Develop/Conduct study
  o Extracurricular Activities
  o Developing other leaders
  o School Partnerships

Step #4 – Discuss
• Share your plan with your mentor, collaborative team, and then your supervisor for feedback and approval.
• Schedule chat or visit.
• Be prepared to provide your data, responses, and rationale. Your supervisor may request additional information, assignments, or readings from those listed here.
• Set a timeline for the activity with the team, including when the final reflection assignment will be due to your supervisor.

Step #5 – Act, Reflect & Recommend
• Complete approved task(s).
• In a three-page document, discuss the following.
  o Briefly discuss the need, your plan, and what activity/intervention planned. Remember, you have already discussed this with your team.
  o What happened? How did it go? Were any changes necessary?
  o What have you learned? What conclusions can you draw?
  o How does this experience connect to the preparatory readings? Can you see themes? Did your experience negate or complicate the authors’ points?
  o How does this particular experience inform your self-perception as and understanding of your role as a leader?
  o What are the implications for a campus administrator?
  o What recommendations do you have for the school, policymakers, leaders, internship education programs?
  o What should the next steps be?
Building an Understanding

“A food system—from seed to 7-Eleven—that generates cheap, filling food at the literal expense of healthier produce is also a principal cause of America’s obesity epidemic” (Walsh, p. 32). The nutrition of our nation’s children should not only be examined at the school level, but beyond to a much larger system that inhibits optimal nutrition within school cafeterias. Looking at the larger picture of typical commercial farming that produces much of the food we serve our students, research shows the tactics used in farming today are detrimental to the environment, to soil, and to people. Although efforts are being made to support sustainable agriculture, “less than 1% of American cropland is being farmed organically” (Walsh, p. 32). Our schools are preparing breakfast and lunches for young children with ingredients from farms that do not use organic farming techniques. As obesity concerns continue to be a hot topic in Texas due to the increase in numbers, schools are being blamed by this growing epidemic. Schools are in part responsible for the inorganic ingredients being used to prepare student meals. However, the accepted food production “system” does not leave much room for alternative, cheaper options.

Not only was the nutrition of students in relation to campus food services explored, but the safety of students involving school transportation. According to the National Center for Safe Routes to School, fewer students today walk and bike to school. This increase of students being driven to school can “account for up to 25% of morning rush hour traffic” (Parisi Associates, 2003; Morris, 2001). Barriers attributed to the decrease of walking or biking to school include long distances, traffic danger, adverse weather, and fear of crime and danger. The benefits of having bikers and walkers is better air quality around the school and supporting physical activity that can combat childhood obesity.

Contextualizing

In speaking with our school cafeteria manager, I realized that as a campus we had very little influence regarding the ingredients and menu options selected for student meals. Because the district is now outsourcing the cafeteria management system, the critical decisions are being made by a corporation without input or consideration from the school’s they serve and financially benefit from. They do collaborate with the district regarding the expected profits the district will benefit from by using an outsourced company. Because the district requires a certain percentage of the profit, they also set the rising prices of school breakfasts and lunches. The principal does have a small input piece regarding the types of snacks allowed to be sold at the campus. My campus administrator is hesitant to approve of snacks that would qualify as “food of nutritional value”. Our school principal also encourages all children, whether they bought or brought their lunch, to visit the vegetable and fruit cart available to students daily. The fruit/vegetable cart has been a huge success among our students and shows there is a demand for fresh, healthy foods in our cafeteria among our students.

As I explored transportation systems on our campus, I found that approximately half of our student population rides the bus home in the afternoon. One-fourth of students are car riders and about one-fourth of students are walkers or bikers. Because the school is situated within a neighborhood, a large portion of students do not have bus access and must either walk to and from school or be driven in a car. The leading cause for parents to drop off and pick up their
child instead of allowing them to walk/bike home is primarily due to safety reasons. Many parents have expressed their concerns with the long walk their children would have to make home and the safety issues that could arise from that walk. Safety concerns at my campus include, kidnapping, being injured by a car, and the opportunity for students to deviate from their walking path and wind up in some sort of “trouble”. As our campus grows, the leadership team has made adjustments each year related to transportation during both drop-off and pick-up times to create a smooth flow of traffic for all modes of transportation. Our campus also requested to extend the concrete in the bike rack area and that the district build more bike racks to support our student bikers. With these adjustments being made, there still seems to be a strong need for additional systems to be put in place to encourage more student walkers/bikers.

**Action Plan**

After researching both food nutrition and the transportation on my campus, I feel the most critical focus area at this time is student transportation. Our school has exceeded its capacity in student numbers and our overcrowding issues have become extremely apparent during school arrival and dismissal procedures. The school parking lot is overcrowded and more instances of parent altercations are occurring due to limited parking and the time-consuming pick-up car line. I explored several options that would alleviate the school parking traffic and would promote more of students to walk/bike to and from school.

One avenue I brainstormed was supporting a smooth traffic-flow in the parking lot in both the morning and afternoon. I purposefully positioned myself outside in the parking lot as parents dropped off their children. I witnessed parents pulling quickly into handicapped parking without the proper permits to drop off their children. They not only parked illegally, but they also disrupted the flow of traffic in the parking lot. I also witnessed parents bypassing the drop off line and dropping their children off in the parking lot, without walking them to the crosswalk. These children had to dodge other vehicles to make their way alone into school. As I continued to observe throughout the week, these occurrences seemed to decrease. Speaking to the crossing guard on morning duty, she noted that my presence during the peak morning drop-off time was helping to alleviate those issues. One solution to the transportation issues at my school was to position myself outside at least three times a week during the peak morning times. My afternoon duty for the year already entails overseeing the traffic flow in the school parking lot, so this would be only natural for me to take on as my morning duty. With two administrators already inside the hallways at arrival, it would be beneficial for me to oversee the morning drop-off areas. I also plan to contact our school supporting police officer to request that periodic visits from the police department during morning arrival to ensure parents adhere to the law and our students are safe.

Another idea that I explored to support physical activity among our students by biking/walking to school was to enhance the presence of our school crossing guards. Many parents have expressed that their concern with their children walking to school was the dangerous cross walk. With the mornings being dark during parts of the year, cars have had difficulty seeing our crossing guards as they walk children across the streets. Even though our crossing guards have large stop signs they hold as they stop traffic, too many cars have come close to hitting them because they could not be seen. A solution to this problem would be to purchase larger stop signs that lit up brightly to ensure safety for both the crossing guards and children crossing the street.
The final solution in supporting more bikers/walkers at Rowe Lane will be to add another staff member to the assigned dismissal duties. Student fights and misconduct often occurs when students walk/bike further away from campus and staff members on duty in the afternoon. Much of this misconduct occurs at the bridge, where students veer off to different paths toward their homes. Many children deviate from these paths at the bridge area, causing them to arrive home later than their parents intended them. This late arrival home and taking different paths home have caused some parents to no longer allow their children to walk/bike. With a staff member present at the bridge area daily, students will be more apt to travel down the right path and to continue to follow safety rules as they travel home. An additional staff member on duty will also deter potential strangers from lurking around at dismissal and put parents’ mind at ease.

Further details regarding the solutions outlined above can be found in Figure 1.

Figure 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign morning drop-off duty to a campus administrator</td>
<td>AP Intern</td>
<td>Become familiar w/consequences of traffic violation for the purposes of communicating with repeat offenders.</td>
<td>Spring 2013</td>
<td>Check in with the crossing guard and parents to determine the effectiveness of the new morning duty.</td>
</tr>
<tr>
<td>Contact police department and request they conduct periodic visits during morning drop-off times.</td>
<td>AP Intern &amp; Police Department</td>
<td>Police Department contact &amp; traffic incident log to be kept in the office.</td>
<td>Spring 2013</td>
<td>Log the number of incidences in the morning to determine if effectiveness.</td>
</tr>
<tr>
<td>Purchase large stop signs w/lights for our two crossing guards to use at arrival and dismissal times.</td>
<td>AP Intern &amp; PTO</td>
<td>PTO will purchase stop signs to be used by crossing guards.</td>
<td>Spring 2013</td>
<td>Check in with the crossing guard and parents to determine the effectiveness of the new stop signs.</td>
</tr>
<tr>
<td>Assign afternoon “bridge” duty to staff member.</td>
<td>Campus Principal</td>
<td>Weekly afternoon duty schedule.</td>
<td>April 2013</td>
<td>Check in with the staff members assigned to the afternoon duty to determine the effectiveness of student safety.</td>
</tr>
</tbody>
</table>
Collaboration & Reflection

I received encouraging support by my administrators, crossing guards, and parents regarding my action plan to support our transportation issues at Rowe Lane and to encourage more students to walk/bike to school. The PTO also approved the purchasing of new stop signs with lights for our crossing guards.

As “parking-lot” duty has become part of my morning duty, we are seeing fewer and fewer parents trying to park illegally and dropping their children off in the middle of moving traffic. We were not successful in having a police officer commit to periodic visits during peak traffic hours, but they gave us the contact phone number to report parent altercations or vehicles no abiding by traffic laws or school traffic rules for student safety. This number was communicated to parents and to staff members by our campus principal. From our conversations about school transportation, the principal also included traffic reminders to parents in her latest campus newsletter.

I’ve also noticed that parents feel more confident in their children’s safety as the new stop signs were purchased and are currently being used by the crossing guards. “Bridge duty” has yet to be assigned to a staff member, but I will continue to voice the importance of having more staff members stationed in the area. As the year comes to an end, our behavior incidences begin to increase and an unsupervised bridge area will likely result in unsafe after school conduct by students. I plan to revisit the afternoon duty schedule to identify staff members who do not have a current assignment that can hopefully fulfill the new role.

Resources

Safe Routes to Schools (PowerPoint, including notes under slides).

FOCUS AREA #3:  
ESL AND BILINGUAL EDUCATION

Step #1 - Understand

Required Readings:
- *The Demographic Imperative* (Garcia et al.)
- *From the Ballot Box to the Classroom* (Mora)
- *Exploring the Educational Opportunities of Language Minority Students* (PowerPoint)
- *Educational Leadership along the US-Mexico Border: Crossing Borders/Embracing Hybridity/Building Bridges* (Lopez et al.)
- *Being Bilingual: Beneficial Workout for the Brain* (Wheeler)
- Find an article, editorial, essay, or speech by an English-only proponent to understand alternative perspectives.

Recommended Readings:

Step #2 – Contextualize

- Find any federal, state, or district authority related to second language services.
- How are students identified for services?
- What is the role of the campus administrator in relation to ESL/Bilingual Ed?
- How are services scheduled and delivered in your district or a local district/what variety of services are available?
- What are the exiting procedures for these programs?
- Who prepares the budget associated with these services? (individual campuses? central administration? some other division?)
- What are the strengths and contributions that English Language Learners bring to their/your community?
- Conduct an oral history with an adult who is/was a second language learner. Begin by collecting basic demographic data: name, date of birth, place of birth, family information, native language spoken at home, etc., and consider the following questions as a framework, but feel free to add your own.
  - Share with me your earliest educational experiences/memories.
  - What challenges do you remember: social, economic, language, discipline, etc.?
  - What highlights/fond memories do you remember?
  - What were your family’s thoughts on education and schools?
Who and what programs were most helpful in you learning a second language, your academic success, and why?

Were there any particular subjects, teachers, pedagogies, or services that may your education experience easier or more fulfilling? What about difficult?

What would you recommend schools do to be successful with second language learners?

Step #3 – Plan

- Identify the most pressing issues for your school from the above contextualization activities and the readings. Be focused. You don’t have to choose one topic per subcategory. Consider the following: What stood out as the most troubling? In need of the quickest attention? Could benefit the most people? Would be achievable in your given timeframe?
- Devise a detailed plan to address the need. Who, what, when, where, why, how? All of these should be addressed. Most importantly, do your gathered data support this intervention/activity?
- How can you interweave your idea with other internship requirements (e.g., budget, scheduling, etc.)?
- Is this approach/activity the same as a previous one? If yes, then you should rethink. Diversify your approaches/solutions!
- Make it new, exciting, fun, and groundbreaking! Be focused and thoughtful! Here are some ideas:
  - Staff and/or instructional staff training
  - Curricular Interventions
  - Team review of policies/practices (e.g., discipline)
  - Assessment process and materials (e.g., placement in special education, gifted/talented)
  - Test preparation (e.g., academic, anxiety, teacher autonomy)
  - Parent and/or student involvement
  - Linking “silos”; partnering across departments
  - Community involvement
  - Develop/Conduct study
  - Extracurricular Activities
  - Developing other leaders
  - School Partnerships (Interns working at the same school/district are strongly encouraged to collaborate as long as these plans are approved by both mentors and supervisors)

Step #4 – Discuss

- Share your plan with your mentor, collaborative team, and then your supervisor for feedback and approval.
- Schedule chat or visit.
- Be prepared to provide your data, responses, and rationale. Your supervisor may request additional information, assignments, or readings from those listed here.
- Set a timeline for the activity with the team, including when the final reflection assignment will be due to your supervisor.
Step #5 – Act, Reflect & Recommend

- Complete approved task(s).
- In a three-page document, discuss the following.
  - Briefly discuss the need, your plan, and what activity/intervention planned. Remember, you have already discussed this with your team.
  - What happened? How did it go? Were any changes necessary?
  - What have you learned? What conclusions can you draw?
  - How does this experience connect to the preparatory readings? Can you see themes? Did your experience negate or complicate the authors’ points?
  - How does this particular experience inform your self-perception as and understanding of your role as a leader?
  - What are the implications for a campus administrator?
  - What recommendations do you have for the school, policymakers, leaders, internship education programs?
  - What should the next steps be?
1. Find any federal, state, or district authority related to second language services.
   At the federal level there are four main laws that govern how ESL programs are executed at the district and school level. Lau v. Nichols (1974), Equal Education Opportunity Act (1974), Castaneda v. Pickard (1981), and Plyler v. Doe (1982, immigration status inquiry) all ensure that every child receives an equal education opportunity, particularly if the student does not speak English. At the district level, the ESL coordinator is responsible for tracking the success of all ESL students in the district, plan for professional development, and arrange for proper services to be arranged at all campuses with ESL students. At the campus level, an assistant principal oversees the ESL department in coordination with the campus ESL coordinator.

2. How are students identified for services?
   If a student is coming from a school within the state of Texas, whatever status they come to the new campus with, they continue the school year with that status. If it is a student from out of state, the campus ESL coordinator has to give the student an OLPT (oral test) and the ITBS (reading and language part, testing for comprehension, vocabulary, word usage etc.). For students not to be classified LEP (limited English proficiency), they have to score FES (Fluent English Speaker) on the OLPT. The classifications are N (non English speaker), L (Limited English speaker) or FES. There is a test that goes K-6 grades and there is another test that goes from 7-12 grades. We currently have 111 6th graders, 95 7th graders, and 79 8th graders. These students are all active status, which means they are active and we get money from the government for providing them with ESL services. If a student is doing well, then we can exit them from the program but the state wants schools to monitor these students for at least 2 years after they are exited. This basically means that an exited student cannot be in an ESL class anymore but a designee has to monitor their progress by taking a look at their progress report – cycle grades, semester average etc. We currently have 102 students who are being monitored across all grade levels. If a student who is being currently monitored leaves to go to another school, their status will say NON LEP, F (first year monitored) that means that they were just exited last year. S – means second year monitoring. After a student is done with two years of being monitored, and they are doing well then they are classified as monitor complete.

If a student is not doing well, and if they are failing a class – then the ESL coordinator will email that teacher and has to have documentation regarding the monitoring of this student. The teacher has to answer back and discuss whether the reason for failure is Linguistic in nature. If a monitor student is not progressing well, then technically they can be placed back into the program, however, this gets really complicated because parents have to authorize this change, the LPAC committee has to meet, and then it is called reclassification since the child has to go back into the program.

If a student is LEP and SPED then their paperwork is doubled. For all students who are currently being monitored, the ESL coordinator has to fill out an accommodation worksheet that has to be signed and returned by the parents of each student. An
accommodation worksheet has the student’s name, what test they are taking (STAAR L, Regular STAAR etc.). If a student is taking STAAR L then the ESL coordinator has to fill out the criteria that qualify them to take that test, and then have the student’s appropriate classroom teacher sign the worksheet as well. Additionally, the LPAC committee has to meet and sign all these forms. The parent on the LPAC committee serves as the representative for all parents and therefore these forms do not need to be signed by the parents.

Currently the district does not have set guidelines on what the specific role of the ESL coordinator is, other than regular ESL paperwork and TELPAS. Some coordinators also serve as “scale coordinators” who teach teachers about using ESL strategies in the classroom.

3. What is the role of the campus administrator in relation to ESL/Bilingual Ed?
   Every campus has an AP who oversees the campus ESL program. In smaller schools, the principal oversees this process. The principal in charge on our campus acts as the test coordinator for TELPAS and also leads the LPAC. LPAC is the campus committee where members discuss placement of new students, monitor the progress of current students, and discuss details regarding the classification of students into the program. There are three components to an LPAC – the administrator, campus ESL coordinator, and a parent.

4. How are services scheduled and delivered in your district or a local district/what variety of services are available?
   The district offers the bilingual program that is offered from K-grade 5. Students have to qualify for this program and go through the same kind of process that involves written and oral testing. This program is more grade level appropriate because they have more levels of standardized tests that the students take to qualify as opposed to the ESL test, which only has two levels. After a student is qualified they can either be bilingual or receive ESL services. For instance - if a student speaks both English and Vietnamese, that means they actually have Vietnamese teachers who actually teach the students in two languages. A student can live anywhere in the district and have the ability to attend this program if they qualify for the program; bus service will be provided for free to these students. If a parent does not want their child to be enrolled in the bilingual program but still wants them to receive ESL service then a teacher will pull that student out and give them English classes. Some schools such as ours has actual ESL classes where students learn the content in dual languages from three different teachers. Our campus currently offers a sheltered program where students who are fairly new to English, or have recently moved have ESL ELA, math, social students, and science – all core classes.

   In some other schools in the district they only have sheltered ELA and have regular math, science, and social studies because the district has no consistent guidelines as to what services each campus should provide. Campus administrators have the freedom to decide how they want to run their ESL program.
5. What are the exiting procedures for these programs?
   In order to exit, students have to pass their ELA STAAR test but do not have to pass the math STAAR. A 7th grade student has to pass STAAR reading before they can be exited. A student has to receive a rating of FES (fluent English speaker) on the oral test, teacher recommendation, and if a student is not a 7th grader that means any 6th or 8th grade ESL student has to take the ITBS and have to score 40%. There are four main criteria; the rubric basically looks like a flow chart. If a student fails any one of the four things, a student cannot be exited. Last year we were only able to exit five students and we are talking about hundreds of students who need to be exited. On average 30-40 students are administered the exit test towards the end of the year. Sometimes students meet all the testing criteria but the teacher does not recommend them, therefore the student cannot be exited.

6. Who prepares the budget associated with these services? (individual campuses? central administration? some other division?)
   The campus budget comes from the state (federal funding) which then goes to district, and is then split up between the schools under Title IX. The campus administrator can choose to re-appropriate these funds as needed. Currently, two of the teachers’ salaries are funded from this budget, and our third teacher comes from title I because our skills class is considered as an intervention.

7. What are the strengths and contributions that English Language Learners bring to their/your community?
   English language learners bring an abundance of cultural diversity to our program and to all classrooms. At times their work ethic is remarkable because they are trying twice as hard as other students to be successful.

8. Conduct an oral history with an adult who is/was a second language learner. Begin by collecting basic demographic data: name, date of birth, place of birth, family information, native language spoken at home, etc., and consider the following questions as a framework, but feel free to add your own.
   I interviewed our campus math interventionist – Mr. Willie Torres. Mr. Torres was born in El Paso, Texas in 1975. Mr. Torres’s mother came from Juarez Mexico in early elementary. His dad is born and raised in Texas. Both parents spoke fluent English as well as Spanish. Growing up Willie mostly spoke English, he learned Spanish because of his grandmother who always emphasized the importance of staying in touch with his culture and language. He was placed in a bilingual program at the middle school he attended in El Paso. The program did not offer him any special services; he was placed in it because he could speak Spanish. There were students in the same class as his who were not all that fluent in English but not receiving any additional services either. He had the freedom to speak either language, however, the teacher conducted the class mostly in English but the teacher was able to speak both English and Spanish. The classroom was split into various reading groups depending on their fluency in English. Advanced students would read different books compared to students who were first year learners which is similar to bilingual classrooms today. Since El Paso is primarily Hispanic, it is very common for people to be able to speak both English and
Spanish. Therefore, not too many parents think about placing their children in bilingual programs.

- Share with me your earliest educational experiences/memories.
  - The bilingual classes were conducted mostly in English since most students spoke English well. There was no teacher aide or any other help in the classrooms for students who were not fluent in English. The teacher was able to speak both English and Spanish. The class was split into different groups depending on the level of language. Students who were first year language learner would be read a different book than students who were advanced in their reading skills.

- What challenges do you remember: social, economic, language, discipline, etc.?
  - Willie did not face any challenges linguistically, he did face social challenges where he was having difficulty trying to fit in since he was fluent in both languages. He does not remember any of his peers from bilingual classes receiving any discipline referrals. He did experience a little bit of separation at his middle school amongst students who spoke fluent English and those who didn’t. During high school it became more about who is athletic, academically advanced etc., language was not the barrier anymore. Everyone around was poor. It was common to see 7-8 people in the house. There were not too many economic differences amongst the students around.

- What highlights/fond memories do you remember?
  - He thought he was in the bilingual class because he could speak Spanish rather than a program to support bilingual students, which was true for a lot of the students around. He really enjoyed being in the bilingual program because he was able to speak fluent Spanish and communicate with his grandmother.

- What were your family’s thoughts on education and schools?
  - Willie’s family was extremely supportive throughout his school and college career. He knew he was definitely going to college at a very early age. He is the only one in his extended family to go to college as well as get his masters other than his sister. Willie’s Mom drilled early in his life that he has to get good grades and exceed academically.

- Who and what programs were most helpful in you learning a second language, your academic success, and why?
  - Amongst his family members, his grandmother is definitely one of the main reasons he spoke Spanish in first place. There were no teachers or special programs that exclusively supported him, they were mostly all same. There were someone he had to listen to but no one ever really made an impact, mom was the only support when it came to academics.

- Were there any particular subjects, teachers, pedagogies, or services that may your education experience easier or more fulfilling? What about difficult?
  - He was always good at math, very advanced in math for his age and therefore enjoyed sitting in math classes. Extra curricular activities such as football and band, once he got into school made school fun. Difficulties were mostly social, making friends etc.

- What would you recommend schools do to be successful with second language learners?
Willie feels very strongly about teaching students fluent English. Schools in collaboration with parents should encourage students to take all standardized tests in English and keep advancing. ESL/Bilingual programs have now become a crutch where we are spending excessive amount of federal funds but unfortunately they are not preparing students for the future.

**ESL Data & Charts Omitted for Space**

Step #3 – Plan

This was a great topic for me to research as we are currently collecting TELPAS (Texas English Language Proficiency Assessment System) for all of our LEP (Limited English Proficient) students. All core content area teachers, as well as content teachers are required to submit TELPAS for all their LEP students in so that the ESL and ELA teachers can track their progress and collect one of the items necessary for students who are ready to be exited from the program or placed in the monitoring program.

The most troubling issue on our campus right now is the lack of a transitional bilingual program for our sixth grade students. 6th grade is a very difficult year for our students because a lot of our students receive bilingual services (which are mostly led in Spanish) throughout elementary school as well as take all their standardized tests in Spanish. Once they reach middle schools, students are enrolled in mostly if not all regular classes where they have no language support and they are expected to read and write everything in fluent English just like other students. Most of these students struggle with ELA and math. It would be really beneficial if we can find at least one bilingual certified teacher who could help our students with extremely limited English language skills. The challenge to this would be finding teachers who are bilingual certified. This is something that has to be geared more by the district rather than the campus administrator since the funding for ESL teachers comes from a different budget from the state. Based on my conversation with the campus ESL coordinator – it is rather difficult to find a certified bilingual teacher who is also generalist certified and able to teach various content areas. I have been fortunate enough to be on the district budget committee for this year, therefore I have the platform to bring forth this issue at our next meeting. Hiring at least one bilingual certified teacher can help run this transition program where she will be able to help our students who have recently migrated and are extremely limited in their English.

Training teachers on how to use ESL strategies in their content areas will also benefit our students. The district does offer a stipend based training known as SCALE training but it is not mandatory. A campus administrator can decide how many people they want to recommend for this training. Based on my conversations with teachers who have received SCALE training in the past, I heard mixed opinions. Some teachers found them very useful, others found it to be a waste of their time. Those who did not find it very useful were interested to learn more and possibly get certified as ESL/bilingual teachers. A lot of SCALE training strategies are AVID strategies, which is good for our campus because most of our teachers already apply AVID strategies in their classrooms frequently. At the beginning of next year we can arrange for campus professional development and teach teachers SCALE strategies. Pairing up AVID and SCALE is probably a good idea since a lot of them overlap.
Another plan is to help the members of our community by offering them free ESL classes in the evening. Currently we are not as proactive as we could be reaching out to our community. This will get the parents to come to campus, provide them with support and in turn they can support their children. Once the program is up and running and we get enough parents to sign up, we can also help parents earn their GED. We offered something like this about two years ago. Unfortunately, there was no follow through or consistency therefore the program was shut down. The campus leader can work with the TITLE I funding and arrange for this program. In order to implement these classes, we would need to make our budget proposal this spring (2012). It would probably be a good idea to send a questionnaire home with students in order to get an estimate of how many parents are interested along with informing the parents of this program.

As a future administrator it would be extremely important for me to support the campus ESL coordinator, establish more consistency, and help more students exit the ESL program by establishing open communication with parents. Based on my past experiences Hispanic parents are hesitant to communicate with teachers and administrators because of their culture. They believe that we know the best and it is considered rude to ask any questions. However, all parents have the right and responsibility to stay well informed and support their children by openly communicating with teachers and administrators. I also believe that standardized testing is not fair assessment when students with limited English skills is expected to perform at par with students who are fluent. As an administrator I do not have the power to not give them the standardized test (s) but in collaboration with other campus and district leaders around central Texas, I can sure bring this issue to the attention of state officials.
PROFESSIONAL PORTFOLIO INSTRUCTIONS

Format: One Word or PDF document that contains the following items, in the order listed. Sections should be labeled for easy reading. Incorrectly organized portfolios may be returned to the student without evaluation.

I. Title Page (1 page)
   a. name, course, internship school, name and email address of school mentor, etc.
   b. APA format

II. Table of Contents (1 page)

III. Section A - Written report on the progress of the self-improvement plan (developed in EDCL 5345)
   a. 3 pages
   b. This short paper should discuss where you were, what plans you had for self-improvement, where you are now, and what changes should be made to your self-improvement plan to move forward. Please provide examples to support your changes or successes/challenges.

IV. Section B - Paper discussing changes in the student’s Level I educational and leadership platforms based upon the leadership experiences within the Practicum
   a. 3 pages
   b. This short paper is similar to the self-improvement plan, but focused particularly on leadership. This is an opportunity for your to reflect on how your understanding of school leadership, administration, leadership in general, etc. has changed. What was your conceptualization of a leader then and now? How does it fit with improving schools and student learning? Where do you go from here? Think of this as putting down on paper what you may need to answer in an interview for an Assistant Principal position.

V. Section C - Report on implementation and results of the Action Research project
   a. 7 pages
   b. This section should focus specifically on your action research project. First, you should give a brief reminder of the project itself as was detailed in your executive summary maybe. Then, explain what really happened over the year during implementation. You can explain in this section why there were additions, deviations, or deletions in the original plan. Explain why there was a delay or the action plan just wasn’t able to come to fruition as planned. All of these are important to capture and learn from. Third, what results have you seen? You should go back to your action plan table and see what objectives/outcomes and data pieces you were aiming for. Report on these. You may then also report on any extra outcomes, observations, or results that weren’t originally planned. Finally, where will you go from here? Using the information that you captured in the implementation section, discuss what the next steps should be if any at all. Should this be extended over 2 years? Should it be abandoned? Should a new team or approach be considered? Did you address the problem as you set out to? This is a lot of information for the pages allotted. Be clear and concise.
VI. Section D - The complete Practicum document (the Proposal plus evaluations)
   a. No page length
   b. This section will contain the following:
      i. Practicum Plan as drafted in August.
      ii. Revised Practicum Plan to show what was/was not attempted/done during
           the past year. Color coding may be useful.
      iii. Copies of your monthly reflections in order from start to finish of
           practicum. Please include one for the final month of your internship
           although it will not be turned in separately like the other reflections.
      iv. Copies of your three focus topics in order of completion.

VII. Appendices – OPTIONAL and may include:
   a. Reports on student’s progress in the self-directed professional development
      program designed in EDCL 5345
   b. Documentation of institutes, academies, professional development programs,
      apprenticeships, visiting scholar programs, fellowships
   c. Documentation of successful field-based leadership activities other than course
      requirements
   d. Documentation of honors received for academic or professional accomplishments
   e. Letters from public officials, community leaders, administrators, parents,
      students, or school staff attesting professional growth and readiness to assume
      educational leadership
   f. Professional educational publications (written or edited)
   g. Documentation of specific training programs (discipline management, brain
      research, curriculum alignment, learning styles, assessment, etc.)
   h. Documentation of professional presentations
What is a Poster Session?

Poster sessions first appeared in Europe as a response to lack of time to present papers in the conventional oral manner. Poster Sessions advertise research by combining text and graphics to make a visually-pleasing presentation. Unlike the fast pace of a slide show or verbal presentation, a Poster Session allows viewers to study and restudy information and discuss it with the author(s). During a Poster Session, author(s) may give short presentations on the research every ten or fifteen minutes.

Writing Strategies for Poster Sessions

The key to crafting a good poster is to focus as narrowly as possible on the central ideas you need to convey. To get and keep your audience's attention, consider what information sums up your work or is most important for your viewers to know. Then think about how you can best depict it—through graphics or text. Typically, the less text, the more appealing the poster is. The danger to avoid, however, when preparing a general information poster is oversimplification. Because viewers probably don't know much about the topic, many posters oversimplify too much. Then the information can be distorted or easily misunderstood. As you work on your poster, keep asking yourself these questions about content: Have I presented the most important information for viewers to walk away with? Is there any way that viewers could misunderstand the key points I present?

Designing Your Poster

In preparing a poster, simplicity is the key. A typical reader may spend only a few minutes looking at the poster, so there should be a minimum of clutter and a maximum of pithy, informative statements and attractive, enlightening graphics. A poster should tell a story. How you post information greatly affects your audience's comprehension and, ultimately, their interest in your work. A poster that includes only text in a small font will not attract viewers from far away or close up. But a poster that uses large headings to announce topics, that includes graphics and text, that uses color and white space wisely will attract viewers.

Font Sizes and Lettering

Because your audience will be standing from four to eight feet away from your poster, you must make your text readable from a distance. Use at least a 36 point font for your text, and at least a 48 point font for the subsection titles. Your font style should be legible also. Avoid using italicized or fancy scripts. Highlighting with colors or underlining important information is acceptable, but make sure your font style is consistent over the entire poster. Don't use more than one style!

Avoid using all capital letters except for the title (60-80 point font). The emphasis of capital letters helps titles stand out, but in general all caps take longer to read than mixed upper- and lower-case letters.
Finally, always use a laser printer to produce professional-looking sheets. Handwritten posters appear sloppy and imply that you didn't put much effort into preparing your poster.

Colors and White Space

Colors can help liven up your poster. Some experts recommend you use only one color plus black, while others suggest you choose several colors. When using more than one color, consider the overall impression your poster makes. Since dark-colored objects generally draw the eye to a specific area, consider when and why you might need to do this. You also might consider using warm colors, such as red, orange, and yellow since these are typically more inviting.

When choosing a background to frame the components of your poster, remember that neutral or grayish colors in your selection of poster or matte board will be easier on the eyes than a bright color. Dark backgrounds will make a dark photo seem brighter and vice versa. Color photographs look best when mounted on a grayish backing.

As you plan your poster, be sure to leave ample white space or to use it creatively. This makes your poster appear less cluttered, and helps you distribute information proportionally. Moreover, to make a good impression, your poster must be attractive and informative. To help you accomplish this, consider the following:

- Provide a title and your name in larger text. This helps your audience determine whether or not they are interested in your research. Each poster should include the title of the presentation in large letters, the institution where the work was completed, and the author names at the top center of the poster.
- Remember that viewers will typically expect information to flow from left to right and from top to bottom. If you want to use a different flow, be sure to give explicit signals on your poster (e.g., arrows or numbered panels).
- Use headings and subheadings to label your information. Keep these short and to the point since they function as an index.
- Use the same size margins on both graphics and text.

Size of Poster & Where to Print

Your poster should be a 36x48 single-sheet poster. You can print your poster through Printing Services the University for $5-$9/square foot. You do not need to laminate your poster. Information is available at: http://www.auxiliarservices.txstate.edu/printmail/printingservices/wideformat.html. Other printing options include: Kinkos/Fedex Stores, Staples, Office Depot, Office Max, etc. Also, it is advised that you check with your individual school district to determine availability of poster printing services. Backdrops and push pins will be provided on the day of the event. In addition to the templates provided to you on TRACS, you can find other examples at the following websites:

- http://guides.lib.unc.edu/content.php?pid=315609&sid=2593861
REQUIRED POSTER INFORMATION & ORGANIZATION

Title Area:
- Unique title to your project/study.
- Name
- Email
- EDCL 6388
- Internship School name
- Grab a Texas State University logo at: http://www.umktg.txstate.edu/resources/logos/texas-state.html
- **In order to protect the identity of participants, references to individuals’ names, ages, etc. should be replaced or omitted.**

Introduction:
Include a description of the school, district and/or community; the purpose of the study and its significance. This section should be rich with the writer’s “voice” and will engage the reader so they will want to read on.

Literature Review:
The literature review should include short synopsis of your pertinent themes in reviewing the literature and providing adequate evidentiary support to justify your claims, possibly identifying strengths, gaps, or disagreements in the literature. Please be sure in-text citations and reference list are in APA format.

Data:
Describe the data that led you to your focus area. This could be “hard” data or anecdotal data, but it must be sufficient to suggest there is a problem on your campus that warrants action research. For example: science TAKS scores, informal conversations with teachers, Campus Improvement plan, reflections on faculty meetings, DRA scores, drop-out rates, racial breakdown of teachers vs. students, etc. Use charts, graphs, and/or tables if they help to clarify the data and make it easier for the reader to see and understand.

Problem Statement:
State the problem. It may be presented in the form of a question, goal, or narrative statement. How did your target data lead you to this problem statement?

Implementation of the Action Plan:
Summarize what you did for your action plan. Be specific. Address timelines, resources, responsible parties and other factors critical to the implementation of the plan. Narratives and tables are helpful.

Evaluation Findings:
Present your evaluation findings. Describe what data was collected to determine the effectiveness of the action research plan and what “next steps” or adjustments may be necessary based on the findings. Revisit the preliminary data as a baseline. You may then also report on any extra outcomes, observations, or results that weren’t originally planned.
Self-Development Plan & Leadership Platform Progress

- Discuss where you were, what plans you had for self-improvement, where you are now, and what changes should be made to your self-improvement plan to move forward. Please provide examples to support your changes or successes/challenges.

- Focused particularly on leadership. This is an opportunity for you to reflect on how your understanding of school leadership, administration, leadership in general, etc. has changed. What was your conceptualization of a leader then and now? How does it fit with improving schools and student learning? Where do you go from here? Think of this as putting down on paper what you may need to answer in an interview for an Assistant Principal position.

References:
Include all sources of information, references, resources, etc., properly cited in APA (6th edition) format.

Pictures/Graphs/Charts:
Provide captions for figures, pictures, or charts/tables.
### ASSESSMENT RUBRIC FOR ACTION RESEARCH SYMPOSIUM

**Presenter:**

**Evaluator:**

Directions: Circle number corresponding with the description that most closely matches your observation of each element.

<table>
<thead>
<tr>
<th>Element</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Average 3</th>
<th>Above Average 4</th>
<th>Exemplary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Appearance</td>
<td>1 Disjointed</td>
<td>2</td>
<td>3 Fraud easy to read, clear titles and subheadings</td>
<td>4</td>
<td>5 Visually effective, evidences careful preparation</td>
</tr>
<tr>
<td>Text/ Charts/ Tables</td>
<td>1 Misspellings, grammatical errors</td>
<td>2</td>
<td>3 Could have been better represented or expanded upon</td>
<td>4</td>
<td>5 Conveys underlying meaning of research findings and implications for practice</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>1 Not clearly stated, topic not clearly supported by literature</td>
<td>2</td>
<td>3 May need further clarification, literature review not exhaustive</td>
<td>4</td>
<td>5 Clearly &amp; cogently stated, clearly supported by literature, including different perspectives, threats to validity</td>
</tr>
<tr>
<td>Study Design</td>
<td>1 Not thoroughly explained, inappropriate, or incomplete</td>
<td>2</td>
<td>3 Adequately executed &amp; described research design, context, population, instruments &amp; procedures.</td>
<td>4</td>
<td>5 Meticulously crafted, sophisticated details may include sample size &amp; power, replicable procedures, &amp; attention to validity</td>
</tr>
<tr>
<td>Results</td>
<td>1 Briefly communicated, statistical improperly</td>
<td>2</td>
<td>3 Presented completely, additional or different tests could generate more effective results</td>
<td>4</td>
<td>5 Clearly and concisely communicated, show mastery of statistical testing and interpretation</td>
</tr>
<tr>
<td>Conclusions</td>
<td>1 Not supported by data, limitations and recommendations not addressed</td>
<td>2</td>
<td>3 Warranted, limitations identified but could be expanded</td>
<td>4</td>
<td>5 Strong implications for changing future practice, limitations clearly identified</td>
</tr>
<tr>
<td>Overall Impression</td>
<td>1 Quickly executed, needs more work</td>
<td>2</td>
<td>3 Well-executed, solid attempt at inquiry, all elements included, some could use further refinement</td>
<td>4</td>
<td>5 Very impressive example of important and well-presented research</td>
</tr>
</tbody>
</table>

Comments:
Dear Intern Site Mentor:

I am writing today to get information on ________ performance as an intern. Your input is very important because I will use it along with ________ performance on course assignments to determine her/his grade for the course (i.e., pass or fail).

I would really appreciate it if you would please take a few minutes to answer the questions listed below and respond by no later than ___________. Your answers do not have to be lengthy and if you prefer, you can use bullets.

If you prefer sharing this information in person or by phone, please contact me so we can schedule a time to talk.

Thank you for your time and work with ______this year. With the opportunities and guidance you provided, _______ has grown and will continue to do so. I know she/he feels very fortunate to work with you and your staff.

If you should have any questions or concerns in regard to this request, please do not hesitate to contact me.

Intern Supervisor

1) In thinking about ________ performance this year what are her/his strengths in the technical skills of leadership?

2) What are areas for improvement? What are your suggestions for how ________ can continue to work on improving these technical skills?

3) Focusing on interpersonal skills, what are ________ strengths?

4) Which interpersonal skills still require improvement? What are your suggestions for how she/he can continue to work on improving these interpersonal skills?

5) Was ________ proposed internship plan of work completed and to your satisfaction? If not, why?

6) Additional comments (optional):
APPLYING FOR & TYPES OF CERTIFICATION

To be eligible to take the principal exam, you:
- should be in the final semester of the internship
- have had School Law (6348) or be almost through with the course and,
- must have passed 6358 (action research).

When you are ready to register for the principal exam, please send your student ID number and your TEA number to Michelle Sanchez at as56@Texas State.edu. The faculty may also choose to send out a request to all interns to send the information, rather than having each individual send his/her information.

To get a TEA ID Number, students will create an Educator Profile with SBEC or make corrections to an existing profile by going to: www.sbec.state.tx.us

- To login, click on “SBEC Online for Educators” at the top of the page
- Students who need to create an Educator Profile, click on “New User, Create a New Account”
- Provide all information requested and print a copy for your records. Write down your TEA ID Number.

Texas State does give practice exam opportunities five times a year, depending on registration numbers. Information is available at http://www.txstate.edu/clas/Educational-Leadership/documents/texes-mock.html. You may also visit http://www.texas.ets.org/prepMaterials/#Preparation_Manual_Downloads to find a variety of preparation materials for different certifications.

Similarly, the university does not offer PDAS. You can take it through Region XIII. Go to: https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D20956 for more information and cost. Most districts pay for the training once you’re hired but some may have stopped as the result of budget cuts. You should ask when applying for jobs and plan accordingly.

You must take ILD training prior to PDAS. Your ILD certificate will be needed when registering for PDAS. Region XIII also offers this training. See their website for costs, information and dates/times of training sessions. But again, check to see if it is offered to prospective administrators in your district or the registration fee is paid by them.

Even if you have passed the principal exam, do NOT apply for certification until final grades are posted in May. If you apply prior to the posting of grades, your name will be removed from the queue by our Texas State Certification Officer and you will have to reapply once grades are posted. You won't have to pay again but you will have to reapply.

*Eligibility for probationary certification requires a job offer in writing. See below.
In the state of Texas there are several types of administrative certifications, Probationary Principal, Standard Principal, Probationary Superintendent and Standard Superintendent.

**Probationary Principal**
In order to apply for the probationary principal certificate through Texas State you MUST:
1. have passed the level one exam with a distinction of outstanding, good or satisfactory;
2. have completed at least 24 hours of educational leadership coursework;
3. be enrolled or participating in the supervised internship (EDCL 6387/6388);
4. have an administrative position; and
5. have made application through the SBEC website

Additionally, you **MUST** complete and submit the electronic form below. The information contained in the form must be provided to SBEC (State Board for Educator Certification) by the College of Education certification officer, Ms. Megan Rios, in order for your application process to be completed. Once you have submitted the electronic form to Texas State, you can proceed with the SBEC on-line application process.

**Standard Principal**
In order to apply for the standard principal certificate through Texas State you MUST:
1. have passed the level one exam with a distinction of outstanding, good or satisfactory;
2. have completed or been given credit for at least 36 hours of educational leadership coursework;
3. hold a master’s degree;
4. have completed or be participating in the second semester of your supervised internship (EDCL 6388);
5. have passed the TExES principal examination; and
6. have made application through the SBEC website

**Probationary Superintendent**
In order to apply for the probationary superintendent certificate through Texas State you MUST:
1. have completed at least 3 hours of course work in the superintendent’s certification sequence;
2. be enrolled or participating in the supervised internship (EDCL 6389);
3. have a position as a superintendent or as an assistant/associate superintendent in a position that requires the superintendent’s certificate; and
4. have made application for the certification through the SBEC website

**Standard Superintendent**
In order to apply for the standard superintendent’s certificate through Texas State you MUST:
1. complete the Texas State superintendent’s certification program;
2. hold a master’s degree and a valid principal’s certificate;
3. have completed or be participating in the second semester of your supervised internship (EDCL 6389);
4. have passed the TExES superintendent’s examination; and
5. have made application for the certificate through the SBEC website
APPENDICES

- Texas Administrative Code of Ethics
- Student Fitness Evaluation
- Adjunct Faculty Interest Email
- Initial Email to Intern Supervisors
- Daily Mileage Worksheet for Intern Supervisors
- Orientation Email
- Sample Orientation Agenda
- Tips on Writing Reflection & Reflection Student Example
- Example Proceedings of *Aspiring School Leaders Action Research Symposium*
Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by
law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

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

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

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

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

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Program Standards:

Students enrolled in all academic programs in the Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code. A student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

Evaluation of Student Fitness and Performance:

Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

Student Review Process:

If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty. The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department Chair, stating that the student should either remain in or leave the program. The committee may make other decisions, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s decision, the student will notify the department Chair of the student’s acceptance or rejection of the committee’s decision. If the student rejects the committee’s decision, he or she may appeal to the department Chair.
the Chair will make a decision as to the student’s continued presence in the program. Before making the decision, the Chair will meet with the student. However, the Chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of the appropriate college. However, in order for the Dean to consider an appeal, the student must submit a written notice of appeal to the Chair and the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of the decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.
Writing a Reflection on Leadership Practice

When you write a reflection, identify an incident related to leadership that made you really stop and think. In other words, you questioned your actions/response. You can be the leader in the incident or you can be an observer of it. Questions you should consider and answer in your reflection include:

1) Was the response effective in resolving the situation? Why or why not?
2) What else could be going on—other perspectives that might help you better understand the participants involved in the incident?
3) Why am I so bothered by this situation and questioning my actions?
4) What did I learn from this situation (i.e., lessons, strategies, skills)?
5) What concerns or questions were you left with?
6) What might be other ways to handle or resolve the situation (i.e., get input from other leaders)?
7) What are my legal, ethical and moral obligations as a prospective principal?
8) Do I know enough to handle this situation and if not, where do I get more information to be better prepared for the next time it happens.
9) Now that I know what I know, what would I do differently next time?

The internship is a learning experience so these reflections serve as a mechanism to push your thinking and growth. This type of reflective writing will help you grow and prepare you for future situations. Many of the situations you’re currently experiencing are not isolated incidents but will occur repeatedly throughout your career as a school leader.
Tricia Gomez: Effective classroom management strategies for reducing disruptive student behavior in the elementary classroom.
Addressing classroom management could reduce the number of disruptive student behaviors that occur. According to Marzano, Marzano, & Pickering (2003) it is critical to know which classroom management strategies work and which ones do not work. Such information would help to create effective and productive schools. This study will examine which classroom management strategies could be most effective in reducing disruptive student behaviors and thereby creating an effective and productive classroom.

Keli Taylor: Increasing culturally responsive teaching strategies.
Watts Elementary showed significant achievement gaps among our student population on the 2012 and 2013 STAAR test in 3rd and 4th grade. We implemented the 4-Stage approach created by Dr. Guerra and Dr. Nelson.

Dana Wilcott: STAAR EOC reading GPC interventions.
One third of Bluebonnet High School’s incoming freshmen failed to meet satisfactory standards on the reading STAAR EOC Assessment and were promoted from grade 8 by the Grade Placement Committee (GPC). Unfortunately, this lack of mastering the basic state objectives causes these students to begin their freshmen year in remediation. This study examines how can we meet these students where they are and raise them to where they should be while still giving them instruction necessary to master the next level of state assessments.

Hollee Braun: English language learners: Improving classroom practice and achievement at Central Elementary.
This study explored the causes of the achievement gap of English Language Learners at Central Elementary and strategies for increasing student achievement through bilingual instruction, culturally responsive teaching and professional development. The research methodology consisted of examination of qualitative data gathered through focus groups, review of documentation, and classroom observations. The study found that teachers had limited knowledge of culturally responsive teaching practice through their own lack of funds and awareness. An action plan consisting of a combination of building awareness and developing culturally responsive instruction by means of professional development was developed and implemented.

Lisa Vasquez: Creating a college going culture.
Plains High School has experienced rapid growth. The school has worked to increase college going culture at the school. There are areas that the school can improve on including creating an
advisory program and college and career fair and increasing parent communication. This study examines how to implement the above strategies in a successful manner.

**Virginia Avalos**: *Bilingual educators in high Incidence disabilities.*
Bilingual special educators face challenges unique to their dual role in teaching students with disabilities in a language other than English. This project focuses on supporting teachers in this high needs area.

**Roque Thompson**: *Using PBIS and procedures to enhance school culture.*
PBIS was implemented on our campus four years ago. The implementations of PBIS common area procedures have helped create consistency of expectations for students and staff. Discipline office referrals have decreased. This study examines the successful strategies that made this decrease possible.

**Sabrina Paul**: *Cross aged mentor program at River High School.*
After a summer professional development “Mentor Bridge” training, planning was initiated to bring our Senior and Junior National Honor Society students in to mentor the incoming freshmen. The district needs to provide a mentoring program that provides a safe environment for the transition, growth, academic and psychological support, communication and trust for the freshman student at River H.S.

**Norma Martinez**: *Improving vocabulary instruction for struggling readers.*
One of the weakest areas of performance from our students reading benchmarks has been word meaning and vocabulary. Due to the early exit of bilingual students and transition into English testing, ELL students have historically struggled with the TAKS and now with the STAAR. Students need to have automaticity in reading, strong vocabulary knowledge and considerable ability to derive meaning from unfamiliar words in order to be successful. This knowledge led me to research types of vocabulary instruction that could be implemented to support struggling students. Our large population of ELL and At-risk students would benefit largely from consistent and explicit vocabulary instruction by acquiring a clear understanding of best practices or a strong understanding of the effect that vocabulary can have on students reading ability and comprehension.

**Cynthia Spade**: *Increasing parental involvement.*
This action research project focused on how schools can increase parental involvement. parents, teachers, and administration are key to helping students succeed in school. Studies have shown that when you have all three involved with students on a campus your behavior and test scores improve. This action research project examined how to link parents, teachers, and administrators in this process.

**Kristina Perez**: *Improving the effectiveness of RTL at Meadowbrook.*
This action research focused on how to improvement RtI. Specifically, this research examined how through increasing teacher knowledge of available interventions, professional development on culturally relevant interventions, and effective schedule building could maked interventions a priority. In making the RtI process more effective, we expect to see an increase in student achievement.
James Lyas: *The academic achievement of English language learners in secondary science.* Covalent High School is a Title I campus in Avogadro ISD. The campus serves the highest population of ELLs in the district and is one of the most diverse high schools, with over 53 countries represented. There are regulations, both at the federal and local levels, which tie ELL performance with funding and accountability. In addition, ELLs have historically not received equitable curriculum and instruction in the classroom. The aim of this project is to identify barriers to ELL achievement in science and develop an action plan to ensure their success at Covalent High School.

Nicole Griffith: *Underrepresentation of students of color in the academy for global studies.* This project examines the underrepresentation of students of color in the Academy of Global Studies (AGS) at Lakeside High School. AGS is a rigorous small learning community within the larger comprehensive high school. Though LHS is a diverse school, AGS does not reflect this diversity. To better understand this issue, this project presents literature on the barriers to taking advanced classes, deficit thinking, and the link between academic success and sense of school belonging. This project utilized surveys, interviews, and focus groups to conclude that the problem lies in recruitment and the perception that students of color may not belong in AGS.

Bree Davis: *Improving school climate on a high school campus.* The purpose of the study is to focus on the students and staff at Roman High School and the impact positive behavior interventions and supports can have on school climate. This research utilized interviews with administration, observations throughout the school and a focus group composed of various staff members. This project uncovered that there are very critical aspects to improving school climate including working collaboratively to establish and achieve campus goals as well as developing and maintaining meaningful relationships.

Melanie Solis: *Building collaborative grade level teams to increase student achievement.* Achievement data, teacher interviews, and administrator surveys indicate that cohesive teamwork among teachers directly correlate to gains in students’ achievement. This research focuses on supporting team leadership and the PLC process to strengthen efficiency and effectiveness of teacher collaboration, thereby increasing student achievement.

Bridget Guidry Arndt: *Increasing the participation of racially and ethnically diverse students in advanced academics.* HHS teachers overall do not know what it means to be culturally responsive and those who think they know display a superficial understanding described as visible culture. Every year HHS’s student demographics become more diverse while the teacher demographics remain a White majority. As the demographics change, teachers need to modify their instructional methods by incorporating cultural responsiveness into teaching strategies in order to better meet the learning needs of their students. Therefore, teachers need professional development. This action research examines how professional development infused with culturally responsive pedagogy and deconstruction of deficit beliefs impact and informs how teachers build cultural and social capital for cultural responsiveness.
Byron Harkless: Improving academics in ISS.
One of the biggest challenges facing Ojeda Middle School is the growing number of students in In-School Suspension (ISS) each year. The result is loss of instructional time for these students, as they miss out on valuable instruction from teachers while they are in ISS. The goal of this action research is to develop a program for students in ISS which allows them to be successful academically on STAAR and maintain their grades despite lost instructional time. This research indicates that focusing on academics will also improve overall student behavior.

Sara Soto: Breaking down expository text: Elementary strategies to understand non-fiction text.
One of the biggest struggles in reading is building the bridge between what is being read and what is understood. The purpose of this action research is to help build a set of strategies to help students break down and analyze non-fiction text. By utilizing different strategies to make inferences, draw conclusions, and write summaries, students have been given the opportunity to enhance their ability to analyze what they read and make meaning of it. Learning how to apply these life-long strategies will help all students across subject areas and throughout their educational careers.

Zack Kleypas: Clarifying expectation in order to liberate hope.
This action research project was geared toward helping eliminate persistent minor classroom misbehavior by implementing consistent proactive approaches across classrooms.

Claudia Vasquez: Investigating parental involvement at wisdom high school: Implications, obstacles, and solutions.
Parents, who are active participants in their children’s life, have a positive impact on school achievement. Unfortunately, there are still students who are missing this essential component of parental involvement. This study examined how language barriers, time constraints, and meeting demands can effect parental involvement in a school culture. This action research plan seeks to explore parental involvement at Wisdom High School.

Kathryn Koronka: Problem solving in mathematics and the effects of vertical alignment and team cohesion.
The purpose of this study is to develop a variety of instructional strategies for problem solving in mathematics and to foster a common vision and collaboration among vertical teams. To address the needs of group development and leadership development in the areas of grade-level team and curriculum, a plan was implemented to development leadership within the campus, in order to increase team collaboration and math achievement of students. The action plan included the development of teacher leadership and instructional leadership. Effectiveness will be measured using the state-mandated assessment and the district staff climate survey.
**David Hanley:** Providing students with 21st century skills.
This action research examined how 21st Century Skills enhance opportunities for students. Students will be impacted by this curriculum as they transition into the high school campus. They will have an opportunity to discover and implement their strengths with 21st Century Skills in a safe and dedicated environment for this exploration. With the acquisition and/or enhancement of these skills, the students will be better equipped to successfully navigate the rigor of this nationally recognized high school campus. In addition, as these students graduate from high school and transition to post-secondary education or employment, they will be proficient in the skills necessary to not only survive in these competitive environments, but to excel.

**Priscilla Sanchez:** Improving second language acquisition in dual language classrooms.
In order to improve second language acquisition in dual language students, a collaborative team of Dual Language teachers will study different models of bilingualism along with various approaches of second language acquisition. A suggested plan will be devised to ensure the best practices are introduced into the Dual Language classroom. Teachers, students, and parents will serve as data before and after implementation of the findings. Evaluation of the implementation will determine the effectiveness of the plan.

**Robyn Boegel:** Improving decision making and behavior modification through quantitative tracking of objective progress and strategy effectiveness.
This is a collaborative study intended to improve the behavior modification of ED students through electronic quantitative data collection in a small self-contained Special Education Campus. A literature review of behavior modification practices, data collection processes and professional development for teaching staff is included. Qualitative data including staff interviews regarding use of quantitative data and understanding the FBA process, as well as, a quantitative review of existing data were conducted. An action plan was developed to improve processes and progress monitoring is ongoing to determine effectiveness.

**Lori Davis:** Steps to success: Transition planning for students returning from district alternative education placement.
This research examined solution based interventions and how they will help to ensure student success that may lead to a reduction in the recidivism in students who have attend the District Alternative Education Placement (DAEP) and reduce severe discipline issues. This study identified that if we show students that we are committed to their future, we will get the buy-in and trust that we so desperately need. Additionally, success can only be measured if we develop and implement these life-changing plans for our students. If we follow the “Steps to Success” that have been laid out through this action research, all students at LHS will excel.

**Brittany Thomas:** Working collaboratively to close gaps in math for intermediate students.
The purpose of this action research is to examine structures and systems in schools that might help to reduce the achievement gap in the area of mathematics. A plan for opportunities for parent engagement as well as a plan for teachers to work collaboratively analyzing student data...
and aligning of curriculum was developed. When teachers work collaboratively focusing on student data, instructional decisions targeting specific student needs can be addressed.

**Elizabeth McKinney: New faces, same school: The effects of changing student demographics.**
This research examined the effects of changing student demographics in an elementary school setting. Literature indicates various viable solutions and obstacles to these changes. Data gathered through survey, interview, and focus group with faculty members helped to understanding some concerns and needs of the teachers. Possible solutions were examined, an action plan of best practices were explored. Cultural proficiency and multi-cultural education were shown in literature to have the greatest effect on the faculty and students.

**Anastacio Gomez: Hispanic dropout rate and parental involvement.**
This action research examined how to increase parental involvement that would address issues that many students face in completing the graduation requirements at Lehman High School. The research findings indicate that if parents understand their role in their children’s secondary education, then they could assist administrators and staff in providing support for individual students. Additionally, since some parents are unaware of opportunities to participate and support their student’s success in high school, Lehman High School could devise a plan to educate and inform parents about their own expectations and the assets that are currently available in supporting their students in the high school education process.

**Lisa Shaw: After-school tutoring programs.**
The demographic data of Akins High School shows that 70% of students are classified as economically disadvantaged. The student body has roughly 2,650 students being taught by almost 200 teachers. During the first progress report, reporting period 2,897 classes reported a failing grade. At the time that this research was conducted, there were no formal after-school tutoring supports in place at Akins High School but students were responding that they were assigned homework multiple times per week and the completion rate of homework was poor. Research findings indicate that students needed after-hours homework and tutoring supports.

**Stacey Dowd: Reducing referrals of African-American males.**
The purpose of this study was to examine how the ethnic composition was reflected in referral data and to analyze how Murchison Elementary School supports and guides students of all backgrounds. Data collected on campus indicated a need for culturally relevant discipline practices being implemented school wide. This study examines a set of strategies implemented over the course of one year to reduce the number of referrals for this population of students.

**Rebecca Laurel: Teacher and principal turnover at Chrysler Elementary.**
Chrysler Elementary School is a Title I school with 88.5% of the student population considered economically disadvantaged. After analyzing data, its apparent Chrysler has a problem with teacher turnover. The data suggested that the number one reason for a high rate of teacher mobility is problems with administration. Teacher turnover is so intertwined with principal turnover at Chrysler, this research focused on both issues.
Catherine Molina: Physical activity and its effects on brain cognition in an elementary school population.
The purpose of this action research is to demonstrate the correlation and relationship between physical fitness and academic achievement. This study examined the impact of daily moderate to vigorous activity. Research findings indicate that increased physical activity, also has an impact on a multitude of other processes: learning, attention, cognition, behaviors and overall health and wellness. Increasing both heart rate and oxygen capacity levels should have a positive impact on students’ health and wellness and benefit their cognitive and energy levels, thereby decreasing classroom off-task behaviors. This action research was administered at Kiker Elementary, located in Austin, Texas.

Beth Tousek: Improving reading achievement through effective intervention.
This research examines how reading intervention in kindergarten can contribute to school-wide reading success. Research supports that learning to read in kindergarten is a precursor for academic success. When young students lack pre-reading skills and do not receive proper intervention, they fall further behind their reading peers. This action research focuses on investigating methods for improving the phonemic awareness of kindergarten students through the implementation of effective reading intervention in order to improve the reading achievement of these students, thus ensuring reading success for all students.

Petra Rios: Homework programs.
The purpose of this action research project is to evaluate the effectiveness of a newly developed school-wide work completion intervention program: Homework Club (HWC) and Individual Responsibility Support (IRS). This study provides the reader with the school’s background and student failure rates, six weeks grades, and state assessments results. A review of scholarly research focused on interventions aimed at increasing student motivation to complete assignments is also presented. More specifically, this study examines individual contingencies, self-monitoring, communication between schools and home, parent training, after school programs, study skills, and tutoring programs as steps to increase student work completion. The data source for the research include; surveys, observations, and an interview. These data were conducted to provide methods that could increase student motivation and decrease the number of students missing assignments and failing. Three alternate solutions are proposed and an action plan was created utilizing aforementioned solutions. Lastly, an evaluation of the implementation of the action plan is provided.

Aiza Garcia: Language arts intervention in the lower grades.
This research examined the implementation an intervention program for language arts in the lower grades that focuses on phonemic awareness, fluency and comprehension. A program was created to align a curriculum/assessment throughout the lower grades to increase their knowledge and have a deep understanding in the foundations of language arts. Research findings indicate that by implementing this program that students will progress academically and be better prepared for other assessments implemented by the district.

Christine Choi: Addressing substitute development at Mayfield IB School.
This action research delves into various aspects of substitute development methods and how to maximize substitute performance to enhance student achievement in an International
Baccalaureate (IB) setting. Through triangulation of various data sources, possible solutions and strategies were drafted to include on-going professional development, collaboration between teachers and substitutes and incorporating IB standards in a teacher’s absence.

**Shari Knippa: Unmasking the inequitable discipline experience.**
A collaborative team at HHS will learn about and implement culturally responsive instruction in order to decrease discipline referrals of students of color and students identified as “Special Education” and improve relationships between them and their administrators and teachers. The goal to reduce formal referral incidents of disruptive behavior by ensuring that students who are showing signs of behavior difficulty are taken through the process of the Positive Behavior Support System; In a way that considers the type of interventions that students are receiving and how teachers are routinely accommodating for these students through documentation by understanding the following areas in order to ensure a successful outcome in curbing student disciplinary referrals. Research findings indicate that teachers who participate in culturally responsive teaching training will be successful in closing the discrepancy between campus referral rates and district referral rates.

**Leah Mercer: Decreasing referrals among male students.**
This research examined how classroom observations and studying of selected literature informs teachers of ways they can adjust their ways of teaching. Additionally, it examines how when students allow teachers in their “world” it helps to create positive relationships. Teachers that realize that lessons aren’t “one size fits all,” especially when involving male students of diverse cultural backgrounds have lower rates of referrals for those students.

**Kimberly Grubb: Improving the social studies achievement of students designated as “economically disadvantaged.”**
Students designated as "economically disadvantaged" perform at a significantly lower level than their counterparts on social studies assessments. This research examined what could be done to improve not only performance, but motivation as well. Target data were gathered and a three-part plan was put into place. These parts included: teachers becoming culturally responsive through targeted professional development, relationship building through the creation of a mentor program, and making social studies more relevant to student's lives.

**Heather Hughes: The effects of bullying on school culture.**
School climate encompasses beliefs, values and attitudes of teachers, students and administrators. These concepts are directly related, as the degree to which a student feels connected to his/her school is in part reflective of the school climate. Thus, a positive school climate is a key asset for having a positive impact on students. Overall, school connectedness research shows that students’ ability to form bonds with adults and others in their community is associated with “higher academic performance, better social-emotional functioning, higher self-esteem, and a lower engagement in at-risk behaviors” (O’Brennan &Furlong, 2010, p. 376). This research examined how these effects can reduce bullying on school culture.
Jordan Waltzer: Behavior programming for special education students at Del Valle Middle School.
This study explores the experiences of one educator that has served as the self-contained special education behavior teacher at Del Valle Middle School as insight of behavior programming for special education students. The “STEP” class serves special education students who have been given the “emotionally disturbed” special education label as their primary disability. The students in this class are typically unable to be behaviorally or academically successful in mainstream school environments. This study explores the long-standing belief that more can and should be done to facilitate the academic and social success of the special education students being served under these programs.

Sonia Chowdhury: Decreasing high school dropout rates.
Lost in the shuffle of a large suburban high school are students who proverbially fall through the cracks. They begin by not succeeding in class, disengaging from the school environment, stop attending and eventually drop out. This can lead to many ramifications for the school and society including lost funding, poor achievement data, lack of a qualified workforce, money spent on correctional programs and government assistance programs, as well as countless other negative outcomes. This study examines possibilities for decreasing high school dropout rates.

Carol Elliott: Bully guard.
In today's world being a teenager and navigating high school can be overwhelming. Peers can tear you down or build you up. This study examines a program that encourages upperclassmen athletes to befriend underclassmen. The program is entitled "The Bully Guard" It is a "win-win" for all involved. This study examines some of the components that make this approach successful.

Nancy Jaimes: Addressing first grade reading levels.
First grade Bilingual students at Chavez Elementary School are making very few gains in literacy learning during the course of a year. One bilingual first grade classroom along with one fifth grade classroom will learn, pilot, and implement the Reader Leaders Program in a first grade class in order to increase the first grade student achievement in literacies. For phase two, teachers and parents will work alongside and conduct reading work-shops with the focus on reading support for teachers, parents, and students.