

**Handbook for Principal Practicum**

**in**

**EDUCATIONAL LEADERSHIP**

EDCL 6387/6388

2015-2016

**Bergeron Harris, Ed.D.**

Clinical Assistant Professor & Program Coordinator

Education & Community Leadership Program

601 University Drive, ASBS Suite 300

San Marcos, Texas 78666

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**EDUCATIONAL LEADERSHIP PROGRAM**

[**http://www.Texas State.edu/clas/Educational-Leadership.html**](http://www.txstate.edu/clas/Educational-Leadership.html)

**INTERNSHIP/PRACTICUM RATIONALE AND GOALS**

Texas State’s Principal Practicum experience prepares leaders for the principalship and ensures they are entering the school system prepared with the competencies they need to effectively lead a school that gets results for students (Darling-Hammond, 2013). The Texas State Principal Preparation Program produces future principals with the necessary skills to become change agents and effectively lead schools.

**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 five competencies required of principals as specified by the Texas State Board of Educator Certification.*

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating poster fair.

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the following State Board for Educator Certification (SBEC) Principal Standards (Title 19, Part 2, Chapter 149, Subchapter BB, Rule §149.2001), updated June 2014:

* Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
* Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
* Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
* Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
* Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

For the complete standards see: <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>

The practicum is not a checklist of activities, but rather 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

See page \_\_\_\_ of this handbook for the **Monthly Activity Log Template**

**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 online application form must have been received in the Educational Leadership office.

**Admission:**

* The student is enrolled in the Texas State Education and Community Leadership program.
* The student has completed/credit for at least 24 hours of educational leadership (EDCL) coursework (including the EDCL 6352).
* **The student must have completed/or be enrolled in EDCL 6358 at the latest during the Fall semester of the internship.** Failure to complete EDCL 6358 will disallow enrollment in the second semester of the internship.
* The student must arrange for a local certified Principal 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 Principal)**

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 University 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 seminars and on-site participation including observations; 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 **totaling a minimum of 160 hours**.

**The Intern**

The intern, in collaboration with the site mentor and university 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 reserves the right to approve/reject any change in practicum placement.

**EDCL 6387 – FALL 2015**

|  |  |  |
| --- | --- | --- |
| **Month** | **Topic** | **To Do** |
| August | Orientation  Syllabus  TRACS | Visit TRACS site  Read syllabus and all assignment directions carefully  Contact your supervisor with questions |
| September | Site Visit #1  Practicum Proposal  Schedule Group Meeting for Fall Semester with University Supervisor and Intern Group (2 hours) | Draft practicum proposal. See TRACS for examples  Set up meeting with supervisor and mentor  Send final proposal to supervisor by Sept. 14.  Determine Group Meeting format (skype, Go To meeting, in person) |
| October | Site Visit #2  Site visits as related to activities, or as warranted.  Seminar 1: Saturday October 17th 9:00-3:00 | Send Activity Log #1 covering Aug-Sept. to supervisor by Oct. 1st. See TRACS for examples.  North Location - Campus TBD |
| November | Site Visit #2 (if not done in October)  Site visits as related to activities, or as warranted.  Seminar 2: Saturday November 14th 9:00 – 3:00 | Send Activity Log #2 covering Oct. to supervisor by Nov. 1st.  South Location - Campus TBD |
| December | Activity Log | Send Activity Log #3 covering Nov. to supervisor by Dec. 1st. |

**EDCL 6388 – SPRING 2016**

|  |  |  |
| --- | --- | --- |
| January | Revise practicum proposal as necessary  Schedule Group Meeting for Spring Semester with University Supervisor and Intern Group (2 hours)  Seminar 3: Saturday January 30th  9:00 – 3:00 | Texas State classes resume after MLK holiday  Determine Group Meeting format (skype, Go To meeting, in person)  North Location – Campus TBD |
| February | Site Visit #1  Site visits as related to activities, or as warranted.  Seminar 4: Saturday February 20th  9:00-3:00 | Send Activity Log #4 covering Dec.-Jan. to supervisor by Feb. 1st.  Begin working on professional portfolio.  South Location – Campus TBD |
| March | Site Visit #2  Site visits as related to activities, or as warranted. | Send Activity Log #5 covering Feb. to supervisor by March 1st.  Register for Poster Fair  Continue working on professional portfolio |
| April | Site Visit #2 (if not done in March)  Preparation of poster and drafting of updated leadership platform. | Send Activity Log #6 covering March-April to supervisor by April 15th.  Set up final meeting with supervisor and site mentor. Share Professional Portfolio with supervisor one week in advance of visit.  Make any edits to portfolio as requested by supervisor prior to the final meeting. |
| May | Aspiring School Leaders Action Research Symposium (Poster Fair) | Poster Fair at San Marcos Campus May 5, 2016 |

**COURSE EXPECTATIONS**

**Practicum Orientation**

The student and site mentor will attend the Practicum Orientation held before the start of the practicum.

**Site Visits**

The purpose of the initial site visit is to review the Practicum Proposal with the site mentor and university supervisor and conduct a campus tour. For the remaining required site visits the student will be available for individual on-site meetings/observations with the Texas State supervisor – see calendar for Fall and Spring requirements.

**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, 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 and other assignments is expected. 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).

**Seminars**

Students enrolled in the Principal Practicum will be trained in Advancing Educational Leadership (AEL). This is the redesigned Instructional Leadership Development (ILD) training, which will be offered throughout the State beginning in 2015. AEL is a prerequisite for participation in the Texas Teacher Evaluation and Support System (TTESS) training and is required prior to TTESS appraiser certification. Students will attend four, six-hour Saturday seminars for a total of 24-hours culminating in certification in AEL. *Students must attend all four seminars in order to receive certification.*

**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 (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. Most students will conduct and evaluate their action research plans in the spring semester.

**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 (see calendar).

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 to present your body of work. It is highly recommended that you create an electronic portfolio using any Web 2.0 tools such as Livebinder.com, or a web-based portfolio utilizing a free website builder such as Weebly or Wix, as many potential employers utilize electronic systems that are paperless.

*Mandatory entries:*

1. Written report on the progress of the Personal Professional Development Plan (developed in EDCL 5345)
2. Paper discussing changes in the student’s Level I educational and leadership platforms based upon the leadership experiences within the Practicum
3. Report on implementation and results of the Action Research project
4. The final Practicum document and results

*Additional suggested entries may include:*

1. Reports on student’s progress in the self-directed professional development program designed in EDCL 5345
2. Documentation of institutes, academies, professional development programs, apprenticeships, visiting scholar programs, fellowships
3. Documentation of successful field-based leadership activities other than course requirements
4. Documentation of honors received for academic or professional accomplishments
5. Letters from public officials, community leaders, administrators, parents, students, or school staff attesting professional growth and readiness to assume educational leadership
6. Professional educational publications (written or edited)
7. Documentation of specific training programs (discipline management, brain research, curriculum alignment, learning styles, assessment, etc.)
8. Documentation of professional presentations
9. Pictures of the intern in action – facilitating meetings, conducting professional development, meeting with parents, etc. (helpful for web-based and electronic portfolios)
10. Develop a professional resume
11. Consider building a LinkedIn site for business-networking

**Aspiring School Leaders Action Research Symposium (Poster Fair)**

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

**PRACTICUM APPLICATION**

*Complete the online version of the following form by June 1st. The form is available at* [*http://www.txstate.edu/clas/Educational-Leadership/Practicum-Application*](http://www.txstate.edu/clas/Educational-Leadership/Practicum-Application)

# 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 STUDENT EXAMPLES**

**See TRACS site – Resources Folder for Examples**

While we like to provide students with quality examples of assignments, please feel free to use your own creativity to develop and present your Practicum Proposal using your personal style and voice. Effective proposals can utilize formatting techniques available in Microsoft Word and the student’s school colors or logo. Personalizing your document makes it stand out and look unique.

Texas State University—San Marcos

College of Education

Education and Community Leadership Program

EDCL 6387

Practicum Proposal

by

Ginger Kassell

Submitted in Partial Fulfillment of the

Requirements for the Master's Degree

in Educational Leadership

October 1, 2014

**Practicum Proposal**

**Strengths and Challenges**

            Through many opportunities given by Texas State University, I have been able to learn more about and reflect on my leadership and learning styles. According to the Gregorc Style Delineator, I have an Abstract Random approach to life. I am perceptive, show potential, and have a multi-dimensional process in completing tasks. In alignment with this self-assessing tool, I have a confirmed strength of competitive according to the Life Styles Inventory (LSI). I am more likely to appreciate teamwork, and use it to accomplish tasks and achieve goals. My LSI strengths also include humanistic-encouraging, affiliative, and achievement styles. I plan to make the most of these strengths throughout my internship and into a future administrative role. Our campus participated in True Colors, a personality test, last year. At the completion of True Colors, it revealed orange as my color. The orange personalities are risk-takers, active, optimistic and dynamic communicators. Our entire school completed the Strength Finders Inventory at the beginning of this year. My top five strengths are adaptability, discipline, communication, relator and activator. With having the strength of adaptability, I see the future as a place that is created out the choices and accept unforeseen detours. Discipline provides structure and gives me a focus on timelines. Communication gives me the confidence to speak in public, while the strength of relator encourages the growth of relationships. Finally, my attitude of “When can we get started?” comes from my activator strength.

        One of my major concerns as a future administrator is my need for perfection. As evident through the LSI, I have a strong need for approval and also score high in perfectionistic. My fear is that I will be overwhelmed with additional tasks I take on because I am fearful of delegating in lieu of the job not being done to my high standards. The program at Texas State has highlighted the importance of collaboration in decision-making. As a school leader, I will delegate some of the responsibility of making decisions in the best interest of the students by gaining input from all stakeholders. However, as a school leader, decisions should always be made based on the best interest of the students. The decisions I make may lead to disapproval from some because they do not share my vision or are not making student-focused decisions. This will be a challenge I will learn to overcome.

            Throughout my internship, I plan on utilizing my strength of encouraging and developing others to help overcome my need to control. I will be aware and learn to accept that decisions made may not be in favor of all stakeholders, but they are made with students’ best interest in mind. In addition, I will strive to encourage others to be focused on our students when decisions are being made or new ideas are implemented.

            Through the opportunity of leading my grade level Professional Learning Committee (PLC), I plan to use my strengths of adaptability and encouragement. The entire school completed the Strength Finders Inventory, with this information about my teammates, I am able to see how our team can truly work best together for our students. I can reassure my teammates when they are nervous about upcoming changes or our new math textbook adoption.  I am lucky that I have worked with all of my teammates before. Since I know their strengths, I will be able recognize those during PLC times. Naturally, others will begin seeing the strengths and talents of others.

**Action Research**

The focus of my action research is Hispanic students’ math achievement because my campus has a 67.55% enrollment of Hispanic students. Teachers at my campus have a need for increased cultural responsiveness, which needs to begin with examining teachers’ biases and then increasing teachers’ knowledge of their diverse students’ cultures. Geneva Gay (2000) explains that if students are not proficient in communicating in such a way that is academically acceptable to teachers or teachers simply do not understand the students’ cultural communication style then student’s academic performance may be misjudged.

Another campus need is increasing professional development for all teachers regarding the math program. Kirby (2003) expresses a need to develop educators’ knowledge in math for ways that are directly useful for their teaching. Quality teaching and student learning depends on how teachers can serve their students. Teachers who work with diverse students would benefit from knowledge of effective strategies for English Language Learners (ELL). If teachers better understood the material they teach, would there be as many referrals into Response to Intervention or Special Education?

Lastly, there is a need for increasing parent engagement. Currently, there is disconnection between staff members and parents. Through open communication with the parents, teachers could discuss how being late for school may affect their academics. Also, parents need to know if students are arriving to school on time, they can partake in the school’s free breakfast program. When students are very late to school, breakfast time is over and class instruction time has begun.

This research and action plan has the potential to impact student achievement and increase the collaborative culture among teachers. Teachers will be assisting each other in the implementation of English Language Learner (ELL) strategies. This action plan will help educators become aware of the need to be culturally responsive. Increased math instruction for teachers and more opportunities for collaboration with math experts will help the staff be more comfortable teaching our new math program. The math achievement scores of ELLs should increase because teachers are becoming more culturally competent and meeting the needs of their Hispanic students.​

State Board of Education Certification Standards

|  |  |  |
| --- | --- | --- |
| Instructional Leadership: The leader is responsible for ensuring every student receives high-quality instruction. | | |
| **Activity** | **Plan** | **Timeline** |
| Model instructional strategies and set expectations for the content, rigor and structure of lessons and unit plans | * Participate and contribute to the math committee * Lead district level math training * Attend professional development conferences | Sept-May: Monthly committee meetings  Oct: District trainings  July, Nov: Professional development conferences |
| Implement common interim assessment cycles to track classroom trends and determine appropriate interventions | * Contribute in monthly grade level and campus level data talks to determine trends and interventions | Aug-May: Monthly grade level and campus data talks |
| Implement rigorous curricula and assessments aligned with state standards | * Work with the math committee to help write the math portion of the Campus Improvement Plan (CIP) | Sept-May: Monthly math committee meetings |
| Monitor multiple forms of data to inform instructional and intervention decisions and to close the achievement gap | * Collaborate and monitor instruction and intervention decisions through Professional Learning Community (PLC) and Response to Intervention (RTI) meetings | Aug-May: Weekly Professional Learning Communities (PLC)  Sept-May: Quarterly Response to Intervention (RTI) meetings |

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| Human Capital: The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. | | |
| **Activity** | **Plan** | **Timeline** |
| Strategic in selecting and hiring candidates whose vision aligns with the schools’ vision and needs | * Participate in selecting and hiring new teachers for our campus | Aug-May: Campus hiring team |
| Facilitate professional learning communities to review data and support development | * Facilitate grade level Professional Learning Communities (PLC) * Participate in classroom Response to Intervention (RTI) quarterly meetings | Aug-May: Weekly Professional Learning Communities (PLC) meetings  Quarterly: Response to Intervention (RTI) meetings |
| Coach and develop teachers by giving individualized feedback and aligned professional development | * Facilitate social skills professional development during the beginning of the year in-service * Facilitate IStation professional development at faculty meeting * Observe walk-throughs with principals | Aug: In-service  Sept: Faculty meeting  Jan-May: Walk-throughs |

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| Executive Leadership: The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes. | | |
| **Activity** | **Plan** | **Timeline** |
| Reflective in practice and strive to continually improve, learn and grow | * Reflect on growth and areas of improvement through journaling * Reflect on the previous week’s events and plan for the upcoming week with mentor | Sept-May: Reflective journaling  Sept-May: Weekly meetings with mentor |
| Treat all members of the community with respect and develop strong, positive relationships with them | * Help coordinate church members in volunteer roles to help support students * Adopt community volunteer to read to my class weekly | Sept-May: Church member volunteers  Sept-May: Weekly community volunteer reader |
| Vested in the school’s improvement and participate in candid discussions of progress and challenges. Comfortable providing feedback to school leaders in pursuit of ongoing improvements | * Implement Action Research plan * Strategy meetings with Title Team and Bilingual Team to ensure positive implementation of Action Research | Jan-May: Action research  Jan-May: Monthly Bilingual meetings |
| Proactively seeks and acts on feedback, reflects on personal growth areas and seek development opportunity and accepts responsibility for mistakes | * Participate in grade level reflection on the previous week’s S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Timely) goals * Seek feedback on the implementation of the action research plan * Observe and provide feedback to co-teachers during peer observations | Sept-May: Weekly Professional Learning Communities (PLC) meetings  Jan-May: Action research  Sept-May: Semester peer observations |

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| School Culture: The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students. | | |
| **Activity** | **Plan** | **Timeline** |
| Focus on students’ social and emotional development and help students develop resiliency and self-advocacy skills | * Facilitate social skills professional development * Participate in CHAMPS (Conversation, Help, Activity, Movement, Participation and Success) demo classroom for the campus * Contribute in the behavior team meetings on campus * Work with school counselor to use data from students’ Learning Styles Inventory * Co-teaching with Special Education teachers to maximize inclusion students and Integrated Learning Center (ILC) students time in the classroom | Aug: Professional development  Sept-May: Demo classroom  Sept-May: Member of behavior team  Aug-May: Inclusion classroom |
| Treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress | * Charged with grade level parent communication, website, monthly newsletters and calendars | Sept-May: Grade level parent communication |
| Use a variety of discipline techniques to meet the behavioral and academic needs of individual students | * Participate in CHAMPS (Conversation, Help, Activity, Movement, Participation and Success) demo classroom for the campus * Work with the school counselor to provide appropriate behavior plans for students * Contribute in the behavior team meetings on campus | Sept-May: Demo classroom  Sept-May: Counselor  Sept-May: Member of behavior team |

|  |  |  |
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| Strategic Operations: The leader is responsible for implementing systems that align with the school’s vision and improve the quality of instruction. | | |
| **Activity** | **Plan** | **Timeline** |
| Regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective | * Attend and participate in campus leadership team meetings * Participate in annual ARD (Admission, Review and Dismissal) meetings for ILC students * Contribute in 504 meetings to determine students qualifying in the dyslexia program | Sept-May: Leadership team  April-May: Annual ARD meetings  Mar-May: 504 Meetings |
| Treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff | * Attend assistant principal meetings with mentor * Attend TELPAS (Texas English Language Proficiency Assessment System) training and facilitate TELPAS for grade level | Sept, Nov, Jan: District assistant principal meetings  Feb: TELPAS training  Mar-Apr: TELPAS grade level |
| Collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff | * Develop an understanding of transportation issues, including transportation change form, buses arriving late and behavior bus referrals | Sept: Assistant principal meetings/bus referrals  Sept-May: Bus duty |

Virginia Kassell, Texas State Intern Date

Denisse Baldwin, Site Manager Date

Dr. Sherry Lepine, Texas State University Supervisor Date

**ASPIRING SCHOOL LEADERS ACTION RESEARCH SYMPOSIUM**

**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.auxiliaryservices.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>
* <http://www.makesigns.com/SciPosters_Templates.aspx>

**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 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.

**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.

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

Comments:

**ASSESSMENT BY SITE MENTOR**

(to be sent in late April)

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](mailto:as56@txstate.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](http://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.texes.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](http://www.tea.state.tx.us/index2.aspx?id=5740)

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](http://www.tea.state.tx.us/index2.aspx?id=5740)

**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](http://www.tea.state.tx.us/index2.aspx?id=5740)

**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](http://www.tea.state.tx.us/index2.aspx?id=5740)

**APPENDICES**

## Texas Administrative Code of Ethics

## Student Fitness Evaluation

* Site Visit Documentation Form
* Tips on Writing Reflection
* Activity Log Template
* Practicum Proposal Template

**TEXAS ADMINISTRATIVE CODE**

|  |  |
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| [TITLE 19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19) | EDUCATION |
| [PART 7](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7) | STATE BOARD FOR EDUCATOR CERTIFICATION |
| [CHAPTER 247](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247) | EDUCATORS' CODE OF ETHICS |
| RULE §247.2 | Code of Ethics and Standard Practices for Texas Educators |

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| 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 |

Available at: <http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=247&rl=2>

**STUDENT FITNESS EVALUATION**

**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.  Within ten working days of receiving the student’s appeal, 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.

**SITE VISIT DOCUMENTATION FORM**

*\*To be completed after each of the 2 required site visits each semester. A separate form should be completed for each intern. Forms should be signed by Texas State Supervisors, Site Mentors, and Interns at the end of the semester. Forms should be returned the EDCL office in hard copy or via email by the semester’s grade submission deadline.*

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| --- | --- | --- | --- | --- |
| **Field Supervisor Name:** | XXXXXXXXXXX |  | **Intern Name:** | XXXXXXXXXX |
| **Internship Semester:** | Fall 2014 |  | **Intern’s TEA ID#:** | XXXXXXXX |

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| **Date of Site Visit for Observation or Non-Observation Visit/Consultation (MM/DD/YYYY)** | **Start & End Time** | **Texas State Supervisor Summary, Comments & Recommendations** |
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***To my knowledge, the above information is correctly documented.***

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| **Texas State Supervisor Signature:** |  |
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| **Intern Signature:** |  |
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| **Site Mentor Signature:** |  |
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**TIPS ON WRITING REFLECTION FOR YOUR ACTIVITY LOG**

**Writing a Reflection on Leadership Practice Using a Critical Incident**

**From Your Activity Log**

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.

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| http://ptcoop.org/wp-content/uploads/2012/08/texas_state_university_logo1.jpeg | | | **Administrative Intern:** |  | | | | | | | |
| **Administrative Mentor:** |  | | | | | | | |
| **University Supervisor:** |  | | | | | | | |
| **Semester:** |  | | | | | | | |
|  | | | | | | | | | | | |
| **Date** | **# of Hours** | **Activity Log Submission #1 Summary of Activities**  **Activity Summary** | | **Related Principal Standard (TAC §149.2001)** | | | | | | |  |
|  |  |  |  | **1** | **2** | | **3** | **4** | | | **5** |
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**ACTIVITY LOG TEMPLATE**

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| http://ptcoop.org/wp-content/uploads/2012/08/texas_state_university_logo1.jpeg | | | **Administrative Intern:** |  | | | | | | | | |
| **Administrative Mentor:** |  | | | | | | | | |
| **University Supervisor:** |  | | | | | | | | |
| **Semester:** |  | | | | | | | | |
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| **Date** | **# of Hours** | **Activity Log Submission #2 Summary of Activities**  **Activity Summary** | | **Related Principal Standard (TAC §149.2001)** | | | | | | | |  |
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| **Administrative Mentor:** |  | | | | | | | | |
| **University Supervisor:** |  | | | | | | | | |
| **Semester:** |  | | | | | | | | |
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| **Date** | **# of Hours** | **Activity Log Submission #3 Summary of Activities**  **Activity Summary** | | **Related Principal Standard (TAC §149.2001)** | | | | | | | |  |
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| **RULE §228.35** | | | | | | | | | | |

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

**PRACTICUM PROPOSAL Template**

**Practicum Proposal for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (intern)**

**Strengths and Focus Areas for Growth** (2-3 paragraphs, no more than one page)

As a graduate student at Texas State University……….

**Action Research Overview** (1-2 pages summary of research topic and goals)

My internship will not only focus on……….

**Practicum Proposal Approval**

Intern Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Univ. Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_