

UNIVERSITY of
HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies

#CoogLeaders Guide for Internship Experiences
Master's in Administration and Supervision

Fall 2020

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Table of Contents

	Page
Redesigning the Internship Experience	3
Internship Overview	4
Internship Project Proficiency Activities	11
Mentoring, Coaching and Support	13
Statement of Campus Mentor Administrator Support	15
Mentor Evaluation	16
Field Supervisor Observation Protocol	17
Internship Activity Log	18

The Internship Experience

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

Our vision is to prepare principal candidates to commence day one as leaders of a school community. Our target of internship redesign work centered on the quality and monitoring of student internships throughout the M.Ed. coursework. More specifically, we recognized the need to increase 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 highlighting the most critical areas of school improvement. The internship experiences are founded upon three pillars: (a) quality coaching in the field via carefully selected mentors; (b) experienced clinical faculty; and, (c) documentation that chronicles an intern's learning gains and thoughtful reflections for future actions.

This three-tiered approach enhances the interns' meaningful experiences supported by a seamless communication encompassing the campus mentor, field-supervisor coaches, clinical faculty, and district expectations. The extension of real-time observation and coaching is designed to unveil strengths and weaknesses in essential school leadership competencies. Student awareness allows for further development within course content to resolve any deficiencies prior to graduation.

The redesign of internship experiences increased:

- Internship hours embedded throughout M.Ed. coursework
- Resources for campus mentors and field supervisors
- Clinical faculty for monitoring and coaching in areas of deficient competencies
- Relationships with district leaders to respond to their unique organizational systems
- District communication corresponding with campus mentors and field supervisors, both of which are essential to successful experience of the student intern
- Aligned experiences in preparation for the Texas Principal's Exam 268 and PASL Assessments

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) internship courses are not a checklist of activities, but an opportunity to plan, participate in, and **reflect** upon campus leadership. By establishing a rich environment for meaningful opportunities, students learn how to self-analyze their strengths and weaknesses throughout these critical developmental stages. The design of the field-based experiences enhances the **knowledge**, **skills**, and other **attributes** and **attitudes** (KSAs) emphasized in the Principal Certificate program. This collaborative design encompasses the students, campus mentors, field supervisors, school community, and university instructor in order to assimilate the organization and leadership essential to a schools' success.

The internship is limited to students enrolled in the Master's in Administration and Supervision or the certificate program and is taught in conjunction with the students taking courses. The practicum provides students with a deepened understanding of the total commitment a principal makes to a school community. It is intended to serve as both a formative and summative set of experiences in the Principalship program and will conclude at the end of the fifth semester with a capstone and electronic portfolio that will include a complete log of hours/activities. A copy of the logged hours must be provided to the professor who, in turn, must keep a copy on file 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 Campus Mentor 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 6302, Data-Informed Decision Making for School Leaders,
 - 40 clock hours while enrolled in ELCS 6320 Instructional Supervision, and
 - 80 clock hours while enrolled in ELCS 6393 Practicum.
- Submit at the end of each internship course semester a cumulative log documenting your internship clock hours to the university instructor, field supervisor, and Director of Certification. The log should include the following completed activity:
 - Signatures
 - date and time,
 - number of completed clock hours,
 - description of activity,
 - competency, and
 - internship reflection

Reflective Journal

The candidate will submit a reflective journal entry as a part of their internship log. The journal is intended for the student to critically reflect on their abilities in relationship to their success in the role of the principalship. This exercise is intended to move a student in thought from concrete observations to personal reflections by way of discussing the actions and conveying perspectives

related to the experience. This opportunity to probe, in a deep and intentional manner, 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?

TEXES Principal Certification Assessment Framework

Under the direction of a university instructor, field supervisor, and campus mentor, 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. Texas requires principal certification candidates to complete two examinations.

TEXES 368, Performance Assessment for School Leaders (PASL)

The TEXES 368 consists of three performance assessments. Preparation for these assessments is embedded in degree coursework. PASL #1 is embedded in ELCS 6302 and completed in ELCS 6370. PASL #2 is embedded in ELCS 6320, and PASL #3 is embedded in ELCS 6350.

TEXES 268, Principal as Instructional Leader

The content assessed by the TEXES Principal as Instructional Leader (268) exam is provided below. The bolded priority statements noted with the asterisk focus on the most critical aspects of school leadership that can influence student outcomes. Therefore these priority statements are assessed with greater frequency.

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

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

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

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

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

D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

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

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

B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. *Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards

E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement**
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap**
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions**

DOMAIN III—HUMAN CAPITAL (Human Resource Management)

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

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

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

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

DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences**
- B. *Develops and implements strategies for systematically communicating internally and externally**
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions**
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals**

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

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

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

Competency 10: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

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

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

Competency 11: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

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

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

E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

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, Field Supervisor, Campus Mentor, and University Instructor to create meaningful experiences throughout the three embedded internship courses. It is important each experience, task, activity, and/or observation is clearly documented in order to secure the completion of all competencies necessary for certification.

TExES Competencies	Suggested Activities
<p>Knowledge of vision of learning</p> <p>The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of that is shared and supported by the school community.</p>	<ul style="list-style-type: none"> 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 learning students x Provide a written 5-year vision if you were principal
<p>Knowledge of communication and collaborative skills</p> <p>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.</p>	<ul style="list-style-type: none"> 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
<p>Knowledge of ethics and integrity</p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> 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

<p>Knowledge of curriculum, instruction, and assessment</p> <p>The principal knows how to facilitate the design and implementation of curricula and strategic plans that teaching and learning; ensure alignment of instruction, resources and assessments to measure student performance.</p>	<ul style="list-style-type: none"> 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 enhance x Participate in the development of action curriculum, research x Attend meetings of curriculum committee
<p>Knowledge of effective instructional program and campus culture</p> <p>The principal knows how to advocate, nurture, and an instructional program and a campus culture that are conducive to student learning and professional growth.</p>	<ul style="list-style-type: none"> x Create a cultural analysis of the campus x Assist in preparing a master schedule x Assist in scheduling activities x Participate in implementation of a curricular sustain change x Discuss curriculum development with staff administrators x Review tardy and absentee policies x Develop a positive rewards program for improving tardy and absentee rates
<p>Knowledge of staff evaluation and development</p> <p>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.</p>	<ul style="list-style-type: none"> x Conduct a mock teacher appraisal or walk-through visit 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
<p>Knowledge of decision making and problem solving</p> <p>The principal knows how to apply organizational, decision making, and problem-solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> x Participate in site-based decision making committee meeting (CPOC) x Assist in writing the Campus Improvement Plan (CIP) x Assist in the implementation of a campus initiative
<p>Knowledge of finance, personnel, and technological use</p> <p>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.</p>	<ul style="list-style-type: none"> x Assist in budget preparation 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
<p>Knowledge of physical plant and safety knowledge</p> <p>The principal knows how to apply principles of and management to the campus physical support systems to ensure a safe and effective learning environment.</p>	<ul style="list-style-type: none"> x Assist in organizing and supervising a school event x Assist in coordinating and supervising testing x Participate in administrative team meetings leadership x Review safety/health procedures and reports; plant and 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 Campus Mentor (CM) for one full year to ensure intensive professional guidance.

It is of primary importance that the candidate and the CM administrator develop a relationship based on trust and non-judgmental support. The CM serves as a learning facilitator, a model, a guide, and a counselor.

Responsibilities of the Campus Mentor (CM)

Campus Mentors (CM) are responsible for working with the University Instructor (UI), the Field Supervisor (FS), and the student to design and oversee a series of contextually relevant and mutually beneficial activities. In other words, activities should be purposefully developed to provide the student with contextually appropriate educational experiences, while also aiding the CM in performing campus tasks and objectives. The CM is responsible for evaluating the student's accomplishments at various points throughout each practicum experience.

Campus Mentor (CM) Selection

The CM 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 mentor, the student should have regular access to the principal as needed. ***In all cases, mentors must hold Texas Certification as a principal and be trained in the principles and practices of supervision.***

Support provided by the CM 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 Field Supervisors and University Instructors ascertain if a student's growth is consistent with their professional goals, their personal goals, and the goals of the district (Standard Indicator: 12.2)

Campus Mentor 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

Campus Mentor Compensation:

- \$600 (paid at \$200 per internship course semester)
- Personal and professional growth opportunity for the mentor
- Satisfaction of strengthening the leadership pipeline

Responsibilities of the Field Supervisor (FS)

The Field Supervisor (FS) serves as a field-based coach, and thus provides cognitive coaching support throughout each practicum. Support provided by the FS 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;
- one formal observation for each assigned intern per semester,
- completion of *Field Supervisor Observation Protocol* for each observation, and,
- direction as students attempt to follow the guidelines necessary for the development of the professional portfolio

Responsibilities of the University Instructor (UI)

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

- assessing and grading the performance of the student;
- maintaining regular communication with the Campus Mentor (CM) and the Field Supervisor (FS);
- coordinating FS's to ensure students receive quality coaching throughout the semester;
- evaluating effectiveness of FS's;
- ensuring each student receives a minimum of one site visit to ensure student progress; and,
- ensuring students have a quality experience while engaging in the requirements of the syllabus.

STATEMENT OF CAMPUS MENTOR ADMINISTRATOR SUPPORT

To the Administrator: *This candidate is currently enrolled the Master's in Administration and Supervision program at the University of Houston and must have the agreement of a campus mentor in order to participate in the program. The campus mentor 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 campus mentor, the student should have regular access to the principal as needed. In all cases, mentors must hold Texas Certification as a principal and be trained in the principles and practices of supervision.

Candidate Information

Full Name: _____
Last First M.I.

Campus Mentor Information

Full Name: _____
Last First M.I.

Position: _____

School: _____

Cell Phone: _____

Email: _____

Home Address: _____

Agreement

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

- Meeting regularly with the intern to review internship progress and answer questions
- Assisting the intern 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 intern to have a wide range of administrative experiences
- Encouraging risk taking and growth in the intern, 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 Campus Mentor: _____ **Date:** _____

This form is submitted to the Certification Director at the beginning of the candidate's program of studies or when a change in campus mentor is needed.

INTERN EVALUATION

Directions: This document serves as an intern evaluation form completed during each internship course: ELCS 6302 Data Informed Decision Making for School Leaders, ELCS 6320 Instructional Supervision, and ELCS 6393 Practicum. The following evaluation is to be completed by the intern's principal mentor and sent to the course instructor and the UH Certification Director by the last day of the semester.

Name of Intern _____

Rate your mentee/intern by circling the appropriate number (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent).

Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	Rating: 1 2 3 4 5
Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.	Rating: 1 2 3 4 5
Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.	Rating: 1 2 3 4 5
Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Rating: 1 2 3 4 5
Competency 005: The beginning principal (intern) knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	Rating: 1 2 3 4 5
Competency 006: The beginning principal (intern) knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	Rating: 1 2 3 4 5
Competency 007: The beginning principal (intern) knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Rating: 1 2 3 4 5
Competency 008: The beginning principal (intern) knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	Rating: 1 2 3 4 5
Competency 009: The beginning principal (intern) knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	Rating: 1 2 3 4 5
Competency 10: The beginning principal (intern) knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	Rating: 1 2 3 4 5
Competency 11: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Rating: 1 2 3 4 5
TOTAL	
Comments:	

Candidate is recommended for a Texas Principal's Certificate ____ YES ____ NO

Signature of Principal Mentor _____ Date _____

The University of Houston
Department of Educational Leadership & Policy Studies (DELPS)
Field Supervisor Observation Protocol

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

Pre-Conference <ul style="list-style-type: none"> • Standards-based • Promotes self-assessment and self-reflection • Supports a logical progression of proficiency • Informs goal-setting and professional development 	Date:
	*Total number of meeting minutes:
	Notes:
Observation (must total 45 minutes) <ul style="list-style-type: none"> • Observe expectations in standards and best practices • Gather evidence • Assess implementation and impact • Prioritize practices • Generate questions to reinforce and refine practices 	Date:
	*Total number of meeting minutes:
	Notes:
Post-Conference <ul style="list-style-type: none"> • Toward expectations outlined in the standards • To foster support, growth, and development that is intentional • To develop knowledge, skills, behaviors, and actions that are high impact 	Date:
	*Total number of meeting minutes:
	Notes:

***While it is recommended that each individual observation be for a total of 45 minutes, the three separate observations must total 135 minutes. TAC 228 (h)(1) "Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by a field supervisor."*

Student Name _____

Candidate is recommended for a Texas Principal's Certificate ____ YES ____ NO

Field Supervisor Signature: _____ Date: _____

University Signature: _____ Date: _____

The University of Houston
Department of Educational Leadership & Policy Studies (DELPS)
M.Ed. Internship Activity Log

Principal Interns must maintain a log of field-based activities. Each entry must contain the date, activity name/description, hours, and reference to the Principal Certification Standards. The log should include the activities related to the principals' role. Principal Certification Standards and activities have been provided to guide the internship experience and prepare for the Principal TExES Exam 268. Activity selection should not be made in isolation; instead, interns should discuss the relevancy of activities with their Campus Mentor, Field Supervisor, and University Instructor.

Submission of internship clock hours* is required at the end of each enrolled semester. The log, reflective journal entry and required signatures will be submitted electronically to the Course Instructor and Certification Director at the semester's end. 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.

The description of the internship leadership activities must sufficiently describe each activity and relate to specific competencies (see samples below).

Unacceptable Description of Activity: *Job shadow principal*

Acceptable Description of Activity: *Accompanied mentor principal on walk-throughs of 7th grade math classrooms. Focus of walk-through feedback to teachers concerned instructional alignment with grade-level standards and student engagement.*

Unacceptable Description of Activity: *Grade-Level Team Meeting*

Acceptable Description of Activity: *Facilitated a 7th grade PLC to analyze classroom student assessment responses including the alignment of assessments with standards and classroom instruction.*

This template 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** _____

Campus Mentor Signature: _____ **Date** _____

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

University Signature: _____ **Date** _____

The University of Houston
Department of Educational Leadership & Policy Studies (DELPS)
M.Ed. Internship Activity Log

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)		
Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).		
Date	Total Time	Description of Activity
Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.		
Date	Total Time	Description of Activity
DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)		
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.		
Date	Total Time	Description of Activity

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Date	Total Time	Description of Activity

DOMAIN III—HUMAN CAPITAL (Human Resource Management)

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

Date	Total Time	Description of Activity

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

Date	Total Time	Description of Activity

DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Date	Total Time	Description of Activity

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Date	Total Time	Description of Activity

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

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

Date	Total Time	Description of Activity

Competency 10: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Date	Total Time	Description of Activity

DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

Competency 11: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Date	Total Time	Description of Activity
		TOTAL NUMBER OF HOURS SUBMITTED ON THE INTERNSHIP LOG

Reflective Journal Entry (see page 5 of the Internship Guide for directions):