

PRINCIPAL INTERNSHIP HANDBOOK



Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

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PREFACE

PRINIPAL INTERNSHIP OVERVIEW – INSTRUCTIONAL LEADERSHIP CLINICAL ACADEMY PROGRAM (ILCA)

Preparing future instructional leaders for school districts regionally and nationally is inherent in the mission of the Whitlowe R. Green College of Education at Prairie View A&M University. Consistent with this mission is the recognition that the changing environment of education demands that all clinical experiences reflect the true nature of instructional leadership with a focus on experiential activities aligned with anticipated candidate outcomes in P-12 districts.

The Whitlowe R. Green College of Education is committed to ensuring that candidates experience the synchronicity of clinical experiences incorporating theory and practice in a multi-cultural and multi-dimensional setting. To this end, future principals are required to participate in the Instructional Leadership Clinical Academy as a capstone experience at the conclusion of the requisite course work. The ILCA building level administrative internship provides future building level administrators with site-based experiences designed to provide additional preparation in meeting the challenges confronting administrators today.

ILCA contains two components, a clinical internship (required) and a clinical induction. The internship is offered each semester, with candidates receiving 3SCH upon successful completion.

The clinical induction component is available to candidates upon placement at a school site and provides structured mentoring and support for new principals in addition to the mentoring program offered by school districts. Candidates are required to attend monthly seminars focusing on professional challenges experienced by new building administrators. Additional support is provided during weekly on-site visits guided by clinicians' familiar with instructional leadership and assessment of candidate learning.

ILCA internships will include experiences in numerous settings during the course of a semester. The Educational Leadership and Counseling Department at Prairie View A&M University believes that interns can better meet the demands of the internship when this experience occurs at the end of formal coursework.

The intern must consult with his/her advisor and apply for placement the semester before beginning the internship

INTERNSHIP APPLICATION REQUIREMENTS

In order to register and participate in the clinical internship course ADMN 5503, a principal internship candidate must:

1. Complete **all** coursework required for certification;
2. Be admitted to candidacy in the graduate program;
3. Successfully pass the Principal Representative Examination with a minimum score of 85%;
4. Have a GPA of 3.0 in all required courses;
5. Have a valid teaching certificate;
6. Have at least two year's teaching experience;
7. Have a valid TEA number;
8. Provide a clear Criminal History Background Check obtained within the last six months;
9. Complete all required application materials;
10. Have two (2) Letters of Recommendation from their advisor;
11. Obtain approval from the school district(s) or other sponsoring institution(s) to complete an internship in these settings;
12. Provide an endorsement of a practicing administrator who will become the intern's supervising site administrator; and
13. Provide an endorsement of the appropriate central office or chief institutional administrator authorizing the internship to take place within the particular organizational framework.

Prairie View A&M University supports the field experience concept as an extension of the learning that takes place in our leadership courses. All candidates pursuing administrative certification are required to participate in the administrative internship and attendant seminars.

INTERNSHIP FIELD EXPERIENCE REQUIREMENTS

As a concurrent clinical experience in the preparation of educational leader, the site-based clinical experience provides candidates with the opportunity to engage in learning activities related to educational leadership and school administration. The field experience must be a minimum of 160 clock hours of administrative experience with a certified Cooperating Administrator/Principal.

Internship Seminar- Purpose and Dates

Interns are required to participate in monthly seminars during the semester in which they are enrolled in ADMN 5503. The seminar sessions are designed to extend the field experience through reflection, synthesis and analysis on the insights of others. Contextual factors affecting candidate and faculty performance are examined within specified realms of meaning and extrapolation. In addition, the seminar offers the opportunity to gain feedback on situational cases that arise from individual clinical experiences.

Site Selection

In selecting field experience sites the Program Coordinator, in cooperation with the prospective intern, places considerable importance on the availability and cooperation of a certified principal qualified to assume the role of Cooperating Administrator/Principal. One criterion in approving an internship is the experience of the supervising administrator and his/her commitment to providing a meaningful clinical experience.

Each supervising administrator is required to provide regular feedback to the intern. In addition, supervising administrators must provide regularly scheduled evaluations of intern performance. School site faculty, staff and Candidates (if a secondary site) must also provide interns with input regarding their performance in a 360-degree framework. The 360-degree framework provides the intern with input pertaining to the perception of their performance by individual stakeholders within the building.

District Approval and Support

The intern must have written approval of the school district in addition to written approval of the cooperating principal. In larger districts, the intern should contact the director of human resources. In smaller districts, the intern should contact the superintendent and request information on the steps necessary to get district approval to complete a clinical internship in the district. Follow the prescribed steps. A copy of the written approval document should be forwarded to the Internship Program Coordinator and a separate copy placed in the intern's portfolio.

University Support

CANDIDATE RESPONSIBILITIES

The Intern assumes a major share of the responsibility for the success of his/her field experience. The purpose of the internship program is to provide administrative candidates with meaningful and relevant experiences associated with the principalship. The intern is subject to the authority, rules and regulations of the sponsoring school district. It is hoped that the participant gains valuable work-related experience that will provide a competitive advantage when applying for a position.

Specific Responsibilities of the Intern Include:

1. Keeping a log of field experiences and completing all of the requirements within the specified time frame;
2. Submitting all reports to the Program Coordinator of the ILAC by the end of the semester;
3. Becoming fully acquainted with the rules and regulations of the school district;
4. Attending monthly seminars as prescribed by the Program Coordinator;
5. Maintaining an electronic portfolio and submitting the portfolio at the conclusion of the clinical experience;
6. Completing all forms, experiences, and other obligations as required;
7. Avoiding involvement in ideological disputes;
8. Maintaining confidentiality of all records and internal matters of the school district at all times;
9. Complying with state and federal laws, district rules, policies, and regulations;
10. Scheduling with proper administrative authorities, the times the intern will be absent from her/his school duties to pursue course activities;
11. Reading and following the Texas Educator Code of Ethics;`1`
12. Scheduling other agreed upon activities with proper administrative personnel; and
13. Reading and following the AASA Code of Ethics.

The Program Coordinator retains the right to modify or change the clinical experience to be more fully responsive to the goals of the program.

INTERNSHIP PROGRAM REQUIREMENTS

All candidates in the program are required to adhere to the following:

- 1) Secure approval from the local district for the assignment. An agreement form with the appropriate signatures must be returned to the Program Coordinator. *No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the Program Coordinator;*
- 2) Attend **ALL** scheduled program seminars;
- 3) Demonstrate a willingness to make adjustments for observations and conference purposes during periodic visits by the Program Coordinator;
- 4) Maintain a log of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, the amount of time involved (expressed in fraction of an hour, ex. 2.25). The log is to be shared with the Program Coordinator and will be discussed during site visits. The Activity Log is an integral part of the development of the candidate's electronic portfolio. Cooperating school administrators must certify the log of activities;
- 5) Compile a demographic study of the school and community where his/her internship is being conducted before the conclusion of the first seminar. The demographic study enables the supervisor and intern to better understand the school and community. The intern will be expected to make a short presentation of the demographics of the school at the second internship seminar;
- 6) All internship activities shall be completed in one semester unless approval is received from the university advisor for additional time to complete the requirements;
- 7) The intern shall complete any additional requirements outlined by their Program Coordinator.
- 8) Participate in activities that reflect the TExES domains and competencies: Domain I – School Community Leadership - 1.1, 1.2, 1.3; Domain II – Instructional Leadership: 2.4, 2.5, 2.6, 2.7; Domain III – Administrative Leadership: 3.8; and 3.9.
- 9) Participate in activities that focus on ELCC elements 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. The specific activities will be planned collaboratively by the administrative intern, the building administrator, and the Program Coordinator.

The following represents a small sample of potential activities:

Suggested Activities for Element 1.3:

- Write a vision statement for the school and share it with the Principal or the site based management team, if applicable.
- Demonstrate how stakeholders were involved with the development of the vision statement and present a plan for implementation.

- Collect, analyze and interpret school data reflective of the school's values and mission statements for inclusion in the school improvement plan and/or reports.
- Interview stakeholders i.e., faculty, Candidates, parents, community members, building administrators, superintendent or central office administrator(s) etc. to ascertain the values and norms of the school. Use this data to develop a vision statement and develop a plan for implementing the vision statement.

Recommended Activities for Element 2.1

- Assess the school culture by collecting data on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school and community. Use that data to develop a policy to enhance positive school culture.
- Collect data on racial/ethnic diversity in the school/community and plan a school-wide multicultural week (or month).
- Become familiar with and utilize existing data commonly available to schools.

Recommended Activities for 2.2

- Coordinate a textbook adoption process, curriculum review, or standardized testing program.
- Develop an after school peer study/tutoring program.
- Assess the level of instructional technology in the school, and develop recommendations for further implementation and integration to improve candidate learning.
- Assess procedures for dealing with obsolete hardware and software in the school, and possibly develop guidelines accordingly.
- Conduct an audit of the IEP development process.
- Assess special education initiatives, such as inclusion, and work with interested faculty in developing plans for improvement.

Recommended Activities for element 2.3

- Review the literature outlining the best practices for candidate learning then lead a faculty discussion of the application to improved candidate learning.
- Review the literature outlining the best practices for human development and motivational theory then lead a faculty discussion of the application to improved candidate learning.

Recommended Activities for element 2.4

- Conduct a needs assessment for staff development, needs of the faculty and propose an appropriate research based recommendations for future in-service endeavors.
- Conduct and/or observe the supervisory cycle. Write a series of summative evaluations and make specific recommendations in the form of comprehensive growth plans.
- Align staff development activities with existing school-wide school improvement plans.
- Assist in locating 'experts' to in-service faculty and staff.
- Develop and/or refine non-certified staff performance evaluations.
- Develop in-service training for non-instructional staff.

Recommended Activities for element 3.2

- Conduct a needs assessment for organizational/community communication. Evaluate the perceptions of stakeholders and make recommendations for improvements in the internal/external communications policy.
- Provide leadership in developing and distributing the school newsletter for parents and the community.
- Organize a staff development experience that enhances understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient school environment.
- Assist in the preparation of an accreditation visit.
- Assess the extent to which features of site based management and decentralization are utilized in the school.
- Assess various administrative procedures and provide written recommendations for improvement.
- Gather information about the methods of obtaining and expending funds at the school level.
- Review activity fund accounting procedures.
- Participate in and/or observe the school-wide budget planning, implementation, management and evaluation process.
- Assist in the development of financial reporting documents.
- Review technologies available to support administrative functions in the school. Research and review possible technologies available that would improve administrative processes.

Recommended activities for element 4.1

- Develop a survey to determine parental/community resources and expertise to enhance candidate learning. Then propose recommendations based on the data in a staff meeting.
- Develop honors programs; award nights, or special candidate assemblies.

Recommended activities for element 4.2

- Identify key stakeholders in the school community using a micro-political analysis. Then interview them to assess the potential for collaboration.
- Interview school board members to better understand their vision for school/community collaboration.
- Interview key policy makers to better understand community interests, needs and assess the potential for school/community collaboration.

Recommended activities for element 4.3

- Develop and present a plan recommending alignment of social service agency programs within school improvement needs.
- Investigate counseling delivery systems, formulating possible improvements.
- Review safety practices and modify where appropriate.

Recommended activities for element 5.1

- Develop a code of leadership ethics using personal platforms, professional associations and other documents.
Activities related to other ELCC elements that demonstrate the candidate's

- Respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (An example is 'Conduct and/or observe the supervisory cycle,' as indicated in element 2.4. The candidate may indicate that he/she has demonstrated competency in element 5.1 while also demonstrating competency in element 2.4).

Recommended activities for element 5.2

- Conduct an analysis of school community interaction looking for examples of integrity, fairness and ethical behavior.
- Activities related to other ELCC elements that demonstrate the candidate's ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations in their interactions with others.

Recommended activities for element 5.3

- Analyze and explain how a decisions made by the principal were based on ethical and legal principals.
- Activities related to other ELCC elements that demonstrate that the Candidate makes and explains decisions based upon ethical and legal principles.

Recommended activities for element 6.1

- Prepare a report about a school project or activity for a newspaper, radio or television show.
- Develop a newsletter for parents and/or the community.
- Develop and/or chair a community and school partnership.

Recommended activities for element 6.2

- Develop a brochure on candidate health or fitness and report to the faculty.
- Coordinate open houses, parent-teacher conferences, etc.

Recommended activities for element 6.3

- Interview fife state legislators and or lobbyists to determine strategies useful in influencing change.

Artifacts and Candidate Mastery

The artifacts listed below are only suggestions. Candidates, university- and school-based teaching personnel, administrators, and reviews of research on portfolio development have suggested these items. Items of evidence are expected to occur and/or be developed during the internship experience. Some of the evidence for various domains will be knowledge developed.

As you create items that offer evidence of outcome **MASTERY**, avoid any use of specific names or other identifying information in an effort to maintain confidentiality.

The list below is not all inclusive and should be viewed as a potential guide in the development of mastery artifacts.

Article Summaries

Assessment of Candidate Learning

Logs of Staff Meetings

Community Involvement Activities

Evaluations (Written Observations and Feedback from Mentors)

Logs of Activities Managed and/or Attended

Reflective Journals

Letters to Parents

Management and Organization Strategies

Developed Meetings and/or Workshop Notes

Observation Reports

Reports Developed Relating to Educational

Leadership Issues Position Papers

Professional Development Plans

Rules and Procedures Reviewed and

Summarized Schedules Developed

Candidate Discipline Activities and/or

Contracts Volunteer Experiences

INTERNSHIP TIMELINE AND CHECKLIST

When

Task

Semester before your Internship:

- | | |
|-------------------------------------|--|
| € First Step | Read the Internship Handbook |
| € Second Step | Complete a minimum of 30 SCH's |
| € Semester Before Internship | Contact the Program Coordinator; <ul style="list-style-type: none"> ▪ discuss your site plans; ▪ receive program information ▪ Schedule an interview at your proposed internship site ▪ Register for internship class upon completion of the above steps and approval from the Coordinator |

At the beginning of your Internship:

- | | |
|--------------|--|
| € First Step | Attend all school/district orientations |
| € On-Going | Weekly meetings, as scheduled, with your Principal or designee |
| € Weekly | Complete and submit weekly logs |
| € Weekly | Complete and maintain activity logs |

During your Internship:

- | | |
|---------------------|---------------------------------------|
| € Weekly | Meetings with your Principal |
| € First Three Weeks | Make acquaintance with teachers |
| € First Three Weeks | Plan all Internship activities/duties |
| € First Week | Schedule a site visit with your |

	University Supervisor
€ Monthly	Attend University Required Seminars
€ Every Two Weeks	Submit completed internship Assignments
€ Monthly	Discuss progress with Supervising Principal
€ Monthly	Meet with University Supervisor
€ Mid-Way Through Internship	Discuss mid-point evaluation with assigned Principal

At the end of your Internship:

€ Submit:	Final assignments; weekly logs, Portfolio (electronic and hard copy)
€ Discuss and Submit:	Internship Evaluation – Principal

INTERNSHIP EVALUATION

The purpose of the internship is to provide all future administrators with clinical experiences designed to allow for a thorough immersion in the operational and academic activities associated with school building administration. Throughout the internship experience, the Program Coordinator is available to both the intern and the Cooperating Administrator/Principal for discussion and assessment of the internship experience.

The efficacy of the program is paramount to the continued success of the program. Therefore, the College of Education utilizes a continuous improvement process for the purpose of evaluating and monitoring program results. At the close of the clinical experience, a formal evaluation will be conducted with input from the intern, Program Coordinator and the building level administrator. The results of this 360-degree process will allow the College of Education to effectively make changes as necessary to improve all aspects of the clinical internship and the induction process. The evaluation criteria are included in the document entitled ***The Building Level Internship Evaluation***.

CONCLUSION

The clinical field experience will be the most significant experience in your leadership plan of study. It is an ideal place to be both experiential and reflective. Our belief at Prairie View A&M University is that the ultimate success of the clinical field experience is determined by the willingness of the intern to commit to both experience and reflection.

Good Luck!

Appendix A

AASA Code of Ethics Overview

High standards of ethical behavior for the professional school administrator are essential and are compatible with his/her faith in the power of public education and his/her commitment to leadership in the preservation and strengthening of the public schools.

Policy 1. The professional school administrator constantly upholds the honor and dignity of his/her profession in all his/her actions and relations with pupils, colleagues, school board members, and the public.

Policy 2. The professional school administrator obeys local, state, and national laws~ holds himself herself to high ethical and moral standards, and gives loyalty to his country and to the cause of democracy and liberty.

Policy 3. The professional school administrator accepts the responsibility throughout his/her career to master and to contribute to the growing body of specialized knowledge, concepts, and skills, which characterize school administration as a profession.

Policy 4. The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the district.

Policy 5. The professional school administrator applying for a position or entering into contractual agreements seeks to preserve and enhance the prestige and status of his/her profession.

Policy 6. The professional school administrator carries out in good faith all policies duly adopted by the local board and the regulations of state authorities and renders professional service to the best of his/her ability.

Policy 7. The professional school administrator honors the public trust of his/her position above any economic or social rewards.

Policy 8. The professional school administrator does not permit considerations of private gain nor personal economic interest to affect the discharge of his/her professional responsibilities.

Policy 9. The professional school administrator recognizes that the public schools are the public's business and seeks to keep the public fully and honestly informed about his/her school.

Reprinted from AASA Code of Ethic

Appendix B

TEXAS EDUCATOR CODE OF ETHICS

Texas Administrative Code	
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators
a) Statement of Purpose.	

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct toward Professional Colleagues.

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

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

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

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

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

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

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

(3) Ethical Conduct toward Students.

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

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

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

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

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

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

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

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

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

- (i) The nature, purpose, timing, and amount of the communication;
- (ii) The subject matter of the communication;
- (iii) Whether the communication was made openly or the educator attempted to conceal the communication;

(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Appendix C

Twenty-one Domains for Principals **National Policy Board of Educational Administrators**

The following information is summarized from the work of The National Policy Board of Educational Administrators and presented in a book entitled ***Principals for Our Changing Schools*** edited by Scott Thomas.

The National Policy Board of Educational Administration (NPBEA) has defined 21 Domains that reflect essential skills for principals. Seven are Functional Domains, six are Programmatic Domains, four are Interpersonal Domains, and four are Contextual. These domains represent a set of skills and knowledge required of competent principals. The domains are briefly characterized and presented below:

1. Leadership:

- Providing purpose and direction for individuals and groups,
- Shaping school culture and values,
- Facilitating the development of a shared strategic vision for the school,
- Formulating goals and planning change efforts with staff and setting priorities for one's school.

2. Information Collection:

- Gathering data, and facts from a variety of sources
- Developing an understanding of laws, policies, and rules
- Managing data flow and analysis.

3. Problem Analysis:

- Identifying important elements of problem situations,
- Framing problems,
- Identifying possible causes and effects,
- Developing appropriate solutions.

4. Judgment:

- Reaching logical conclusions,
- Making high quality, timely decisions,
- Developing data based decisions,
- Giving priority to significant issues.

5. Organizational Oversight:

- Planning appropriate use of resources,
- Developing action plans,
- Monitoring projects to meet deadlines,
- Empowering the process at appropriate times and places.

6. Implementation:

- Making things happen,
- Putting programs and change efforts into action,
- Facilitating coordination and collaboration of tasks,
- Establishing check points and monitoring progress,
- Supporting those responsible for projects.

7. Delegation:

- Assigning projects, responsibility with clear authority
- Utilizing subordinates effectively
- Following up on delegated activities.

8. Instructional and Learning Environment:

- Creating a school culture for learning
- Envisioning and enabling others
- Ensuring appropriate instructional methods
- Designing positive learning environment.

9. Curriculum Design:

- Understanding major curriculum design models
- Aligning curriculum with anticipated outcomes
- Planning and implementation of a frame work of instruction
- Interpreting school district curricula.

10. Candidate Guidance and Development:

- Accommodating candidate growth & development
- Utilizing community resources
- Enlisting participation of appropriate people & groups.

11. Staff Development:

- Working with faculty & staff to identify professional needs
- Planning & implementing programs to improve effectiveness
- Providing feedback on performance.

12. Measurement and Evaluation:

- Determining needed information
- Examining the extent to which outcomes meet or exceed standards
- Relating programs to desired outcomes.

13. Resource Allocation:

- Procuring, apportioning, and monitoring resources
- Planning and developing budget with staff
- Relating resources to outcomes.

14. Motivating Others:

- Creating conditions that enhance staff's desire to achieve excellence
- Facilitating teamwork and collegiality
- Treating staff as professionals.

15. Interpersonal Sensitivity:

- Perceiving needs and concerns of others
- Working with others in emotionally stressful situations
- Managing conflict

16. Oral and Nonverbal Expression:

- Making oral presentations that are clear and easy to understand
- Utilizing appropriate communication aids
- Being aware of cultural norms.

17. Written Expression:

- Expressing ideas clearly in writing,
- Writing appropriately for different audiences,
- Preparing reports.

18. Philosophical and Cultural Values:

- Understanding the role of education in a democratic society
- Recognizing philosophical influences in education
- Reflecting and understanding of American culture.

19. Legal and Regulatory Applications:

- Acting in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Working within local policies, regulations, and rules
- Recognizing standards of care involving civil and criminal liability for negligence & intentional torts.

18. Philosophical and Cultural Values:

- Understanding the role of education in a democratic society
- Recognizing philosophical influences in education
- Reflecting and understanding of American culture.

19. Legal and Regulatory Applications:

- Acting in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Working within local policies, regulations, and rules
- Recognizing standards of care involving civil and criminal liability for negligence & intentional torts
- Administering contracts and financial accounts.

20. Policy and Political Influences:

- Understanding schools as political systems
- Identifying relationships between public policy and education
- Recognizing policy issues
- Examining and affecting policies individually and through professional & group meetings
- Relating policy initiatives to the welfare of Candidates,
- Addressing ethical issues.

21. Public Relations:

- o Developing common perceptions about school issues,
- o Interacting with internal and external groups,
- o Understanding & responding to various news media,
- o Initiating and reporting news through appropriate channels,
- o Enlisting public participation and support,
- o Recognizing & providing for various stakeholders groups

Appendix D

CANDIDATE RECOGNITION AND ACCEPTANCE OF TERMS

I understand that I am participating in an internship sponsored by the Department of Educational Leadership and Counseling at Prairie View A&M University and a cooperating school district. I recognize that in the internship I am subject to the rules, regulations and policies of Prairie View A&M University, as well as those of the cooperating school district.

I understand that I am not covered by Prairie View A&M University fringe benefits and that it is my responsibility to make arrangements for my own insurance, including accident, health, and hospitalization coverage. I will not hold Prairie View A&M University liable for injury or death as a result of this internship.

I understand that in the internship program I will be representing both Prairie View A&M University and the faculty of the Educational Leadership and Counseling Program; I will do nothing that would adversely affect the image of either unit. I agree that if any of my behaviors are deemed improper, detrimental to the school system, or Prairie View A&M University, I will withdraw from the internship and accept a grade of unsatisfactory (U).

I understand that failure to abide by the policies and procedures of the internship program will result in termination of the internship with a grade of U.

I further agree that I will:

- a. Avoid becoming involved in ideological disputes in the host school district;
- b. Maintain the confidentiality of records and internal matters at all times;
- c. Not be in possession of or use any item, which is considered a controlled substance (except under the direction of a physician), alcohol, or firearm, while on school or university property, during my internship;
- d. Always dress professionally for the internship;
- e. I have read and will follow the AASA Code of Ethics; and,

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME, AND I AGREE TO ABIDE BY THEM.

Signature of Intern

Date

Return a copy of this form to the Coordinator of the Program and place one in your portfolio.

Appendix E**Prairie View A&M University – Whitlowe R. Green College of Education****Criminal History Background Check**

The Whitlowe R. Green College of Education at Prairie View A&M University is committed to placing in its school internship programs only those Candidates that have successfully completed a Criminal History Background Check. Candidates enrolled in pre-internship, candidate teaching internship, or administrative internship programs are required to provide evidence of a background check prior to participation in these programs.

The following candidate has indicated that he/she is currently employed with your school district and has a Criminal History Background Check on file with your personnel department. Candidates who have successfully passed a criminal history screening for a school district are not required to submit to another screening, but are required to submit evidence of a successful background check. This form is intended to provide the required evidence to the College of Education at Prairie View A&M University.

Please complete and return this form to the appropriate department at the ISU College of Education. Please note that the form requires appropriate notarization.

_____ (Candidates Full Name)

_____ (Social Security Number)

has successfully met the requirements of the Texas Code (Criminal History Background Check) for school employees and the contents are currently on file with

_____ (School District Name)

School Address: _____

Signature: _____

(Authorizing School District Representative)

State of Texas:

Country of _____

On this _____ day of _____, in the year of 20____, before me

Personally appeared _____, proved to me on the basis of satisfactory evidence to be the person(s) who name(s) is(are) subscribed to within the instrument, and acknowledge that he (she) executed the same.

S
E

A
L

(Notary Public)

My commission expires on

Appendix F

Principal Intern Information Form

Intern Information

Name of Intern:

TEA ID:

Address: _____

Phone: _____

Email: _____

Alt. Email:

Semester:

€ Fall

€ Spring

€ Year

Internship Description – Attach a description of the internship including duties, specific projects, planned assignments and internship objectives.

District/School Information

District/School Name: _____ Address: _____

District/School Supervisor Name: _____

Title: _____ Phone: _____ Email: _____

WRG-COE Internship Coordinator Information

Name: _____ Phone: _____ Email: _____

Signatures

Signing below indicates you have received, read and agree to the terms set forth in the Internship Clinical Practice Handbook and the District/School information. I have discussed the administrative internship experience with the above- identified intern. I agree the intern may work in our building and I will supervise the intern.

Intern: _____

Printed Name	Signature	Date
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Printed Name

Signature

Date _____

District/School Principal: _____

Printed Name	Signature	Date

Printed Name

Signature

Date _____

Program Coordinator: _____

Printed Name Signature Date

Printed Name

Signature

Date _____

Original: Intern file; **Copies:** Program Coordinator, Intern, Principal

Appendix G

ADMN 5503 INTERNSHIP
Cooperating Administrator/Principal's Participation Form

Candidates must return this form to the Program Coordinator within one week after the first Internship seminar meeting:

_____ (candidate) has enrolled in The Internship Program, ADMN 5503, at Prairie View A&M University. The candidate is asked to spend a minimum number of clock hours on the activities outlined in his/her Principal Internship Handbook during the semester. These hours may be arranged at the convenience of the Cooperating Administrator/Principal and the candidate.

I, the undersigned Cooperating Administrator/Principal do hereby accept the above-named candidate for supervision. I will assist in supervising his/her activities this semester.

 Signature of Cooperating Administrator/Principal

Date: _____ Semester: _____

QUALIFICATIONS/REQUIREMENTS OF THE COOPERATING ADMINISTRATOR/PRINCIPAL

- Cooperating Administrator/Principals/Principals (Principals) are practicing administrators at the facility that Candidates select to complete ADMN 5503;
- Internship. Each Cooperating Administrator/Principal works closely with the candidate, schedules conferences regularly, and devotes sufficient time to assist the candidate in work assignments
- The Cooperating Administrator/Principal also evaluates the candidate based on the candidate's performance using the prescribed Evaluation Instrument.

Appendix H

**BUILDING SITE ADMINISTRATIVE APPROVAL
CLINICAL INTERNSHIP - PRINCIPAL
ADMN 5503**

Semester: _____ **Academic Year** _____

Intern Information:

Name

School

District

Position _____

City, Zip _____

School Phone: _____

Home Phone

E-Mail Address

Statement of Confidentiality: I understand that during the course of events associated with intern experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the internship experience.

Date: _____

Signature of Candidate: _____

I have reviewed the requirements for completion of the internship and will provide the candidate with opportunities and assistance necessary to fulfill those requirements.

Date: _____

Signature of Program Coordinator: _____

The applicant is granted permission to complete the internship under the supervision of Prairie View A&M University and the Principal designated above.

Date

Cooperating Principal

Date

Cooperating Superintendent

PRINCIPAL INTERNSHIP SCORING RUBRIC

The Program Coordinator will prepare a formal evaluation of the Intern, based on the activity logs and supporting documents submitted by the Intern and coupled with feedback provided by the cooperating principal.

The following criteria will be used to differentiate adequate performance of candidate's internship experience.

DOES NOT MEET EXPECTATION:

- The internship failed to satisfy minimum six month time frame and activity planning requirements.
- The intern failed to accept responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- Internship experience did not occur in multiple settings that would have allowed for the demonstration of a wide range of relevant knowledge and skills.
- The intern failed to apply skills and knowledge articulated in the ELCC and Texas standards for educational leaders.
- The internship experience failed to provide candidate with substantial responsibilities that increased over the duration of the internship.
- The intern failed to plan experiences cooperatively with site supervisor and university personnel.

MEETS EXPECTATION:

- The internship satisfied the minimum six month time frame and activity planning requirements.
- The intern accepted genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- Internship experience occurred in multiple settings, allowing for the demonstration of a wide range of relevant knowledge and skills.
- The intern applied skills and knowledge articulated in the ELCC and Texas standards for educational leaders.
- The internship experience provided candidate with substantial responsibilities that increased over the duration of the internship.
- The intern planned experiences cooperatively with site supervisor and university personnel.

OUTSTANDING:

- The internship exceeded the six month requirement and included an exceptional amount of planning activities.
- The intern became heavily involved in critical areas of administrative responsibility, including leading, facilitating, and decision-making.
- Internship experience was distinguished by a quality experience in a variety of educational settings, with a concomitant demonstration of knowledge and skills in each setting.
- The intern demonstrated extensive application of leadership competencies as articulated in the ELCC and Texas standards for educational leaders.
- The internship experience provided candidate with exceptional and a high quality amount of responsibilities that increased significantly over the duration of the internship.

- The intern planned experiences extensively with site supervisor and university personnel.

Additionally, the Program Coordinator will evaluate performance in each of the domains highlighted in the ELCC and TExES elements. The supervisor will choose the level that BEST represents the candidate's performance for each section.

ELCC SCORING RUBRIC – SELECT STANDARDS

1.3: Implement a Vision

ASSESSMENT OF THE CANDIDATES ABILITY TO IMPLEMENT A VISION:

Standard	Does not meet expectation	Meets Expectation	Outstanding
1.3 Implement a vision	<p>Candidate failed to demonstrate the ability to formulate the initiates necessary to motivate staff, Candidates and families to achieve the school vision</p> <p>Candidate failed to demonstrate the ability to develop plans and processes for implementing the vision articulating the vision and related goals, encouraging , challenging standards, facilitating , collegiality and teamwork , structuring significant work, and ensuring the appropriate use of candidate assessments providing autonomy supporting innovation, delegating responsibility develop leadership in others and structuring needed resources</p>	<p>Candidate demonstrated the explicit ability to formulate the initiates necessary to motivate staff, Candidates and families to achieve the school vision</p> <p>Candidate demonstrated the explicit ability to develop plans and processes for implementing the vision articulating the vision and related goals, encouraging , challenging standards, facilitating , collegiality and teamwork , structuring significant work, and ensuring the appropriate use of candidate assessments providing autonomy supporting innovation, delegating responsibility develop leadership in others and structuring needed resources</p>	<p>Candidate demonstrated at a high level of proficiency the ability to formulate the initiates necessary to motivate staff, Candidates and families to achieve the school vision</p> <p>Candidate demonstrated at a high level of proficiency the ability to develop plans and processes for implementing the vision articulating the vision and related goals, encouraging , challenging standards, facilitating , collegiality and teamwork , structuring significant work, and ensuring the appropriate use of candidate assessments providing autonomy supporting innovation, delegating responsibility develop leadership in others and structuring needed resources</p>

2.1: Promote Positive School Culture

ASSESSMENT OF THE CANDIDATE'S ABILITY TO PROMOTE A POSITIVE SCHOOL CULTURE:

Standard	Does not meet expectation	Meets Expectation	Outstanding
2.1 Promote Positive School Culture	Candidate failed to demonstrate the ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity, (e.g., population, language, disability, gender, race, socio- economic)of the school community to improve school programs and culture	Candidate demonstrated the explicit ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity, (e.g., population, language, disability, gender, race, socio- economic)of the school community to improve school programs and culture	Candidate demonstrated at a high level of proficiency the ability to assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity, (e.g., population, language, disability, gender, race, socio- economic)of the school community to improve school programs and culture

2.2 Provide Effective Instructional Program

ASSESSMENT OF THE CANDIDATE'S ABILITY TO PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

Standard	Does not meet expectation	Meets Expectation	Outstanding
2.2 Provide a Effective Instructional Program	Candidate failed to demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials	Candidate demonstrated the explicit ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials	Candidate demonstrated at a high level of proficiency the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials
	Candidate failed to demonstrate the ability to make recommendations regarding the design implementation, and evaluation of a curriculum that fully accommodates learners divers needs	Candidate demonstrated the explicit ability to make recommendations regarding the design implementation, and evaluation of a curriculum that fully accommodates learners divers needs	Candidate demonstrated at a high level of proficiency the ability to make recommendations regarding the design implementation, and evaluation of a curriculum that fully accommodates learners divers needs
	Candidate failed to demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Candidate demonstrated the explicit ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement	Candidate demonstrated at a high level of proficiency the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement

Standard	Does not meet expectation	Meets Expectation	Outstanding
2.3 Apply best practices to candidate teaching	Candidate failed to demonstrate the ability to assist school personnel in understanding and applying best practices for candidate learning	Candidate demonstrated the explicit ability to assist school personnel in understanding and applying best practices for candidate learning	Candidate demonstrated at a high level of proficiency the ability to assist school personnel in understanding and applying best practices.
	Candidate failed to demonstrate the ability to apply human development, theory, proven learning and motivational theories, and concern for diversity to the learning process.	Candidate demonstrated the explicit ability to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	Candidate demonstrated at a high level of proficiency the ability to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
	Candidate failed to demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved candidate achievement.	Candidate demonstrated the explicit understanding of how to use appropriate strategies to promote an environment for improved candidate achievement	Candidate demonstrated at a high level of proficiency an understanding of how to use appropriate research strategies to promote an environment for improved candidate achievement

ASSESSMENT OF THE CANDIDATE'S ABILITY TO DESIGN PROFESSIONAL GROWTH PLANS:

Standard	Does not meet expectation	Meets Expectation	Outstanding
Standard 2.4 design comprehensive professional growth plans	Candidate failed to demonstrate the ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on candidate learning consistent with the school vision and goals.	Candidate demonstrated the explicit ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on candidate learning consistent with the school vision and goals	Candidate demonstrated at a high level of proficiency the ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on candidate learning consistent with the school vision and goals
	Candidate failed to demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	Candidate demonstrated the explicit ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	Candidate demonstrated at a high level of proficiency the ability the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
	Candidate failed to demonstrate the ability to implement personnel professional growth plans that reflect a commitment to life- long learning.	Candidate demonstrated the explicit ability to implement personnel professional growth plans that reflect a commitment to life- long learning	Candidate demonstrated at a high level of proficiency the ability the ability to implement personnel professional growth plans that reflect a commitment to life- long

Standard	Does not meet expectation	Meets Expectation	Outstanding
3.2 Manage Operation	Candidate failed to demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	Candidate demonstrated the explicit ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision	Candidate demonstrated at a high level of proficiency the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision
	Candidate failed to demonstrate the ability to develop communication plans for staff that include opportunities for staff to develop their family community collaboration skills.	Candidate demonstrated the explicit ability to involve develop communication plans for staff that include opportunities for staff to develop their family community collaboration skills.	Candidate demonstrated at a high level of proficiency the ability to involve develop communication plans for staff that include opportunities for staff to develop their family community collaboration skills.
	Candidate failed to demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities	Candidate demonstrated the explicit ability of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities	Candidate demonstrated at a high level of proficiency of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities

ASSESSMENT OF THE CANDIDATE'S ABILITY TO COLLABORATE WITH FAMILIES AND OTHER COMMUNITY MEMBERS:

Standard	Does not meet expectation	Meets Expectation	Outstanding
4.1 Collaboration w/ families and other community members	Candidate failed to demonstrate the ability to bring together the resources of family and the community positively affect candidate learning	Candidate demonstrated the explicit ability to bring together the resources of family and the community positively affect candidate learning	Candidate demonstrated at a high level of proficiency the bring together the resources of family and the community positively affect candidate learning
	Candidate failed to demonstrate the ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.	Candidate demonstrated the explicit ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.	Candidate demonstrated at a high level of proficiency the involve families in the education of their children based on the belief that families have the best interest of their children in mind.
	Candidate failed to demonstrate the ability to use public information and research, based knowledge of issues and trends to collaborate with families and community members	Candidate demonstrated the explicit ability to use public information and research, based knowledge of issues and trends to collaborate with families and community members	Candidate demonstrated at a high level of proficiency the use public information and research, based knowledge of issues and trends to collaborate with families and community members
	Candidate failed to demonstrate how to apply community relations, models, marketing strategies and processes data-based decision making and communication theory to create frameworks for school, family, business	Candidate demonstrated the explicit ability to apply community relations, models, marketing strategies and processes data- based decision making communication theory to create frameworks for school,	Candidate demonstrated at a high level of proficiency the apply community relations, models, marketing strategies and processes data-based decision making, and communication theory to create

	<p>community government and higher education partnerships.</p> <p>Candidate failed to demonstrate how to develop various methods of outreach aimed at business, religious, political and service organizations.</p>	<p>family, business community government and higher education partnerships.</p>	<p>frameworks for school, family, business community government and higher education partnerships.</p>
	<p>Candidate failed to demonstrate the ability to involve families and other stake holders for the school decision- making process, reflecting and understanding that schools are an integral part of the larger community</p>	<p>Candidate demonstrated the explicit ability to develop various methods of outreach aimed at business, religious, political and service organizations</p>	<p>Candidate demonstrated at a high level of proficiency the develop various methods of outreach aimed at business, religious, political and service organizations</p>
	<p>Candidate failed demonstrate the ability to collaborate with community agencies to integrate health, social and other services.</p>	<p>Candidate demonstrated the explicit ability to involve families and other stake holders for the school decision- making process, reflecting and understanding that schools are an integral part of the larger community</p>	<p>Candidate demonstrated at a high level of proficiency involve families and other stake holders for the school decision- making process, reflecting and understanding that schools are an integral part of the larger community</p>
	<p>Candidate failed to demonstrate how to develop a comprehensive program of community relations demonstrated the ability to work with the media</p>	<p>Candidate demonstrated the explicit ability to collaborate with community agencies to integrate health, social and other services.</p>	<p>Candidate demonstrated at a high level of proficiency collaborate with community agencies to integrate health, social and other services.</p>

		Candidate demonstrated the explicit ability to develop a comprehensive program of community relations demonstrated the ability to work with the media	Candidate demonstrated at a high level of proficiency of how to develop a comprehensive program of community relations demonstrated the ability to work with the media
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4.2: Respond to Community Interest and Needs

ASSESSMENT OF THE CANDIDATES ABILITY TO MOBILIZE COMMUNITY RESOURCES

Standard	Does not meet expectation	Meets Expectation	Outstanding
4.3 Mobilize Community resources	Candidate failed to demonstrate an understanding of and ability to use community resources, including youth services, to support candidate achievement, solve school problems, and achieve school goals.	Candidate demonstrated an explicit understanding of and ability to use community resources, including youth services, to support candidate achievement school goals	Candidate demonstrated at a high level of proficiency an understanding of and ability to use community resources, including youth services, to support candidate achievement, solve school problems. And achieve school goals.
	Candidate failed to demonstrate how to use school resources and social service agencies to serve the community	Candidate demonstrated the explicit ability to use school resources and social service agencies to serve the community	Candidate demonstrated at a high level of proficiency ability to use school resources and social service agencies to serve the community
	Candidate failed to demonstrate an explicit understanding of ways to use public resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging candidate problems	Candidate demonstrated an explicit understanding of ways to use public resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging candidate problems.	Candidate demonstrated at a high level of proficiency how to use school resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging candidate problems.

5.1: Acts with Integrity

5.2: Acts Fairly

5.3 Acts Ethically

ASSESSMENT OF THE CANDIDATES ABILITY TO ACT WITH INTEGRITY, FAIRLY, AND IN AN ETHICAL MANNER

Standard	Does not meet expectation	Meets Expectation	Outstanding
5.1: Acts with Integrity	Candidate failed to demonstrate respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions	Candidate demonstrated explicit respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions	Candidate demonstrated with a high level of proficiency respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions
5.2: Acts Fairly	Candidate failed to demonstrate the ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations with others	Candidate demonstrated the ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations with others	Candidate demonstrated with a high level of proficiency the ability to combine impartiality, sensitivity to candidate diversity, and ethical considerations with others
5.3 Acts Ethically	Candidate demonstrated the explicit ability to make and explain decisions based upon ethical and legal principles	Candidate demonstrated the ability to make and explain decisions based upon ethical and legal principles	Candidate demonstrated with a high level of proficiency the ability to make and explain decisions based upon ethical and legal principles

ASSESSMENT OF THE CANDIDATE'S ABILITY TO UNDERSTAND, THE LARGER CONTEXT

Standard	Does not meet expectation	Meets Expectation	Outstanding
6.1 Understand larger context	Candidate failed to act as an informed consumer of educational theory and concepts appropriate to school context and failed to demonstrate how to apply appropriate research methods to a school context.	Candidate acted as an informed consumer of educational theory and concepts appropriate to school context and failed to demonstrate how to apply appropriate research methods to a school context.	Candidate demonstrated at a high level of proficiency theory and concepts appropriate to school context and failed to demonstrate how to apply appropriate research methods to a school context.
	Candidate failed to demonstrate the ability to explain how the legal and political systems and institutional frameworks of school and community, as well as the opportunities available to children and families in a particular school	Candidate demonstrated an explicit how the legal and political systems and institutional frameworks of school and community, as well as the opportunities available to children and families in a particular school	Candidate demonstrated at a high level of proficiency how the legal and political systems and institutional frameworks of school and community, as well as the opportunities available to children and families in a particular school
	Candidate failed to demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families communities, children, and learning	Candidate demonstrated an explicit ability to analyze the complex causes of poverty and other disadvantages and their effects on families communities, children, and learning	Candidate demonstrated at a high level of proficiency ability to analyze the complex causes of poverty and other disadvantages and their effects of families communities, children, and learning

	<p>Candidate failed to demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities</p>	<p>Candidate demonstrated an explicit an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities</p>	<p>Candidate demonstrated at a high level of proficiency an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities</p>
	<p>Candidate failed to demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools</p>	<p>Candidate demonstrated an explicit ability to describe the economic factors shaping a local community and the effects economic factors have on local schools</p>	<p>Candidate demonstrated at a high level of proficiency ability to describe the economic factors shaping a local community and the effects economic factors have on local schools</p>
	<p>Candidate failed to demonstrate the ability the ability to analyze and describe the cultural diversity in a school community</p>	<p>Candidate demonstrated an explicit the ability to analyze and describe the cultural diversity in a school community</p>	<p>Candidate demonstrated at a high level of proficiency the ability to analyze and describe the cultural diversity in a school community</p>
	<p>Candidate failed to demonstrate norms and values and how they relate to the role of the school in promoting social justice</p>	<p>Candidate demonstrated an explicit understanding of norms and values and how they relate to the role of the school in promoting social justice</p>	<p>Candidate demonstrated at a high level of proficiency norms and values and how they relate to the role of the school in promoting social justice</p>

	Candidate failed to demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate demonstrated an explicit understanding of the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	Candidate demonstrated at a high level of proficiency the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
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Standard	Does not meet expectation	Meets Expectation	Outstanding
6.2 Respond to larger context	Candidate failed to demonstrate the ability to communicate with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates including maintenance of an ongoing dialogue, with representatives of diverse community groups.	Candidate demonstrated the explicit ability to communicate with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates including maintenance of an ongoing dialogue, with representatives of diverse community groups	Candidate demonstrated at a high level of proficiency the ability to communicate with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates including maintenance of an ongoing dialogue, with representatives of diverse community groups

Standard	Does not meet expectation	Meets Expectation	Outstanding
6.3 Influence the large context	Candidate failed to demonstrate the ability to engage Candidates, parents and other members of the community in advocating for adoption of improved policies and laws	Candidate demonstrated the ability to engage Candidates, parents and other members of the community in advocating for adoption of improved policies and laws	Candidate demonstrated at a high level of proficiency the ability to engage Candidates, parents and other members of the community in advocating for adoption of improved policies and laws
	Candidate failed to demonstrate how to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit Candidates and their families	Candidate demonstrated the ability of how to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit Candidates and their families	Candidate demonstrated at a high level of proficiency the ability of how to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit Candidates and their families
	Candidate failed to demonstrate how to advocate for policies and programs that promote equitable learning and success for all Candidates regardless of socioeconomic background, ethnicity, gender, disability or other individual characteristics	Candidate demonstrated the ability to advocate for policies and programs that promote equitable learning and success for all Candidates regardless of socioeconomic background, ethnicity, gender, disability or other individual characteristics	Candidate demonstrated at a high level of proficiency the ability to advocate for policies and programs that promote equitable learning and success for all Candidates regardless of socioeconomic background, ethnicity, gender, disability or other individual characteristics

TEXES DOMAINS AND COMPETENCIES

DOMAIN I: SCHOOL COMMUNITY LEADERSHIP

Competency 001

THE PRINCIPAL KNOWS HOW TO SHAPE CAMPUS CULTURE BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL COMMUNITY.

Create a campus that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff	Candidate failed to demonstrate how to set high expectations for all stakeholders	Candidate demonstrated the ability to set high expectations for all stakeholders	Candidate demonstrated at a high level of proficiency in the ability to set high expectations for all stakeholders
Ensure that parents and other members of the community are an integral part of the campus culture	Candidate failed to demonstrate the ability to include parents and other community members are an integral part of the campus culture	Candidate demonstrated the ability to include members of the broader community as a part of campus culture	Candidate demonstrated at a high level of proficiency in the ability to include members of the broader community as an integral part of campus culture
Implement strategies to ensure the development of collegial relationships and effective collaboration	Candidate failed to demonstrate the ability to implement strategies to ensure the development of collegial relationships and effective collaboration	Candidate demonstrated the ability to implement strategies to ensure the development of collegial relationships and effective collaboration	Candidate demonstrated at a high level of proficiency in the ability to implement strategies to ensure the development of collegial relationships and effective collaboration
Respond appropriately to diverse needs in shaping the campus culture	Candidate failed to demonstrate the ability to respond appropriately to diverse needs in shaping the campus	Candidate demonstrated the ability to respond appropriately to diverse needs in shaping the campus	Candidate demonstrated at a high level of proficiency the ability to respond appropriately to diverse needs in

	culture	culture	shaping the campus culture
Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	Candidate failed to demonstrate the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	Candidate demonstrated the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	Candidate demonstrated a high level of proficiency in the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision
Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning	Candidate failed to demonstrate the ability to use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning	Candidate demonstrated the ability to use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning	Candidate demonstrated a high level of proficiency in the ability to use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning
Develop a campus vision and create a plan for implementing the vision Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning	Candidate failed to demonstrate the ability to develop a campus vision and create a plan for implementing the vision Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching	Candidate demonstrated the ability to develop a campus vision and create a plan for implementing the vision Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching	Candidate demonstrated a high level of proficiency in the ability to develop a campus vision and create a plan for implementing the vision Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching

	and learning	and learning	and learning
Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	Candidate failed to demonstrate the ability to facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	Candidate demonstrated the ability to facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	Candidate demonstrated a high level of proficiency in the ability to facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
Align financial, human and material resources to support implementation of a campus vision	Candidate failed to demonstrate the ability to align financial, human and material resources to support implementation of a campus vision	Candidate demonstrated the ability to align financial, human and material resources to support implementation of a campus vision	Candidate demonstrated a high level of proficiency in the ability to align financial, human and material resources to support implementation of a campus vision
Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision	Candidate failed to demonstrate the ability to establish procedures to assess and modify implementation plans to ensure achievement of the campus vision	Candidate demonstrated the ability to establish procedures to assess and modify implementation plans to ensure achievement of the campus vision	Candidate demonstrated a high level of proficiency in the ability to establish procedures to assess and modify implementation plans to ensure achievement of the campus vision
Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities	Candidate failed to demonstrate the ability to support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities	Candidate demonstrated the ability to support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities	Candidate demonstrated a high level of proficiency in the ability to support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities
Acknowledge and	Candidate failed to	Candidate	Candidate

celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	demonstrate the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	demonstrated the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision	demonstrated a high level of proficiency in the ability to acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision
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COMPETENCY 002

THE PRINCIPAL KNOWS HOW TO COMMUNICATE AND COLLABORATE WITH ALL MEMBERS OF THE SCHOOL COMMUNITY, RESPOND TO DIVERSE INTERESTS AND NEEDS AND MOBILIZE RESOURCES TO PROMOTE STUDENT SUCCES.

Communicate effectively with families and other community members in varied educational contexts	Candidate failed to demonstrate the ability to communicate effectively with families and other community members in varied educational contexts	Candidate demonstrated the ability to communicate effectively with families and other community members in varied educational contexts	Candidate demonstrated a high level of proficiency in the ability to communicate effectively with families and other community members in varied educational contexts
Apply skills for building consensus and managing conflict	Candidate failed to demonstrate the ability to apply skills for building consensus and managing conflict	Candidate demonstrated the ability to apply skills for building consensus and managing conflict	Candidate demonstrated a high level of proficiency in the ability to apply skills for building consensus and managing conflict
Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders;	Candidate failed to demonstrate the ability to implement effective strategies for systematically communicating with and gathering input	Candidate demonstrated the ability to implement effective strategies for systematically	Candidate demonstrated a high level of proficiency in the ability to implement effective strategies for systematically

	from all campus stakeholders	communicating with and gathering input from all campus stakeholders	communicating with and gathering input from all campus stakeholders
Develop and implement strategies for effective internal and external communication;	Candidate failed to demonstrate the ability to develop and implement strategies for effective internal and external communication	Candidate demonstrated the ability to develop and implement strategies for effective internal and external communication	Candidate demonstrated a high level of proficiency in the ability to develop and implement strategies for effective internal and external communication
Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media;	Candidate failed to demonstrate the ability to develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media	Candidate demonstrated the ability to develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media	Candidate demonstrated a high level of proficiency in the ability to develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media
Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children;	Candidate failed to demonstrate the ability to provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children;	Candidate demonstrated the ability to provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children	Candidate demonstrated a high level of proficiency in the ability to provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children
Establish partnerships with parents, caregivers, businesses and others in the community to strengthen programs	Candidate failed to demonstrate the ability to establish partnerships with parents, caregivers, businesses and others	Candidate demonstrated the ability to establish partnerships with parents, caregivers, businesses and others	Candidate demonstrated a high level of proficiency in the ability to establish partnerships with parents, caregivers,

and support campus goals	in the community to strengthen programs and support campus goals	in the community to strengthen programs and support campus goals	businesses and others in the community to strengthen programs and support campus goals
Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.	Candidate failed to demonstrate the ability to communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success	Candidate demonstrated the ability to communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success	Candidate demonstrated a high level of proficiency in the ability to communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success
Respond to pertinent political, social and economic issues in the internal and external environment.	Candidate failed to demonstrate the ability to respond to pertinent political, social and economic issues in the internal and external environment	Candidate demonstrated the ability to respond to pertinent political, social and economic issues in the internal and external environment	Candidate demonstrated a high level of proficiency in the ability to respond to pertinent political, social and economic issues in the internal and external environment

COMPETENCY 003

THE PRINCIPAL KNOWS HOW TO ACT WITH INTEGRITY, FAIRNESS AND IN AN ETHICAL AND LEGAL MANNER.

Model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors	Candidate failed to demonstrate the ability to model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions	Candidate demonstrated the ability to model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions	Candidate demonstrated a high level of proficiency in the ability to model and promote the highest standard of conduct, ethical principles and integrity in decision
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	and behaviors	and behaviors	making, actions
Implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educator	Candidate failed to demonstrate the ability to implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educator	Candidate demonstrated the ability to implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educator	Candidate demonstrated a high level of proficiency in the ability to implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educator
Apply knowledge of ethical issues affecting education	Candidate failed to demonstrate the ability to apply knowledge of ethical issues affecting education	Candidate demonstrated the ability to apply knowledge of ethical issues affecting education	Candidate demonstrated a high level of proficiency in the ability to apply knowledge of ethical issues affecting education
Apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities	Candidate failed to demonstrate the ability to apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities	Candidate demonstrated the ability to apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities	Candidate demonstrated a high level of proficiency in the ability to apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities
Articulate the importance of education in a free democratic society	Candidate failed to demonstrate the ability to articulate the importance of education in a free democratic society	Candidate demonstrated the ability to articulate the importance of education in a free democratic society	Candidate demonstrated a high level of proficiency in the ability to articulate the importance of education in a free democratic society

Serve as an advocate for all children	Candidate failed to demonstrate the ability to serve as an advocate for all children	Candidate demonstrated the ability to serve as an advocate for all children	Candidate demonstrated a high level of proficiency in the ability to serve as an advocate for all children
Promote the continuous and appropriate development of all students;	Candidate failed to demonstrate the ability to promote the continuous and appropriate development of all students	Candidate demonstrated the ability to promote the continuous and appropriate development of all students	Candidate demonstrated a high level of proficiency in the ability to promote the continuous and appropriate development of all students
Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	Candidate failed to demonstrate the ability to promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	Candidate demonstrated the ability to promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.	Candidate demonstrated a high level of proficiency in the ability to promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

DOMAIN II – INSTRUCTIONAL LEADERSHIP

Competency 004:

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

The Principal knows how to:

Facilitate effective campus curriculum planning based on knowledge of various factors (e.g. emerging issues, occupational and economic trends,	Candidate failed to demonstrate the ability to facilitate effective campus curriculum planning based on knowledge of various factors (e.g.	Candidate demonstrated the ability to facilitate effective campus curriculum planning based on knowledge of various factors (e.g.	Candidate demonstrated a high level of proficiency in the ability to facilitate effective campus curriculum planning based on knowledge
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demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, legal requirements	emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, legal requirements	emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, legal requirements	of various factors (e.g. emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, legal requirements
Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs	Candidate failed to demonstrate the ability to facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs	Candidate demonstrated the ability to facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs	Candidate demonstrated a high level of proficiency in the ability to facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs
Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment	Candidate failed to demonstrate the ability to facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment	Candidate demonstrated the ability to facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment	Candidate demonstrated a high level of proficiency in the ability to facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment
Facilitate the use of technology,	Candidate failed to demonstrate the	Candidate demonstrated the	Candidate demonstrated a high

telecommunications and information systems to enrich the campus curriculum	ability to facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum	ability to facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum	level of proficiency in the ability to facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum
Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs;	Candidate failed to demonstrate the ability to facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs;	Candidate demonstrated the ability to facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs;	Candidate demonstrated a high level of proficiency in the ability to facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs;
Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	Candidate failed to demonstrate the ability to promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery	Candidate demonstrated the ability to promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery	Candidate demonstrated a high level of proficiency in the ability to promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery

Competency 005:

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

The principal knows how to:

Facilitate the	Candidate failed to	Candidate	Candidate
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development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice	demonstrate the ability to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice	demonstrated the ability to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice	demonstrated a high level of proficiency in the ability to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
Facilitate the implementation of sound research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students	Candidate failed to demonstrate the ability to facilitate the implementation of sound research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students	Candidate demonstrated the ability to facilitate the implementation of sound research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students	Candidate demonstrated a high level of proficiency in the ability to facilitate the implementation of sound research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students
Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision;	Candidate failed to demonstrate the ability to create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision;	Candidate demonstrated the ability to create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision;	Candidate demonstrated a high level of proficiency in the ability to create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision;
Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and	Candidate failed to ensure that all students are provided high-quality, flexible instructional programs with appropriate	Candidate demonstrated the ability to ensure that all students are provided high-quality, flexible instructional	Candidate demonstrated a high level of proficiency in the ability to ensure that all students are provided high-quality,

services to meet individual student needs	resources and services to meet individual student needs	programs with appropriate resources and services to meet individual student needs	flexible instructional programs with appropriate resources and services to meet individual student needs
Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals	Candidate failed to use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals	Candidate demonstrated the ability to use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals	Candidate demonstrated a high level of proficiency in the ability to use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals
Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	Candidate failed to facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	Candidate demonstrated the ability to facilitate the use and integration of technology, telecommunications and information systems to enhance learning.	Candidate demonstrated a high level of proficiency in the ability to facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and	Candidate failed to facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and	Candidate demonstrated the ability to facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to	Candidate demonstrated a high level of proficiency in the ability to facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment

learning.	learning.	teaching and learning	conductive to teaching and learning
Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental and cultural needs.	Candidate failed to facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental and cultural needs.	Candidate demonstrated the ability to facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental and cultural needs.	Candidate demonstrated a high level of proficiency in the ability to facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental and cultural needs.
Analyze instructional needs and allocate resources effectively and equitably.	Candidate failed to analyze instructional needs and allocate resources effectively and equitably.	Candidate demonstrated the ability to analyze instructional needs and allocate resources effectively and equitably.	Candidate demonstrated a high level of proficiency in the ability to analyze instructional needs and allocate resources effectively and equitably.
Analyze implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	Candidate failed to demonstrate analyze implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	Candidate demonstrated the ability to analyze implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	Candidate demonstrated a high level of proficiency in the ability to analyze implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students'	Candidate failed to demonstrate responsiveness to diverse sociological, linguistic, cultural and other factors that may	Candidate demonstrated the ability to ensure responsiveness to diverse sociological, linguistic, cultural and	Candidate demonstrated a high level of proficiency in the ability to responsiveness to diverse sociological,

development and learning.	affect students' development and learning.	other factors that may affect students' development and learning.	linguistic, cultural and other factors that may affect students' development and learning.
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Competency 006

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

The principal knows how to:

Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	Candidate failed to work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.	Candidate demonstrated the ability to work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals	Candidate demonstrated a high level of proficiency in the ability to work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals
Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and	Candidate failed to facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content,	Candidate demonstrated the ability to facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of	Candidate demonstrated a high level of proficiency in the ability to facilitate the application of adult learning principles and motivation theory to all campus professional development

contexts.	processes and contexts.	appropriate content, processes and contexts.	activities, including the use of appropriate content, processes and contexts.
Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.	Candidate failed to allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.	Candidate demonstrated the ability to allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.	Candidate demonstrated a high level of proficiency in the ability to allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.	Candidate failed to implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.	Candidate demonstrated the ability to implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.	Candidate demonstrated a high level of proficiency in the ability to implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
Use formative and summative evaluation procedures to enhance knowledge and skills of campus staff.	Candidate failed to use formative and summative evaluation procedures to enhance knowledge and skills of campus staff.	Candidate demonstrated the ability to use formative and summative evaluation procedures to enhance knowledge and skills of campus staff.	Candidate demonstrated a high level of proficiency in the ability to use formative and summative evaluation procedures to enhance knowledge and skills of campus staff.

Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff	Candidate failed to diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff	Candidate demonstrated the diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff ability to	Candidate demonstrated a high level of proficiency in the ability to diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff
Engage in ongoing professional development activities to enhance one's own knowledge and skills and to modify lifelong learning.	Candidate failed to engage in ongoing professional development activities to enhance one's own knowledge and skills and to modify lifelong learning.	Candidate demonstrated the ability to engage in ongoing professional development activities to enhance one's own knowledge and skills and to modify lifelong learning.	Candidate demonstrated a high level of proficiency in the ability to engage in ongoing professional development activities to enhance one's own knowledge and skills and to modify lifelong learning.

Competency 007

The principal knows how to apply organizational decision making and problem solving skills to ensure an effective learning environment.

The principal knows how to:

Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.	Candidate failed to implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.	Candidate demonstrated the ability to implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal	Candidate demonstrated a high level of proficiency in the ability to implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for
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		attainment.	campus goal attainment.
Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.	Candidate failed to implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.	Candidate demonstrated the ability to implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.	Candidate demonstrated a high level of proficiency in the ability to implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.
Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	Candidate failed to frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	Candidate demonstrated the ability to frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.	Candidate demonstrated a high level of proficiency in the ability to frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	Candidate failed to Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	Candidate demonstrated the ability to Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.	Candidate demonstrated a high level of proficiency in the ability to Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.	Candidate failed to encourage and facilitate positive change, enlist support for change and overcome ob	Candidate demonstrated the ability to encourage and facilitate positive change, enlist support for change and overcome ob	Candidate demonstrated a high level of proficiency in the ability to encourage and facilitate positive change, enlist support

			for change and overcome ob
Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	Candidate failed to apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	Candidate demonstrated the ability to apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	Candidate demonstrated a high level of proficiency in the ability to apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III – ADMINISTRATIVE LEADERSHIP

Competency 008 –

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

The principal knows how to:

Apply procedures for effective budget planning and management.	Candidate failed to apply procedures for effective budget planning and management	Candidate demonstrated the ability to apply procedures for effective budget planning and management	Candidate demonstrated a high level of proficiency in the ability to apply procedures for effective budget planning and management
Work collaboratively with stakeholders to develop campus budgets	Candidate failed to work collaboratively with stakeholders to develop campus budgets	Candidate demonstrated the ability to work collaboratively with stakeholders to develop campus budgets	Candidate demonstrated a high level of proficiency in the ability to work collaboratively with stakeholders to develop campus budgets
Acquire, allocate and manage human, material and financial resources according	Candidate failed to acquire, allocate and manage human, material and financial	Candidate demonstrated the ability to acquire, allocate and manage	Candidate demonstrated a high level of proficiency in the ability to acquire,

to district policies and campus priorities.	resources according to district policies and campus priorities	human, material and financial resources according to district policies and campus priorities	allocate and manage human, material and financial resources according to district policies and campus priorities
Apply laws and policies to ensure sound financial management u in relation to accounts, bidding, purchasing and grants.	Candidate failed to Apply laws and policies to ensure sound financial management u in relation to accounts, bidding, purchasing and grants.	Candidate demonstrated the ability to Apply laws and policies to ensure sound financial management u in relation to accounts, bidding, purchasing and grants.	Candidate demonstrated a high level of proficiency in the ability to Apply laws and policies to ensure sound financial management u in relation to accounts, bidding, purchasing and grants.
Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.	Candidate failed to use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.	Candidate demonstrated the ability to Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.	Candidate demonstrated a high level of proficiency in the ability to Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.
Develop and implement plans for using technology and information systems to enhance school management.	Candidate failed to develop and implement plans for using technology and information systems to enhance school management.	Candidate demonstrated the ability to develop and implement plans for using technology and information systems to enhance school management.	Candidate demonstrated a high level of proficiency in the ability to develop and implement plans for using technology and information systems to enhance school management.

Competency 009 –

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

The principal knows how to:

Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.	Candidate failed to demonstrate the ability to implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.	Candidate demonstrated the ability to implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.	Candidate demonstrated a high level of proficiency in the ability to implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.
Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	Candidate failed to demonstrate the ability to Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	Candidate demonstrated the ability to Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.	Candidate demonstrated a high level of proficiency in the ability to Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
Develop and implement procedures for crisis planning and responding to crises.	Candidate failed to demonstrate the ability to Develop and implement procedures for crisis planning and responding to crises	Candidate demonstrated the ability to Develop and implement procedures for crisis planning and responding to crises	Candidate demonstrated a high level of proficiency in the ability to Develop and implement procedures for crisis planning and responding to crises
Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food	Candidate failed to demonstrate the ability to Apply local, state and federal laws and policies to support sound decision making related to school	Candidate demonstrated the ability to Apply local, state and federal laws and policies to support sound decision making related to school	Candidate demonstrated a high level of proficiency in the ability to Apply local, state and federal laws and policies to support sound decision

services, health services, transportation).	programs and operations (e.g., student services, food services, health services, transportation).	programs and operations (e.g., student services, food services, health services, transportation).	making related to school programs and operations (e.g., student services, food services, health services, transportation).
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Supervising Administrator's Assessment of Intern

In an effort to determine the effectiveness of the internship experience, the Educational Leadership and Counseling Program at Prairie View A&M University requests your input on the ability of our interns to understand and apply the standards excellence in cooperation and collaboration in your school setting.

Intern Name: _____ Date: _____

School/District Name: _____

This is a:

€ Midterm Evaluation

€ Final Evaluation

COMPETENCY	NEEDS IMPROVEMENT	SATISFACTORY	VERY GOOD	EXCELLENT
Ability to organize and complete tasks Comments: _____	1 2 3 Has some difficulty organizing and completing tasks	4 5 6 Organizes and complete most tasks	7 8 Well organized and completes tasks	9 10 Exceptional organization
Quality of Assigned Work. Comments: _____ _____	1 2 3 Below expectations	4 5 6 Meets expectations	7 8 Usually exceeds expectations	9 10 Consistently exceeds expectations
Time Management Comments: _____ _____	1 2 3 Does not complete tasks in a timely manner	4 5 6 Average ability to manage time on tasks.	7 8 Very efficient in managing tasks.	9 10 Exceptional ability to manage time on task.
Written Communication Comments: _____ _____	1 2 3 Has difficulty communicating	4 5 6 Competently expresses information/ideas	7 8 Very effective in conveying information	9 10 Exceptional ability in communicating orally.
Ability to Work With Others Comments: _____ _____	1 2 3 Occasionally gets along with others.	4 5 6 Gets along well with people in the organization.	7 8 Very good relationship with people in the organization	9 10 Excellent relationship with all personnel
Ability to accept and utilize suggestions. Comments: _____ _____	1 2 3 Almost always rejects suggestions made by other personnel.	4 5 6 Usually accepts suggestions	7 8 Welcomes suggestions to improve.	9 10 Always welcomes and solicits suggestions
Professional Appearance and Behavior Comments: _____ _____	1 2 3 Constant reminders about appropriate attire and behavior	4 5 6 Occasionally needs to be reminded.	7 8 Appearance and behavior is appropriate.	9 10 Exemplary!

Signature of Evaluator: _____ Date: _____

Supervising Administrator's Assessment of Intern ELCC and TExES Competencies

In an effort to determine the effectiveness of the internship experience, the Educational Leadership and Counseling Program at Prairie View A&M University requests your input on the ability of our interns to understand and apply the ELCC and TExES competencies and domains.

Intern Name: _____ **Date:** _____

School/District Name: _____

This is a:

☐ **Midterm Evaluation**

☐ **Final Evaluation**

ELCC and TExES Assessment:

- A. The intern is an educational leader who has the knowledge and ability to promote the success of all Candidates by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Please circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Disagree

- B. The intern is an educational leader who has the knowledge and ability to promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Disagree

- C. The intern is an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Disagree

- D. The intern is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Disagree

- E. The intern is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (circle one)

1
Strongly
Disagree

2
Disagree

3
Agree

4
Strongly
Disagree

- F. The intern is an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1
Strongly
Disagree

2
Disagree

3
Agree

4
Strongly
Disagree

Signature of Cooperating/Mentoring Principal: _____

Date: _____ **School:** _____

ELECTRONIC PORTFOLIO

All Candidates enrolled in the Principal internship class in the Educational Leadership and Counseling (ELAC) program are required to turn in an electronic portfolio at the conclusion of the class. Interns are required to leave a copy of the portfolio in the ELAC program area (i.e., a copy on a CD or a thumb drive).

The principal intern portfolio development process is ongoing. Candidates should begin preparing this document at the beginning of their coursework and supplement with the theoretical applications during the administrative internship course. It is the responsibility of the candidate to collect artifacts that document progress.

The portfolio should draw on the goals established by the candidate, in collaboration with the supervising administrator and university Program Coordinator. The portfolio will consist of four sections, the time log documenting hours, the summary of the goals, the reflective journal, and the supervising administrator's evaluation. Artifacts and supporting evidence for the principal intern portfolio should also be integrated into the ELAC comprehensive portfolio and submitted for review by ELAC faculty members.

Principal interns are required to set goals which correspond with the following ELCC standards (1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3) and TEXES Domains and Competencies - All Domains. It is possible to combine multiple standards in a single goal. For example, 2.1, 2.2, 2.3, and 2.4 might be combined in a single goal. Goal 2.1 is brought to the second seminar.

Candidates are required to write a one-two page summary for each goal. The summary should include a brief description of the goal, the corresponding standard, connections to coursework (be sure to cite relevant literature), and conclude by identifying the skills and knowledge gained by achieving this goal. Include references to supporting artifacts that demonstrate progress toward each goal. Interns should rely on the Internship Activity Log (Appendix C) to facilitate completion of this section.

On a daily basis, candidates are to record their thoughts, ideas, and questions relating to individual professional experiences during the internship. The supervising administrator for each candidate is required to complete a final evaluation. Include these forms in the final section of the portfolio.

The final grade for the internship experience will be a cooperative effort between the Program Coordinator and site administrators, with the Program Coordinator having the final decision and the responsibility for reporting the final grade.

Rubric for Principal Internship Portfolio

Name of Intern _____ Semester: _____

Signature: _____ Date: _____

Items should be rated with a yes/no. Please add comments as necessary.

I. Introduction		Comments
a) Candidate Agreement	20	
b) Background Check		
d) Information Form		
d) Cooperating Principal's Form		
e) Principal Resume'		
f) Section Dividers		
g) Subsection Dividers		
Section II - General	40	
a. Principal Entry conference		
b. Faculty Meeting		
c. Candidate Discipline		
e. Parent Contacts		
f. Child Study Team		
g. Candidate Activities		
h. Board Meetings		
i. Other Activities		
Sections III- Progress Reports	40	
Summary Log #1		
Summary Log #2		
Summary Log #3		
Summary Log #4		
Summary Log #5		
Section IV- Problem Solving	60	
Section V - Teacher Evaluation	20	
a. Pre-Conference Principal		
b. Procedures Outlined		
c. Data Collection		
d. Written Summary		
e. Post-Conference - Principal		
f. Forms		
g Self-reflection		

Area Evaluated:		Comments:
Section VI		
Standards Based Activities	60	
Section VII		
Program & Summary		
a. Overview		
b. Self-reflection		
c. Strengths/Weaknesses		
d. Principal Exit Conference		
VII. Principal Evaluation	60	
Portfolio Presentation		
a. Requirements met in timely		
b.. Initial Meeting		
c. Organized		
d. Complete		
Total points out of 300		
COMMENTS:		

