



# **EDUCATIONAL ADMINISTRATION SPECIALIZATION**

## **PRINCIPAL INTERNSHIP HANDBOOK**

(Revised December 2017)

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# **CONCORDIA UNIVERSITY TEXAS**

## **College of Education**

### **Educational Administration Program**

Mission Statement “Developing Christian Leaders”

It is the intent and purpose of Concordia University to help develop leaders for the state, nation, and world that have the focus on Christian values and servitude. Our belief is, through developing Christian leaders with the skills to work with educators and students, Concordia University will empower the next generation to be successful, and to be an example of what the power of Christian service can do for all people. Our students not only gain the educational skills to lead schools in the 21<sup>st</sup> century, but to do so in a manner that will reflect the morals, values, and ethics necessary to bring peace and harmony to all they touch.

#### Academic Honesty

It is the official policy of Concordia University that all acts or attempted acts of alleged academic dishonesty, whether at the graduate or undergraduate level, be reported to the Office of the Provost by way of the Dean of the respective school within which the course is taught.

Forms of Academic Dishonesty include: Plagiarism, Fabrication, Cheating, and Academic Misconduct. The following sanctions may be enacted:

- A lower grade on the assignment or test.
- Failing grade on the assignment or test.
- Repeat of the assignment or test.
- A lower grade in the course.
- Removal of the student from the course.
- In the event of repeated offenses, expulsion from the University.

#### Diversity

Concordia University values and respects the diversity and the uniqueness of each individual as one of God’s precious creatures. We are dedicated to the educational growth of all students regardless of age, ethnicity, religious beliefs, national origin, and disability. If a student feels he/she has been discriminated against, there should first be a meeting with the professor and/or student involved. If there is no reconciliation, contact the School of Education Chair of the Educational Administration Program. If there is no reconciliation, contact the School of Education Chair.

If a student needs special assistance in creating a learning environment conducive to his/her needs, the professor and the School of Education Chair of Educational Administration Program should be approached at the earliest time possible to help the student receive the help needed for a successful learning experience. The student should provide all documentation necessary for this to happen.

## *A Letter to the Administrative Intern*

Dear Student,

The practicum is the culmination of your efforts and coursework in our Educational Administration Program. It is a learning experience that involves you working closely with a site supervisor on your campus (principal, assistant principal, or another administrator that holds a Texas Principal Certificate). During the practicum you will be performing administrative tasks approved by your site supervisor to garner experience about the ‘real world’ of educational administration in Texas.

All school settings involve the needs of the children that attend the school and the teachers and administrators that work daily to help those children receive an education that prepares them for the world they will inherit upon graduation. You, as an intern in our practicum, need to ‘live’ experiences concerning school administration to acquire not only knowledge about the position, but to also see the processes that are involved in leading a school. There are many facets to school administration and we hope that you will be able to work with teachers, students, school stakeholders, other campus administrators, and district level personnel to enhance your understanding of educational administration.

It is our prayer that you garner a deeper understanding and appreciation of school leadership which is critical to the success of the next generation of teachers and children. Your practicum will be monitored by several people:

- Administrative Site supervisor – This person is employed by the school in which you are working as an intern and may be the building principal or designee.
- Field Supervisor – This person is employed by the university and will visit with you and your site supervisor on the campus as well as observe you completing administrative tasks.
- Course Professor – This is the university faculty member teaching EDAD 5156 Practicum 3 who will be monitoring your Log & Reflections of administrative tasks you complete during the semester.

The combined experiences of these people will be very helpful to you as you complete your practicum. They have all completed educational administrative experiences as they worked with teachers and children in educational settings. I urge you to learn from these people.

I pray that you take advantage of this opportunity to broaden your experiences in school administration and form relationships with people that can provide assistance as you move into educational leadership.

**Gregory Jones, Ed.D.**  
School of Education Chair,  
Graduate Educational Administration Program

## *A Letter to the Administrative Site Supervisor*

Dear Site Supervisor,

We at Concordia University want to thank you for agreeing to become the site supervisor for one of our graduate students in Educational Administration. Our student has selected you based upon your strengths as an educator, your vision for your school, the talents you show on a daily basis to your staff, and on the ethics, you display as an educational leader. We feel confident that our student will gain the needed experience of what being a principal is in real life and through observing you this semester. Please allow the behavior you model to show him/her how to act as a successful administrator.

Duties as a Site Supervisor to the Intern:

- Please take some time to review this handbook with the student to ensure that both of you understand what is expected as you interact with the intern during this practicum semester.
- In your role as the administrative site supervisor, you should have daily and weekly contact with the intern during this practicum. You are the most important component of the process. You will be a teacher, site supervisor, evaluator, and confessor for the intern. It is the desire of Concordia University that you expose the intern to as many “real life” experiences as possible, and provide an opportunity for him/her to truly “get their feet wet” in the process of being an educational leader.
- Please allow the student to get a broad spectrum of the life of a school administrator. Review the five standards with the student and help the intern determine productive activities that fulfill each of the standards in a meaningful manner.

A site supervisor has also been assigned by the University to work closely with you and the student during this learning experience. The site supervisor will be on your campus at least three times during the practicum semester to meet with the intern. The first campus visit should include you, the site supervisor, and the intern. Both you and the site supervisor are major components involved in assisting the intern to be successful during their practicum. If, at any time, you feel it necessary to contact the site supervisor beyond the three campus visits, you are highly encouraged to do it.

Thank you for your time, effort, and desire to be part of this internship program.

**Gregory Jones, Ed. D.**  
School of Education Chair,  
Graduate Educational Administration Program

## Regarding the Intent of the Principal Internship

### **Why Are You Doing This?**

#### Moving From Classroom Teacher to Administrator

- As a professional educator, you have felt the call to move from one position within the educational system to another. Both are very important, but have different focuses, immediate responsibilities, and duties. As a classroom teacher, you have had the most direct contact one can have with the learning experience of the student. It takes a special gift and talent to work with children as they experience a journey of self-awareness and self-doubt. They are learning who they are and what skills they possess that will help them be successful and productive citizens in the 21<sup>st</sup> century. Each has come to you with differing strengths and weaknesses; skills and talents; wants and desires; interests and visions concerning what they need to know and what is important for them as citizens of our nation.

#### Change of Responsibilities

- You are now moving one position away from the classroom, but you will still be engaged in the daily learning of the students. You will acquire a larger number of students to oversee, plus take on the responsibilities of meeting the needs not only of the students, but also teachers, parents, support staff, the district administration and the community as a whole. This will require you to learn new skills and knowledge in conflict resolution; communication; changing educational processes; best practices in teaching; local, state, and federal policies, rules, procedures, and laws; and time management. These are some, but by no means all, of the new areas and challenges you are about to face as you attempt to move into the educational administration arena.

#### Collaborative Decision-Making

- Education has always been dynamic, and in this time of challenges, it is certainly no different. Many say that this is one of the most challenging and critical times we have ever had in education. We have moved from administration being, for all intents and purposes, the “final word”, towards more collaborative decision-making. We have shifted from a “top-down” directive to more on-campus control. Where educators once moved quickly and often without adequate training and certification, now there is rigorous training and requirements in order to move into other areas of the educational process. We are all being asked to be more professional in our training, behavior, and continuing educational growth. Within our profession, we are now experiencing a need and demand for continuing education, growth, and skill building. We are truly modeling “lifelong learning” not only as a requirement for continuing as educators, but as a way of life.

## Technology

- Technology has, in the past, changed from generation to generation, but now it advances so quickly that it is not uncommon for our students to be ahead of us in knowledge, understanding, and skills. Many times the student becomes the teacher in this area. This is becoming a geometric progression, and we hardly master one technological skill before another one is presented to us. Educators, more than ever, must be flexible and “thinkers-on-our-feet” so we can handle all the challenges we will encounter.

## Management of Information

- Coupled with this technological explosion is the ever-increasing amount of information and knowledge at the disposal of all within the educational environment. We are now called upon to manage Herculean amounts of information and to discriminate between what is most accurate and important to disseminate, not only for ourselves as educators, but also what is important for students to learn. We must be able to recognize research-based instructional techniques from those programs that “feel like they should work”. We don’t have the time nor the luxury to try out techniques that have not passed rigorous scrutiny.

## Facilitators of the Learning Process

- Another challenge for educators is to be better facilitators of the learning process. We are starting to recognize and honor the diversity within our population in the areas of values, beliefs, learning styles, and other aspects that make each of us unique individuals as learning takes place. We are teaching children who, fifty years ago, would not have been allowed even to attend school. As an administrator, you will need to acquire expertise in dealing with diversity and the issues and conflicts that come with a heterogeneous population of students, staff, and community members. We are more and more a reflection of society and it is one of the responsibilities as an administrator to help all function successfully in the school environment.

## Site Supervisor and Intern

- Your intern experience will, most likely, be an educational experience different from any you have ever had. You will choose an administrator as a site supervisor whose professional guidance will lead you through varying and challenging situations. You and your site supervisor will be in charge of your learning experiences. You will know the reality of school leadership because you will see and experience first-hand the duties and responsibilities that you will face when you move to the next level of educational responsibility. You can make this an extremely valuable and rewarding experience, or you can choose to barely meet the mandatory requirements, which will leave you with a narrow view and knowledge of the school administrative area.

### Administrative Site Supervisor (practicing certified state of Texas Administrator)

- This person will be very important to your successful completion of the Educational Administration Program (Principal Certification). This person must hold a Texas administrator's certificate. TEA also requires this person be a practicing principal or assistant principal. It will be your responsibility to find a site supervisor willing to work with you during this time period. The site supervisor must agree, in writing, to act as your site supervisor in all areas of your service on campus. This person must be approved by the School of Education Chair, Educational Administration Program before the agreement is finalized. Your site supervisor and your site supervisor will work closely together to afford you the best experience possible during your practicum. This person will be the local contact between the university and the school. You may certainly work with other administrators, but your site supervisor will be the one your site supervisor will interact with during this time period.
- The site supervisor will be responsible to act as an advisor, supervisor, confessor, and evaluator during your training. This person should be considered to be an outstanding administrator and should have the skills and training you also wish to acquire. Choose this person very carefully. It is critical to the successful completion of the certification process. This experience will be with you the rest of your educational life.
- Within the first three weeks of the practicum, the Intern, Site Supervisor, and Field Supervisor will meet to review the course requirements, responsibilities of all participants, and the individual internship plan.

### Field Supervisor (employed by the university)

- This individual will work closely with the intern and administrative site supervisor. The field supervisor and EDAD 5156 professor will monitor the successful completion of the required experiences during the completion of the practicum. There will be site visits and weekly communication with the field supervisor and administrative site supervisor concerning a review of assigned projects.

**Gregory Jones, Ed. D.**  
School of Education Chair,  
Graduate Educational Administration Program

## Practicum Plan Proposal

You will need to create a plan of action to be utilized at the beginning of your practicum experience so that you, your field supervisor, and administrative site supervisor will have a clear understanding of your intended goals and desired experiences and outcomes. This plan is developed during EDAD 5155 and is reviewed by your site supervisor at the beginning of the practicum. You will share it with your field supervisor as soon as that person is assigned to you. The Practicum Plan will enhance your internship and yield the ultimate educational experience for you.



### PRACTICUM PROPOSAL

**Student/Intern Name** \_\_\_\_\_ **Semester(s)** \_\_\_\_\_

**Site Supervisor (Principal)** \_\_\_\_\_ **Campus/District** \_\_\_\_\_

**Course Professor** \_\_\_\_\_

This document is a proposal or plan for the student to complete the required hours established by the State of Texas for the university to recommend the student for Principal certification. It is not a contract which obligates the parties. The activities herein planned are suggestions based upon the needs of the campus, the skills of the student, and the requirements of the Practicum by the State of Texas and Concordia University Texas.

The student must log at least 160 hours during the practicum with no less than 20 hours being logged in each Standard. The Site Supervisor (principal) should feel free to assign additional hours for the student/intern to complete based upon the needs of the campus. Administrative activities other than those listed herein may be substituted or added. In addition, at least one “mini-project” should be developed based upon the needs of the campus. The mini-project should involve an activity which would provide a long-term benefit to the campus, district, staff or students. The mini-project could involve elements of research which might include a needs assessment or program assessment. It might include a pilot program, safety plan, improvement plan, policy recommendation, or procedures revision.

The student should complete this proposal in collaboration with the campus leadership and university field supervisor.

The proposal to which this page is attached is agreed to by the site supervisor (principal), university field supervisor, university professor, and student whose signatures are below and signify approval of the practicum plan proposal:

Site Supervisor (Principal) \_\_\_\_\_ Date \_\_\_\_\_

Student/Intern \_\_\_\_\_ Date \_\_\_\_\_

# Principal Standards

**Standard 1--Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders: (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze 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; (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

**Standard 2--Human Capital.** The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development; (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

**Standard 3--Executive Leadership.** The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders: (I) are committed to ensuring the success of the school; (II) motivate the school community by modeling a relentless pursuit of excellence; (III) are reflective in their practice and strive to continually improve, learn, and grow; (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward; (V) keep staff inspired and focused on the end goal even as they support effective change management; (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

**Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders: (I) leverage school culture to drive improved outcomes and create high expectations; (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school; (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

**Standard 5--Strategic Operations.** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations: (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans; (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective; (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review; (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Element of Standard Addressed	Proposed Activity	Proposed Timeline

## The Practicum Experience

### Logging Practicum Hours

The Intern **will be expected to log 160 hours of administrative intern experience during EDAD 5156.** No previous log hours can be accepted because the intern was not working with a University Field Supervisor. You should take advantage of any opportunity to complete administrative tasks, and any that you complete prior to the practicum will still enhance your understanding of educational administration and assist your school. If the intern cannot fulfill the requirements due to extreme extenuating circumstances, s/he is to contact the School of Education Chair, Graduate Educational Administration Program, by means of a petition to seek possible exceptions of these requirements.

The Practicum is framed in a sixteen week “hands on” experience under the direction of an onsite site supervisor and field supervisor hired by the University. It is expected that the intern will experience the five principal standards during the practicum. Hours are to be logged all sixteen weeks of the practicum. It is the requirement of the School of Education that the intern experience a minimum of 20 hours in each of the five standards. This way, each standard will be evenly represented and you will submit your log weekly to your field supervisor. You are not limited to the 160-hour requirement. Any additional hours over and above the 160 may be logged in any of the five standards. Students will continue to log hours for all 16 weeks of the practicum. The intern will have a formal log sheet that they complete, which at the end of the semester will be verified by the Site Supervisor and Field Supervisor who will sign the final Log along with the student prior to submission at the online portal for EDAD 5156. The second monthly submission should show that the intern has reached the 80-hour point in their practicum. It is the intent of the practicum to expose the Intern to as many varying experiences administrators encounter during a regular school day.

### Practicum Reflections

A minimum total of 160 hours of logged administrative experience is required to fulfil the requirements of EDAD 5156. The forms for recording your Log and Reflections are located in the Reflections & Log section of Blackboard or Moodle. You will briefly describe each administrative action you undertake during the week and enter the number of hours it took to complete in decimal form (0.5 not ½). The weekly Reflections should be written each weekend and expand upon your Log by telling what you learned from the administrative action and why you feel it belongs to that Particular Standard. The Reflections are all on one MS Word document (found in Reflections & Logs) that is separated by Standard and should include a date of the action reflected upon for correlation with the student’s log.

In your weekly field supervisor reflections (submitted by email prior to midnight each Sunday), you will submit your full log and reflections in the previous paragraph. You may also add a information in the body of the email (not the MS Word reflections) that allow you to tell about any ‘aha’ moment(s) or new learning experience(s) that you had during that week. These ‘aha’ moments give you an opportunity to expand upon your reflections and tell us about any shift in thinking that occurred that week, or if you feel that you are perceived differently by your fellow faculty members. During the last weekend of the month (see the dates in Blackboard/Moodle),

submit your full log and reflections through that date in the upload portal. Make sure you submit on time. Late work will be penalized because you are striving to be school administrators and you need to make sure you meet established deadlines.

The final Log you submit for EDAD 5156 will include all of your administrative activities for the entire practicum and must have three signatures (student, site supervisor, field supervisor). Your practicum has a minimum requirement of 160 hours combined from all Standards and a minimum of 20 hours in each of the five Standards. Some standards will have additional hours logged depending upon the needs of the campus and assignments given by the Site Supervisor (principal). The 160 & 20 hours are minimums, and you should not stop logging hours until the final week(s) of the semester (see Important Dates section for the final date of the practicum logging). TEA requires that students complete administrative tasks throughout their practicum timeframe.

### Campus Visits by Field Supervisor

The Field Supervisor will hold at least three meetings with the intern that will take place at the campus where the intern is doing the practicum. **These visits will be a minimum of 45 minutes in length and one visit must be completed in each third of the practicum.** All three campus visits will be observations of the student performing an administrative task (EX: leading a faculty meeting, coordinating an evening program). Each campus visit will be documented on a Concordia Observation form and signed by all parties and then submitted to the University through the online portal in Moodle/Blackboard.

### Meeting Between the Administrative Site Supervisor and Field Supervisor

There will be a meeting, in person or by phone, between the Administrative Site Supervisor and the Field Supervisor to discuss the success of the intern in completion of the onsite part of the practicum. This meeting will be confidential between the two parties. This will be to determine the successful completion of the practicum by the student or the need for additional needs to be addressed concerning the intern's performance. This information will also be utilized by the field supervisor to complete the summative form.

### Initial Contact Form

The initial contact form will be completed by your field supervisor and sent to you after s/he has made initial contact during EDAD 5156. The form indicates that your field supervisor has completed his/her updated training. You will review the form, sign, and then procure the signature of your campus site supervisor after that supervisor has also completed the online training. The form with all 3 signatures will be uploaded in the online portal and placed in your TEA folder.

### Mock Interview

Each student will ask their **campus mentor to interview** them utilizing questions that are appropriate for an assistant principal interview. The interview should have 5-10 questions and should not take more than 30 minutes. The student will then write a one page reflection concerning the interview and what they learned from the process, what they need to study to do

better next time, and what their demeanor (scared, worried, not sure what to do, etc.) was during the interview and how they would change it for the next time they interview.

### Mini-Project Report

During week #15, each student will **write a report concerning their mini-project**. The report should be 3-5 pages in length, double spaced, and in APA format. The paper will take the information from the original proposal the previous semester and then tell what the final effort became. Next each student will describe what happened including their leading that particular endeavor in the manner of a school administrator. Finally, a summary of the endeavor with conclusions concerning what worked and did not and what the next steps should be concerning the endeavor.

### Final Evaluation Form

Your field supervisor will complete and sign a **final evaluation form** that encompasses information concerning all five of the Principal Standards. Each student will review the document, sign it, and converse with their university field supervisor as needed. They will share the final form with their campus supervisor/mentor and have that person sign as well. Once all 3 signatures have been procured the document will be uploaded in the corresponding online portal.

## Principal Standards

The Texas Administrative Code, 149.2001 the Standards Required for the Principal Certification are listed below. The knowledge and skills identified must be used by educator preparations programs in the State of Texas. These standards are the foundation for the assessment of our Concordia University Texas students as they complete their work in our Educational Administration program.

### **Chapter 149. Commissioner's Rules Concerning Educator Standards** **Subchapter BB. Administrator Standards** **§149.2001. Principal Standard**

**Standard 1--Instructional Leadership.** *The principal is responsible for ensuring every student receives high-quality instruction.*

- (A) Knowledge and skills.
  - (i) Effective instructional leaders: (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze 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; (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
  - (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
- (B) Indicators.
  - (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
  - (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
  - (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

**Standard 2--Human Capital.** *The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.*

- (A) Knowledge and skills.
  - (i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

- (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development; (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.
- (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.
- (B) Indicators.
- (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
- (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
- (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

**Standard 3--Executive Leadership. *The principal is responsible for modeling a consistent focus on and commitment to improving student learning.***

- (A) Knowledge and skills.
- (i) Effective executive leaders: (I) are committed to ensuring the success of the school; (II) motivate the school community by modeling a relentless pursuit of excellence; (III) are reflective in their practice and strive to continually improve, learn, and grow; (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward; (V) keep staff inspired and focused on the end goal even as they support effective change management; (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (VII) are willing to listen to others and create opportunities for staff and stakeholders

- to provide feedback; and (VIII) treat all members of the community with respect and develop strong, positive relationships with them.
- (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.
- (B) Indicators.
- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
  - (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
  - (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.
  - (iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

**Standard 4--School Culture. *The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.***

- (A) Knowledge and skills.
- (i) Effective culture leaders: (I) leverage school culture to drive improved outcomes and create high expectations; (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school; (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
  - (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
  - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

**Standard 5--Strategic Operations. *The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.***

(A) Knowledge and skills.

- (i) Effective leaders of strategic operations: (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans; (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective; (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review; (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
- (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

- (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

*Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.*

*Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245*



Educational Administration  
11400 Concordia University Drive  
Austin, Texas 78726

### **Principal Internship Information**

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone: (home) \_\_\_\_\_ (work) \_\_\_\_\_ (cell) \_\_\_\_\_

Concordia E-Mail address \_\_\_\_\_

Other E-Mail Address: \_\_\_\_\_

District name: \_\_\_\_\_

Campus Name \_\_\_\_\_

Campus Address \_\_\_\_\_

Current job assignment/grade level \_\_\_\_\_

Administrative Mentor Name \_\_\_\_\_

Mentor's Position and Title: \_\_\_\_\_

Work Phone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

## Practicum Initial Contact/Training

**Practicum Student Name:** \_\_\_\_\_

Practicum School Name: \_\_\_\_\_

My university supervisor contacted me before the end of the third week of the practicum (By 1/27/18)

Date of contact: \_\_\_\_\_

Method of contact (please circle only one):    email                    phone                    in person

Practicum Student Signature: \_\_\_\_\_

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*To be completed by site supervisor (mentor/principal)*

**Site Supervisor (Mentor/Principal) Name:** \_\_\_\_\_

I completed the Site Supervisor/Mentor training before the end of the third week of the practicum (By 1/27/18) on (Date): \_\_\_\_\_

Site Supervisor (Mentor/Principal) Signature: \_\_\_\_\_

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*To be completed by field supervisor (university supervisor)*

**University Field Supervisor Name:** \_\_\_\_\_

I completed the Field (University) Supervisor training before the first day of the semester (1/8/18) on (Date): \_\_\_\_\_

University Field Supervisor Signature: \_\_\_\_\_

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*This form needs to be returned to the practicum student to be uploaded into the on-line course portal.*



## Mentor (Principal) Practicum Agreement

Thank you for agreeing to act as mentor for the Concordia University Texas (CTX) intern listed below who has taken the journey to become a future administrator.

The University would like you, as the administrative mentor, to expose the intern to as many 'real life' experiences as possible. The intern you are mentoring will be expected to log at least 160 hours of administrative intern experience. If, during the internship experience, the student cannot fulfill the requirements due to extreme extenuating circumstances, he/she is to contact the Practicum instructor.

The Practicum is tied very closely to the five principal certification standards required under TAC 149.2001. It is the policy and requirement of the College of Education that the intern experience a minimum of 20 hours in each of these five standards, with the remaining hours to be logged in any of the standards. They are not limited to the 160 hour requirement. Any additional hours over and above the 160 may be logged in any of the five standards. Prior to beginning the Practicum, the intern will present to you a Proposal for the Internship in which activities are suggested in order to meet the required hours. You will be able to approve, reject, modify, or add any activities, based upon your campus needs and the strengths and weaknesses of the intern. The university will assign a supervisor who will assist the intern in preparing the Practicum Proposal as well as visit the intern on the campus during the internship. You will be provided copies of the supervisor's observations. You will also be asked to complete an evaluation of the intern's performance during the Practicum and provide a recommendation for certification.

You will be e-mailed a link to a web page which will provide you with information regarding TEA's and CTX's expectations for the Practicum. You will be expected to view the web page and all training materials within the first three weeks of the practicum.

**I agree to support this intern in the Educational Administration Specialization program. I will provide the intern the support needed to complete the 160 required administrative log hours which may include providing time away from regular duties as needed to assure them an opportunity to act as administrators during their course of study.**

Printed Intern (Student) Name \_\_\_\_\_

Printed Site Supervisor (Principal) Name: \_\_\_\_\_

Signature of Site Supervisor (Principal): \_\_\_\_\_ Date \_\_\_\_\_

Listed below are contact people for Concordia University Texas

Dr. Gregory Jones  
Alison Chai  
Dr. Jim McConnell

Program Chair: Educational Administration  
Certification & Compliance Officer  
Director, School of Education

[gregory.jones@concordia.edu](mailto:gregory.jones@concordia.edu)  
[alison.chai@concordia.edu](mailto:alison.chai@concordia.edu)  
[jim.mcconnell@concordia.edu](mailto:jim.mcconnell@concordia.edu)



**Campus Observation Form**

Observation Number: \_\_\_\_\_

Student Name \_\_\_\_\_ Location \_\_\_\_\_ Start Date of Practicum Jan. 8, 2018

Observation Date _____	Start Time _____	End Time _____	(MUST BE AT LEAST 45 MINUTES)	
Pre-observation Conference Date _____	Method (check one):	<input type="checkbox"/> phone	<input type="checkbox"/> email	<input type="checkbox"/> in person
Synchronous Post-observation Conference Date _____	Method (check one):	<input type="checkbox"/> phone	<input type="checkbox"/> in person	

Field Supervisor \_\_\_\_\_ Site Supervisor (Mentor) \_\_\_\_\_

Event/Activity \_\_\_\_\_ Student Role \_\_\_\_\_

**Check the boxes for each Indicator observed:**

**Standard 1--Instructional Leadership.**

The principal is responsible for ensuring every student receives high-quality instruction.

- (i) Rigorous and aligned curriculum and assessment.
- (ii) Effective instructional practices.
- (iii) Data-driven instruction and interventions.

**Standard 2--Human Capital.**

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

- (i) Targeted selection, placement, and retention.
- (ii) Tailored development, feedback, and coaching.
- (iii) Staff collaboration and leadership.
- (iv) Systematic evaluation and supervision.

**Standard 3--Executive Leadership.**

The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

- (i) Resiliency and change management.
- (ii) Commitment to ongoing learning.
- (iii) Communication and interpersonal skills.
- (iv) Ethical behavior.

**Standard 4--School Culture.**

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

- (i) Shared vision of high achievement.
- (ii) Culture of high expectations.
- (iii) Intentional family and community engagement.
- (iv) Safe school environment.
- (v) Discipline.

**Standard 5--Strategic Operations.**

The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

- (i) Strategic planning.
- (ii) Maximized learning time.
- (iii) Tactical resource management.
- (iv) Policy implementation and advocacy.

**Comments/Post-observation discussion:**

**Interventions:**

Student \_\_\_\_\_ Mentor (Principal) \_\_\_\_\_ Supervisor \_\_\_\_\_

THIS COMPLETED FORM IS TO BE GIVEN TO STUDENT WHO WILL OBTAIN ALL SIGNATURES AND SUBMIT TO PROFESSOR VIA PORTAL IN ON-LINE COURSE.



***FINAL EVALUATION:  
PRACTICUM FOR PRINCIPAL CERTIFICATION***

**Directions:** This form is to be used by university supervisors, in collaboration with the campus mentors, to provide a final evaluation of the candidate seeking principal certification. Please fill out all areas.

Student: \_\_\_\_\_ Site Supervisor (Principal): \_\_\_\_\_

Campus/District Name: \_\_\_\_\_

Field Supervisor (University): \_\_\_\_\_ Practicum Start Date: January 8, 2018

Final Evaluation Date: \_\_\_\_\_ Number of Hours Completed in Practicum: \_\_\_\_\_

**To be completed by the evaluator:**

Please describe the candidate's attributes in the following five Standards noting such things as strengths, areas for improvement, or any special skills or talents. Please cite specific examples to support your observations.

**Standard 1: Instructional Leadership**

**Standard 2: Human Capital**

**Standard 3: Executive Leadership**

**Standard 4: School Culture**

**Standard 5: Strategic Operations**

Recommended grade (A-F or pass/fail): \_\_\_\_\_

Comments related to recommendation and pass/fail status:

\_\_\_\_\_  
SIGNATURE  
STUDENT

\_\_\_\_\_  
SIGNATURE  
FIELD SUPERVISOR (UNIVERSITY)

\_\_\_\_\_  
SIGNATURE  
SITE SUPERVISOR (CAMPUS MENTOR)

THIS COMPLETED FORM IS TO BE GIVEN TO STUDENT WHO WILL OBTAIN ALL SIGNATURES AND SUBMIT TO PROFESSOR VIA PORTAL IN ON-LINE COURSE.



## STANDARD REFLECTIONS

As you complete your practicum you must remember to focus on the five standards. You will complete an Excel spreadsheet noting the tasks you have completed throughout the semester on a weekly basis and submit them to your field supervisor by midnight each Sunday evening. You will also categorize the tasks into one of the five standards and enter the number of hours you completed. You are to complete a minimum of 160 hours during the 16 weeks of the practicum (please continue logging all 16 weeks regardless of the quantity of hours logged) and a minimum of 20 hours in each of the five standards. The spreadsheet will assist you in monitoring your progress with the standards.

You will Reflect each week on the administrative endeavors you have completed. You will write after the Standard in an MS Word document an expansion of the task in your Log. You should provide information concerning what you learned, why you chose that Standard, and what you have determined about school administration. The reflections should be ongoing from the beginning of the semester and updated on a weekly basis. They will be submitted to your course professor at the end of each month during the practicum as well as your supervisor. Please begin each description with the date it occurred as a reference to your log sheet. In your weekly reflections that you submit to your field supervisor, you should tell about any ‘aha’ moment(s) or new learning experience(s) that you had during that week. Those should be written after you write your full Reflections on your MS Word document. We want you weekly to communicate to your field supervisor any shift in thinking that occurred that week, or if you feel that you are perceived differently by your fellow faculty members, tell about how that affected you.

Feel free to add as many additional pages as needed to each of the standard sections.

### **Standard 1**

### **Standard 2**

### **Standard 3**

### **Standard 4**

### **Standard 5**