Excellence in Leadership:
Mentoring, Coaching, Observation, Practice, and Guided Reflection
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Redesigning the Internship Experience

The Department of Educational Leadership & Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and higher student performance. As a Department, the work of a redesign for internship experiences was a priority. The redesign included collaboration with our district and university partners, including clinical and other faculty, and student alumni. Our goal is to transition our student interns from leadership in a single classroom, to collaborating with teams, and eventually to lead the organization of an entire school community.

Our vision is to provide key elements that stage readiness for principal candidates to commence day one as leaders of a school community. Our target of work is centered on the quality and monitoring of student internships throughout their Masters coursework. More specifically, we are focused on increasing the integration of the internship experience throughout the academic program. Critical to this redesign was incorporating the essential components of a vital internship. These components are integrated into specific coursework that highlights the most critical areas of school improvement.

This three-tiered approach enhances the interns’ meaningful experiences, which are supported by a seamless communication encompassing the site facilitator, coaches, district expectations, and Clinical Faculty. The extension of real time observation, listening and leading is designed to unveil strengths and weaknesses in essential school leadership competencies.

The redesign of internship experiences increased:

- Internships throughout Master’s coursework (3)
- Resources for site facilitator and coaches
- Clinical faculty for monitoring and providing content in areas of deficient competencies
- Relationships with district leaders to respond to their unique organizational systems
- District communication corresponding to the relationship that great site facilitators are essential to successful experience of the student intern
Internship Overview

Introduction

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 established (3) practicums are not a checklist of activities, but an opportunity to plan, produce, participate in, and reflect upon campus leadership. By establishing an environment of opportunities, students learn how to self-analyze their strengths and weaknesses throughout these critical developmental stages. The design of the field based experiences utilizes and enhances the knowledge, skills, and other attributes and attitudes (KSAs) emphasized in the courses of the Principal Certificate program components. This collaborative design encompasses the students, site facilitator, school community, and university supervisor to assimilate the organization and leadership essential to a school’s success.

The Internship is limited to those students that have enrolled as students for a Master’s Degree in Educational Leadership or their certificate program and is taught in conjunction with the students taking courses. The year-long practicum experiences aims to provide the student with a deepened understanding of the year-long operations and commitment that a principal makes to the school community. It is intended to serve as the cumulating experience in the Principalship program and concludes at the end of the year with a capstone electronic portfolio that will include an essential log of hours. A copy of the logged hours must also be provided to the professor who, in turn, must keep a copy on file with the program area files for at least 5 years.

For the purpose of this document, the Internships may be synonymously referred to as a practicum or clinical residency.

Requirements

Working with the site facilitator and members of the campus leadership team, the candidate will:

- accumulate at least 160 clock hours of clinical residency experience during the year-long internship as follows:
  - 40 clock hours while enrolled in ELCS 6320 Instructional Supervision,
  - 40 clock hours while enrolled in ELCS 6339 Finance and School Budgeting, and
  - 80 clock hours while enrolled in ELCS 6393 Practicum.

- submit the 1st of each month a cumulative log documenting your internship clock hours to the university supervisor, practicum advisor and coach. The log should include the following completed activity:
  - date and time,
  - number of completed clock hours,
  - description of activity, and
  - competency code (an explanation of each follows).

- submit online periodic assignments concerning school leadership, curriculum, school-community events, conferences, and self-evaluations
Reflective Journal

The candidate will submit a reflective journal as a part of the electronic professional portfolio. The journal is intended for the student to analyze their abilities in relationship to their success in the role of the principalship. This exercise is intended to move from concrete observations to personal reflections by way of discussing the actions, conveying perspectives related to the experience. This opportunity to probe, in a meaningful personal way, is paramount to the internship experiences. Essential to the reflective journal are the following guiding questions:

- What did I do?
- What went well?
- What would I change?
- How did I demonstrate leadership?
- What do I need to improve upon?
- Did I enjoy this experience?

Framework

Under the direction of a university supervisor, practicum advisor and coach, and the site facilitator, the student will demonstrate proficiency in the following SBEC Principal Domains, Competencies, and supporting standards that represent the knowledge, skills, and dispositions principal candidates should master as practitioners.

The information provides the framework to prepare for the TExES Principal exam.

Domain I – School Community Leadership

- **Competency 001**: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

  The principal knows how to:
  - create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
  - ensure that parents and other members of the community are an integral part of the campus culture.
  - implement strategies to ensure the development of collegial relationships and effective collaboration.
  - respond appropriately to diverse needs in shaping the campus culture.
  - use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
  - use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
  - facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
  - align financial, human, and material resources to support implementation of a campus vision.
  - establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
  - support innovative thinking and risk-taking within the school community and view unsuccessful experiences as learning opportunities.
  - acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
• **Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success

The principal knows how to:
- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

• **Competency 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

**Domain II – Instructional Leadership**

• **Competency 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.

The principal knows how to:
- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan.
that addresses staff needs and aligns professional development with identified goals.

- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

• Competency 007: The principal knows how to apply organizational, decision making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

Domain III – Administrative Leadership

• Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.
• Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

➢ implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

➢ apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

➢ develop and implement procedures for crisis planning and for responding to crises.

➢ apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation)
Internship Project Proficiency Activities

The candidate’s log and special projects must document activities demonstrating proficiency with each competency. Noted below are suggested activities organized by competency. These activities, along with the critical areas designed in the internship course, will guide the intern and site facilitator to create meaningful experiences designated throughout the three embedded internship courses. It is important that each experience, task, activity, or observation is clearly documented to secure the completion of all competencies necessary for certification.

<table>
<thead>
<tr>
<th>TExES Competencies</th>
<th>Suggested Activities</th>
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| 001 Knowledge of vision of learning             | x Participate in the development of a campus vision  
x Participate in the selection and survey of a campus culture  
x Create a process for recognizing faculty and students  
x Provide a written 5-year vision if you were principal                                                                                     |
| The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. |
| 002 Knowledge of communication and collaborative skills | x Participate with principal in meetings with parents and staff  
x Assist with school-community programs and projects  
x Attend PTO and booster meetings where appropriate  
x Assist in conducting a needs assessment  
x Plan activities to increase parent involvement  
x Prepare a monthly newsletter to staff and parents  
x Prepare news releases or articles for various media  
x Prepare written communication for faculty, students, parents, and community  
x Prepare a plan to market your campus to the community                                                                                     |
| The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success. |
| 003 Knowledge of ethics and integrity           | x Review district and school’s policies and procedures  
x Assist in conducting review and submission of all necessary reports of accidents  
x Review school responsibilities involved with federal programs  
x Make report to faculty on a recent legal decision                                                                                             |
| The principal knows how to act with integrity, fairness, and in an ethical and legal manner. |
| 004 Knowledge of curriculum, instruction, and assessment | x Relate benchmark data to needed intervention  
x Assist in administration of standardized test  
x Participate in long range planning  
x Shadow school administrator at co-curricular and extra-curricular programs/events  
x Participate in the development of action research  
x Attend meetings of curriculum committee                                                                                     |
| The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance. |
| 005 | **Knowledge of effective instructional program and campus culture** | x Create a cultural analysis of the campus  
| | The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. | x Assist in preparing a master schedule  
| |  | x Assist in scheduling activities  
| |  | x Participate in implementation of a curricular change  
| |  | x Discuss curriculum development with administrators  
| |  | x Review tardy and absentee policies  
| |  | x Develop a positive rewards program for improving tardy and absentee rates |
| 006 | **Knowledge of staff evaluation and development** | x Conduct a mock teacher appraisal or walk-through visit  
| | The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management. | x Present staff development sessions  
| |  | x Sit in on interviews with prospective faculty and staff  
| |  | x Review resumes to select interview candidates  
| |  | x Conduct a study of personnel turnover for the past five years  
| |  | x Develop a conference or staff development program |
| 007 | **Knowledge of decision making and problem solving** | x Participate in site-based decision making committee meeting (CPOC)  
| | The principal knows how to apply organizational, decision making, and problem-solving skills to ensure an effective learning environment. | x Assist in writing the Campus Improvement Plan (CIP)  
| |  | x Assist in the implementation of a campus initiative |
| 008 | **Knowledge of finance, personnel, and technological use** | x Assist in budget preparation  
| | The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. | x Participate in interviews for teaching positions  
| |  | x Demonstrate use of technology to teachers or staff  
| |  | x Analyze student or faculty handbook  
| |  | x Participate in the location and utilization of computers |
| 009 | **Knowledge of physical plant and safety knowledge** | x Assist in organizing and supervising a school event  
| | The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. | x Assist in coordinating and supervising testing  
| |  | x Participate in administrative team meetings  
| |  | x Review safety/health procedures and reports; disaster plans  
| |  | x Interview a member of the custodial staff |
Mentoring, Coaching and Support

The Master’s Program in Administration and Supervision provides a strong foundation of knowledge, skills, real world experience, and innovative research intended to prepare students to serve as effective educational leaders and local change agents. Graduates fill an important need in the community, serving in diverse positions in both public and private educational institutions. The degree fulfills requirements for the Texas Standard Principal Certificate.

Successful progress through the program requires expertise and support from experienced administrators in the field. Candidates should be paired with a site facilitator for one full year to ensure intensive professional guidance. It is of primary importance that the candidate and the site facilitator administrator develop a relationship based on trust and non-judgmental support. The site facilitator serves as a learning mentor, a model, a guide, and a counselor.

**Responsibilities of the Site Facilitator**

Site facilitators are responsible for working with the University Supervisor (US), the Practicum Advisor and Coach (PAC), and the student to design and oversee a series of activities that will be mutually beneficial to the student and to the site facilitator. In other words, the student will engage in activities purposefully developed to provide the student with contextually appropriate educational experiences, while at the same time providing assistance to the student in performing tasks and accomplishing objectives. The site facilitator also will be responsible for evaluating the student’s accomplishments at various points throughout each practicum experience.

**Site Facilitator Selection**

The site facilitator is most often the principal of the school; however, an assistant principal (or a Director of Instruction) may also serve in the role. If the principal does not serve as the site facilitator, the student should have regular access to the principal as needed. In all cases, site facilitators must hold Texas Certification as a principal and be trained in the principles and practices of supervision.

Support provided by the site facilitator can include, but is not limited to:

- offering guidance to the student in the practical aspects of highly effective school leadership and administration;
- providing students with an opportunity to refine their understanding of the demands of the highly effective principal; and,
- assisting PACs and University Supervisor ascertain if the student’s growth is consistent with their professional goals, their personal goals, and the goals of the district (Standard Indicator: 12.2)

**Site Facilitator Qualifications:**

- Documented record of successful administration
- Possess an administrative license
- Possess a Master’s degree or equivalent
- Recognized as exemplary role model and leader
- Demonstrate continuing educational and professional growth as well as a commitment to professional responsibility

**Site Facilitator Compensation:**

- $1,000 (paid at end of candidate’s final semester)
- Personal and professional growth opportunity for the site facilitator
- Satisfaction of helping the candidate become an effective new administrator
Responsibilities of the Practicum Advisor and Coach (PAC)

The PAC serves as a field-based coach, and thus provides cognitive coaching support throughout each practicum. Support provided by the PAC can include, but is not limited to:

- assistance in the negotiation of appropriate intern activities;
- provision of academic resources and other supports;
- coaching (cognitive and differentiated) during the completion of practicum activities;
- supervision of intern activity log completion;
- participation in site visits to ensure students’ progress toward their professional goals, personal goals, and the goals of the district; and,
- direction as students attempt to follow the guidelines necessary for the development of the professional portfolio.

Responsibilities of the University Supervisor (US)

The US provides well-designed, well-balanced, and research-informed coursework that blends theory and practice. Support provided by the US can include, but is not limited to:

- assessing and grading the performance of the student;
- maintaining regular communication with the Site Facilitator and the Practicum Advisor and Coach (PACs);
- coordinating PACs to ensure students receive quality coaching throughout the semester;
- evaluating effectiveness of PACs;
- participating in one site visit per student, if possible, to ensure student progress; and,
- ensuring students have a quality experience while engaging in the requirements of the syllabus.
STATEMENT OF SITE FACILITATOR ADMINISTRATOR SUPPORT

To the Administrator: This candidate is currently enrolled in the Master’s Program in Administration and Supervision at The University of Houston and must have the agreement of a site facilitator to participate in the program. The site facilitator is most often the principal of the school; however, an assistant principal (or a Director of Instruction) may also serve in the role.

If the principal does not serve as the site facilitator, the student should have regular access to the principal as needed. In all cases, site facilitators must hold Texas Certification as a principal and be trained in the principles and practices of supervision.

<table>
<thead>
<tr>
<th>Candidate Information</th>
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<tbody>
<tr>
<td>Full Name: ____________________________</td>
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<tr>
<td>Site Facilitator Information</td>
</tr>
<tr>
<td>Full Name: ____________________________</td>
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<tr>
<td>Last</td>
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<tr>
<td>Position: _____________________________</td>
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<td>School: _______________________________</td>
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<tr>
<td>Cell Phone: ___________________________</td>
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<tr>
<td>Email: __________________________________</td>
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<tr>
<td>Home Address: __________________________</td>
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Agreement

I agree to serve as the site facilitator for this intern. This will entail supervising this student’s administrative internship, during which the candidate will log a minimum of 160 hours of clinical residency experience. The year-long practicum experience aims to provide the intern with a deepened understanding of the year-long operations and commitment that a principal makes to the school community. Site facilitator responsibilities include:

- Meeting regularly with the student to review internship progress and answer questions
- Assisting the student in developing ideas for administrative experiences, based on the SBEC Principal Domains, Competencies, and supporting standards that represent the knowledge, skills, and dispositions principal candidates should master as practitioners
- Allowing the student to have a wide range of administrative experiences
- Encouraging risk taking and growth in the student, without the fear of failure in trying new experiences
- Providing periodic feedback to the university regarding the progress and performance of the intern

Signature of Site Facilitator: ____________________________ Date: ____________________________
STATEMENT OF PRACTICUM ADVISOR AND COACH (PAC) SUPPORT

To the Administrator: This candidate is currently enrolled the Master’s Program in Administration and Supervision at The University of Houston and must have the agreement of a practicum advisor and coach to participate in the program.

Candidate Information

Full Name: ______________________________________________________________________________________________

Last    First     M.I.

Practicum Advisor and Coach Information

Full Name: ______________________________________________________________________________________________

Last    First     M.I.

Position: ________________________________________________________________________________________________

School: _________________________________________________________________________________________________

Cell Phone: ______________________________________________________________________________________________

Email: _________________________________________________________________________________________________

Home Address: __________________________________________________________________________________________

Agreement

I agree to serve as the Practicum Advisor and Coach (PAC) this intern. The PAC serves as a field-based coach, and thus provides cognitive coaching support throughout each practicum. Support provided by the PAC can include, but is not limited to:

- assistance in the negotiation of appropriate intern activities;
- provision of academic resources and other supports;
- coaching (cognitive and differentiated) during the completion of practicum activities;
- supervision of intern activity log completion;
- participation in site visits to ensure students’ progress toward their professional goals, personal goals, and the goals of the district; and,
- direction as students attempt to follow the guidelines necessary for the development of the professional portfolio

Signature of PAC: __________________________________________ Date: __________________________
INTERN EVALUATION

Directions: This document serves as an intern evaluation form for ELCS 6320 Instructional Supervision, ELCS 6330 Finance and School Budgeting, and ELCS 6393 Practicum embedded Internships. The following evaluation is to be completed by the intern’s site facilitator and sent to the intern’s instructor by the last day of the semester.

This form is intended as a guide. If you find that further information is necessary to include, please attach to this document.

Name of Intern __________________________________________________

Rate your mentee/intern by circling the appropriate number with 5 representing the highest rating.

1) The extent to which the intern has demonstrated responsibility and initiative in assuming administrative duties this semester.

   Explanation:

   Rating: 5 4 3 2 1

2) The extent to which the intern has demonstrated knowledge of school administration

   Explanation:

   Rating: 5 4 3 2 1

3) The extent to which the intern has demonstrated the skills needed to be a competent school administrator.

   Explanation:

   Rating: 5 4 3 2 1
4) The extent to which the intern has demonstrated the interpersonal skills needed to deal effectively with students, parents, teachers, and other administrators.

   Explanation:

   | Rating: 5 4 3 2 1 |

5) The extent to which the intern has performed valuable service to the campus and or the district

   Explanation:

   | Rating: 5 4 3 2 1 |

6) The extent to which the intern has demonstrated professional growth thus far during the internship.

   Explanation:

   | Rating: 5 4 3 2 1 |

7) The extent to which the intern has been organized and used time.

   Explanation:

   | Rating: 5 4 3 2 1 |
8) The extent to which the intern has acted and performed duties in an ethical and responsible manner.

   Explanation:

   Rating: 5 4 3 2 1

9) The extent to which the intern demonstrated sensitivity to issues of race, gender and culture.

   Explanation:

   Rating: 5 4 3 2 1

10) The extent to which the intern has demonstrated critical thinking and systematic problem solving on the job.

   Explanation:

   Rating: 5 4 3 2 1

Signature of Site Facilitator__________________________________ Date: _________________

TOTAL _____
The University of Houston  
Department of Educational Leadership & Policy Studies (DELPS)  
Site Facilitator Observation Protocol

This document must be submitted to the course instructor of record and the UH Certification Officer.

<table>
<thead>
<tr>
<th>Pre-Conference</th>
<th>Date:</th>
<th>Total number of meeting minutes:</th>
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<tbody>
<tr>
<td>• Standards-based</td>
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<tr>
<td>• Promotes self-assessment and self-reflection</td>
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<td>• Supports a logical progression of proficiency</td>
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<td>• Informs goal-setting and professional development</td>
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<thead>
<tr>
<th>Observation</th>
<th>Date:</th>
<th>Total number of meeting minutes:</th>
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<tr>
<td>• Observe expectations in standards and best practices</td>
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<tr>
<td>• Gather evidence</td>
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<td>• Assess implementation and impact</td>
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<tr>
<td>• Prioritize practices</td>
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<td>• Generate questions to reinforce and refine practices</td>
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<tr>
<th>Post-Conference</th>
<th>Date:</th>
<th>Total number of meeting minutes:</th>
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<tr>
<td>• Toward expectations outlined in the standards</td>
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<td>• To foster support, growth, and development that is intentional</td>
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<tr>
<td>• To develop knowledge, skills, behaviors, and actions that are high impact</td>
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Site facilitator Signature: ___________________________ Date: __________
Principal interns must maintain a log of the field-based activities related to school-based leadership activities. Each entry must contain the date, activity name/description, hours, and reference to the Principal Certificate Standards. Your log should include the activities related to the principals’ role. Principal Certificate Standards and activities have been provided to guide the internship experience and prepare for the Principal TExES. However, activities should be finalized between the course instructor, the site facilitator, and intern.

A minimum of 100 documented internship clock hours is required by the end of the semester. The log with required signatures will be submitted electronically to the instructor at the end of the semester. A total of 160 hours is required for certification. The intern is responsible for maintaining and submitting the log to the professor of record upon completion of the 100 hour requirement.

This is considered a “working document.” It may be modified at any time in the best interest of the intern. University Supervisors may ask for periodic log reports for monitoring and assisting you with future growth opportunities.

Intern Name: ______________________________________________________________________

I certify that the information submitted is accurate and complete.

Intern Signature: __________________________________________________________ Date _________

Site Facilitator Signature __________________________________________ Date _________

I certify that, to the best of my knowledge, the intern has completed all the listed activities.

University Supervisor Signature ________________________________________ Date _________
The University of Houston  
Department of Educational Leadership & Policy Studies (DELPS)  
Sample M.Ed. Internship Activity Log

<table>
<thead>
<tr>
<th>Domain I: School Community Leadership</th>
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</thead>
<tbody>
<tr>
<td>Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
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| Competency 002: The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success. |  |
| Date | Total Time | Description of Activity |
|      |            |                         |
|      |            |                         |
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| Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner. |  |
| Date | Total Time | Description of Activity |
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|      |            |                         |
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## DOMAIN II—INSTRUCTIONAL LEADERSHIP

**Competency 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

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<th>Date</th>
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**Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

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<th>Date</th>
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**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

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**DOMAIN III—ADMINISTRATIVE LEADERSHIP**

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

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Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

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<th>Date</th>
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*Hours should total at least 160 by the end of the internship.*

This log is to be used with ELCS 6320 (40 hours), ELCS 6330 (40 hours), and ELCS 6393 (80 hours).
Internship- ELCS 6320 Instructional Supervision (40 hours)

<table>
<thead>
<tr>
<th>Texas Principal Standards</th>
<th>Experiences</th>
<th>Activities</th>
<th>Artifacts</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Leading Learning. The Principal:</td>
<td>The student will establish themselves as an instructional coach with one teacher at their school site. The student will experience all stages of the district coaching model.</td>
<td>The student will conduct four walk-throughs and observe/script one 20-minute lesson. The student will analyze all walk-through data and observation information. Utilizing this information and a previously discussed coaching model, the student will conduct a six-minute instructional coaching session with the observed teacher.</td>
<td>Six-minute video for portfolio. Reflection on process inclusive of aspects of observations, method of instructional coaching, and script analysis.</td>
<td>Leading Participating Observing,</td>
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<tr>
<td>(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</td>
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<tr>
<td>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;</td>
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<td>(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;</td>
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<tr>
<td>(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;</td>
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<tr>
<td>(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;</td>
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<tr>
<td>(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</td>
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<td>(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;</td>
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<tr>
<td>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</td>
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<tr>
<td>(9) ensures that effective instruction maximizes growth of individual students and student groups,</td>
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</table>
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.
### Texas Principal Standards

<table>
<thead>
<tr>
<th>Texas Principal Standards</th>
<th>Experiences</th>
<th>Activities</th>
<th>Artifacts</th>
<th>Role</th>
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</table>
| (f)(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus’s strategic plan; (f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; (f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning; (f)(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; (f)(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment; (f)(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment; (f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications | The student will examine the procedures, data mining, and critical information needed to create a school resource fund and aligning that information with the achievement data from their school site in order to implement a strong school improvement plan. | You will be assigned, or you will use your current campus improvement plan to begin the planning and revising of funds allocation based on: **Campus Academic Plan and Goals** This part of the internship must include the school vision, academic plan, and goals and a discussion of the ways you gained input from stakeholders in developing the plan and will involve stakeholders in the on-going implementation of the plan. The assignment must include a needs assessment protocol and/or SWOT analysis and a description of methods used to gain input from staff, parents, and community concerning budgeting priorities. It is important that you demonstrate that the student uses relevant school-related data to determine priorities: student assessment data, stakeholder surveys, student demographics, programming reviews, master schedule needs and results of needs assessments. **The Budget Plan** The plan must include the following elements:  
- Plan Overview  
- Site-Based Budgeting Strategy | Data sources  
- Interviews  
- PowerPoint Presentation  
- Reflections | Leading  
- Participating  
- Observing |
related to all school operations and programs;
(f)(8) collaboratively plans and effectively manages the campus budget;
(f)(9) uses technology to enhance school management;
(f)(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
(f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Campus Academic Plan, and Budgeting Plan Alignment</th>
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<tbody>
<tr>
<td>Contributions of the Budget to Equity; and</td>
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<tr>
<td>Allocations consistent with the Plan.</td>
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The student will take on the role of principal. You will be given budget data for the school, and will research the students’ achievement scores and demographic information (please see the Texas Education Agency’s (TEA) website).
### Texas Principal Standards

- **(b) School Culture. The principal:**
  - (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
  - (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
  - (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
  - (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
  - (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
  - (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
  - (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
  - (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

### Experiences

- Candidate will understand the process by which you delegate roles and responsibilities to members of the school community.
- Candidate will be provided with an opportunity to openly listen to the needs of the community and provide solutions to concerns or implement suggestions for ongoing improvement.
- Candidate will experience the opportunity to work collaboratively with a teacher to provide feedback, identify an area of improvement, provide a model of the strategy if necessary, and observe once more to rate implementation.
- Candidate will explore a positive approach to student and adult culture through proactively assessing and improving upon campus cultural systems (procedures, routines, student discipline system, etc.)
- The candidate will interview (2) Principals and (2) candidates will work collaboratively with the principal to identify a book which may be a part of back-to-school or ongoing study.
- Candidate will read and prepare a series of facilitation and collaborative book talks with teachers.
- Candidate will reflect on their experiences with specific attention to the manners in which they had to delegate specific responsibilities to members of the school community during the process.
- Candidate will create and administer a survey to the community on the level of perceived effectiveness in various areas of campus-community partnerships (communication, activities, availability, etc).
- Candidate will synthesize responses into an action plan to share with the principal and/or SDMC.
- Candidate will observe and provide feedback to a peer. The candidate will observe once more and look for indicators of improvement.

### Activities

- Candidate will understand the process by which you delegate roles and responsibilities to members of the school community.
- Candidate will be provided with an opportunity to openly listen to the needs of the community and provide solutions to concerns or implement suggestions for ongoing improvement.
- Candidate will experience the opportunity to work collaboratively with a teacher to provide feedback, identify an area of improvement, provide a model of the strategy if necessary, and observe once more to rate implementation.
- Candidate will explore a positive approach to student and adult culture through proactively assessing and improving upon campus cultural systems (procedures, routines, student discipline system, etc.)
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- Candidate will observe and provide feedback to a peer. The candidate will observe once more and look for indicators of improvement.

### Artifacts

- Reflections
- Meetings, book selection, proposed study group
- Survey/analysis
- Action plan
- Reflection on Coaching Model
- Utilize district evaluation tool to

### Role

- Leading
- Participating
- Observing
- Facilitating

---

**Internship- ELCS 6393 Practicum (80 hours)**
| Assistant Principals in a different school. The candidate will also shadow their site facilitator for one day. The candidate will collaborate with their site facilitator to establish (4) experiences conducive to their school site that deal with the physical plant. This includes building Maintenance staff, safety issues interior and exterior, and security protocols. Experience will be recorded in interview form. Candidate will be asked to reflect on their feedback and the implementation thereof. Identify one area of school culture which could be improved. Devise a 4-point rubric outlining a vision for excellence for this portion of the schools' culture. Reflect on ways that the tool may be used and implications for the teacher training and handbook. Compare/contrast school and principals' organization strategies for delegating, lead teachers' development and creating parent/community relationships. Candidate and Site Facilitator will established tasks/analysis of (4) operational school functions that are critical areas at their School site. Demonstrate coaching cycle Data resources Vision Rubric Design Reflection Reflections on each area of discussion with (4) administrators (one narrative) concluding the thoughts on their personal approach to these areas of organization Description of the (4) tasks/findings and perhaps decision making Reflection on one of the areas. Description of protocols, process, reflection | (9) develops and uses effective conflict-management and consensus-building skills; (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and (13) ensures that parents and other members of the community are an integral part of the campus culture. (c) Leading Learning. The principal: (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; |
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;  
(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;  
(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;  
(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;  
(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;  
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and  
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.  

(d) Human Capital. The principal:  
(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;  
(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
(10) plans for and adopts early hiring practices.
(e) Executive Leadership. The principal:
1. Reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
2. Engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
3. Uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
4. Develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
5. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
6. Demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
7. Gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
8. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
9. Develops, implements, and evaluates change processes for organizational effectiveness;
10. Uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

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

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

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

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

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

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

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

8. collaboratively plans and effectively manages the campus budget;
(9) uses technology to enhance school management;
(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

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