ADMN 5350 Mid-Management Internship
Spring 2022

Instructor: L.S. Spencer, Ed.D.
Section # and CRN: ADMN 5350 – 18780-PO1
Office Location: Delco - Room 213
Office Phone: 713-553-3849
Email Address: lsspencer@pvamu.edu
Office Hours: TBD
Mode of Instruction: Online

Course Location: Field (Clinical)
Class Days & Times: TBD
Catalog Description: Field-based and seminar experiences designed to provide on-site school-related activities, and the analysis of actual administrative situations and problems. Prerequisites: 18 semester hours of ADMN course work.

Prerequisites: ADMN 5163 or CNSL 5163, ADMN 5093 or CNSL 5093, ADMN 5003, ADMN 5023, ADMN 5033, ADMN 5043, ADMN 5073, ADMN 5083, ADMN 5133, SUPV 5113, ADMN 5203

Co-requisites: N/A

Required Texts: SEE PRINCIPAL INTERNSHIP HANDBOOK

Recommended Texts: TBA

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (1.0).</td>
<td>SLO: 1</td>
</tr>
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<td></td>
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<tr>
<td>2</td>
<td>Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (2.0).</td>
<td>SLO: 2</td>
</tr>
<tr>
<td></td>
<td>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. (3.0).</td>
<td>SLO: 5</td>
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<tr>
<td>4</td>
<td>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. (4.0).</td>
<td>SLO: 2</td>
</tr>
<tr>
<td>5</td>
<td>Promote the success of all students by acting with integrity, fairly, and in an ethical manner. (5.0).</td>
<td>SLO: 3</td>
</tr>
<tr>
<td>6</td>
<td>Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (6.0).</td>
<td>SLO: 1,2</td>
</tr>
<tr>
<td>7</td>
<td>Develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. (7.0).</td>
<td>SLO: 1-5</td>
</tr>
</tbody>
</table>

**The Test Framework (Knowledge and Skills Statements)** The content assessed by the TExES Principal as Instructional Leader Certification Assessment (268) is provided below.

<table>
<thead>
<tr>
<th>DOMAINS AND COMPETENCIES</th>
<th>KNOWLEDGE, SKILLS, AND MINDSETS (KSMs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN I—School Culture</strong></td>
<td><strong>KNOWLEDGE</strong></td>
</tr>
<tr>
<td>Competency 001: A, G, H, and I</td>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td>Competency 002: C and D</td>
<td><strong>MINDSETS</strong></td>
</tr>
<tr>
<td><strong>DOMAIN II—Leading and Learning</strong></td>
<td><strong>E-FOLD-P (Conceptual Framework)</strong></td>
</tr>
<tr>
<td>Competency 003: A, B, C, and D</td>
<td>• To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers</td>
</tr>
<tr>
<td>Competency 004: A, B, C, D, and E</td>
<td>• To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions</td>
</tr>
<tr>
<td><strong>DOMAIN III—Human Capitol</strong></td>
<td>• To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement</td>
</tr>
<tr>
<td>Competency 005: A, B, C, and D</td>
<td><strong>DOMAIN IV—Executive Leadership</strong></td>
</tr>
<tr>
<td>Competency 006: A, B, C, and D</td>
<td>Competency 007: A and B</td>
</tr>
<tr>
<td><strong>DOMAIN V—Strategic Operations</strong></td>
<td>Competency 008: C and E</td>
</tr>
<tr>
<td>Competency 009: A, B, and C</td>
<td><strong>DOMAIN VI—Ethnics, Equity, and Diversity</strong></td>
</tr>
<tr>
<td>Competency 010: B, C, D, and H</td>
<td>Competency 011: C, D, E, F, and G</td>
</tr>
<tr>
<td><strong>DOMAIN VII—Social and Behavioral</strong></td>
<td><strong>MINDSETS</strong></td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>E-FOLD-P (Conceptual Framework)</strong></td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td><em>(Educator As Facilitator For Diverse Populations)</em></td>
</tr>
<tr>
<td><strong>MINDSETS</strong></td>
<td>• To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers</td>
</tr>
<tr>
<td><strong>DOMAIN I—School Culture</strong></td>
<td>• To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions</td>
</tr>
<tr>
<td>Competency 001: A, G, H, and I</td>
<td>• To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement</td>
</tr>
</tbody>
</table>
To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.
Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Log (160 hours minimum)</td>
<td>50%</td>
<td>50 pts.</td>
</tr>
<tr>
<td>2) Demographic Study</td>
<td>20%</td>
<td>20 pts.</td>
</tr>
<tr>
<td>3) Certify Teacher</td>
<td>10%</td>
<td>10 pts.</td>
</tr>
<tr>
<td>4) Philosophy Statement</td>
<td>5%</td>
<td>5 pts.</td>
</tr>
<tr>
<td>5) Reflection</td>
<td>5%</td>
<td>5 pts.</td>
</tr>
<tr>
<td>6) Resume</td>
<td>5%</td>
<td>5 pts.</td>
</tr>
<tr>
<td>7) Personal and Professional Goals</td>
<td>5%</td>
<td>5 pts.</td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:

- A = 95 – 100 pts. Or 95-100%
- B = 85 – 94 pts. Or 85-94%
- C = 75 – 84 pts. Or 75-84 %
- F = Below 74 pts Or less than 75%

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logs</td>
<td>Each intern will maintain a detailed log of daily activities describing the task(s) involved, date, beginning and ending time, and experience area (standard/competency). A minimum of 160 hours must be devoted to intern work. Student supervision, such as bus duty, cafeteria duty, duty at athletic events, etc., is limited to 50 hours toward the 150-hour semester requirement. Logs are due into True Outcomes at regular intervals--usually per week. The intern's cooperating administrator must certify the logs. This is done by signing the original logs. The intern then submits the signed logs at the end of the semester.</td>
</tr>
</tbody>
</table>
Early in the internship semester, the intern will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and intern to better understand the school and community. A listing of the areas to be addressed in the demographic study will be discussed during the individual conferences with the professor.

Each intern (including assistant principals) must complete each activity in its entirety and attend and participate in all meetings. Action Activities should be outlined in the format that is given. (A.1.2.3; B.1.2.3, etc.)

This section is for you to enter projects and/or problems that you work on at school. If you are in charge of a project or heavily participate in a project give yourself credit by documenting it. Give a description, rationale, implementation, evaluation, etc. If you want to work on a problem at your school (example, communication, low teacher morale, teacher turnover, excessive new teachers need orientation, parking lot, etc.) define the problem, give possible solutions, consequences of such solutions, choose a solution, implement and evaluate. In other words, I want you to give yourself credit for the work you do.

Your total document on projects and problems must be uploaded into your field experience. The individualized projects are designed to give you an opportunity to address a particular assignment in depth. They will also give you the freedom to be innovative and creative in your proposal. However, you need to be sure that they also be feasible and workable in their entirety. In each case, consider that you are a newly appointed assistant principal in charge of the project and you will present your plan to the staff.

The projects or problems presented are very real aspects of an administrator’s daily routine. They are very practical in nature, so please address them in that vein.

The intern will write a paper, which describes his/her philosophy of education. This paper must include his/her philosophy about leadership and school administration. Paper format: 1-inch margins on all four sides, Times New Roman Font, 12 point. Name, Assignment Title, Date, Semester Year, Class Time (8 am or 11 am) need to be in the Header Section. COVER SHEETS or PLASTIC COVERINGS.

The intern will write a paper reflecting on the internship experience. This (2) two-page critique should provide the university with the intern’s personal assessment of the internship experience; suggestions for improvement should be included. This critique is submitted by the intern through eCourses. Paper format: 1-inch margins on all four sides, Times New Roman Font, 12 point. Name, Assignment Title, Date, Semester and Year, Class Time (8 am or 11 am) need to be in the Header Section. COVER SHEETS and SHEET PROTECTORS (2 sheets per sheet protector) are required for your hard copied portfolio.

A two-page analysis of the critical components of the PASL. An introduction of the PASL will be provided during the discussion assignments in the course.

Each intern must develop and submit a Leadership Field Experience. The field experience must be at the school level of the internship. At the end of the internship, the cooperating administrator will complete the evaluation form and return to the University supervisor. The intern will submit the field experience to the University supervisor which will include the following:
1. The Title Page
2. Table of Contents
3. Philosophy Statement
4. Personal and Professional Goals
5. Resume
6. Demographic Study
7. Certified Teacher Record
8. FERPA Form
9. Code of Ethics Form
10. Cooperating Administrator Statement of Acceptance
11. Pre/Post Mentor Evaluation Form

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Student Expectations: It is important to know that I expect all students in the graduate program to be respectful, positive, diligent and responsible. This will include adhering to deadlines, attending to all necessary classes and assignments in a timely manner and with due diligence. All assignments will be turned into e-courses and will not be accepted my e-mail or late. Please communicate with your fellow colleagues and the professor regarding questions or concerns.

Teacher Expectations: My goal is to assist each of you in meeting your goals for the semester. In doing so, I will communicate with you on a weekly basis and answer any questions (unless otherwise noted) within 24 hours. I will hold each student accountable and will be fair in just in grading practices. I want each of you to be successful and will do my part to ensure that together we grow, stretch, and learn.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals
American Association for School Administrators
Education Law Association
National Association of Elementary School Principals
National Association of Secondary School Principals
Phi Delta Kappa
Texas Elementary Principals and Supervisors Association
Texas Association of Secondary School Principals
American Journal of Education
American School Board Journal
Education Administration Abstracts
Education Administration Quarterly
Education Week
References
American Association for School Administrators (http://www.aasa.org/aboutcontent.cfm?ItemNumber=215)
Educational Leadership Constituents Council (ELCC) Standards (http://www.npbea.org/ELCCStandards%20_5-02.pdf)
Interstate School Leaders Licensure Consortium (ISLLC) Standards (www.ccsso.org/projects/education_leadership_initiatives/ISLLC_standards/)
Journals of Law and Education
Lexis Nexus Database
National Council for the Accreditation of Teacher Education (NCATE) (www.ncate.org/public/standards.asp)
West Law Database

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the University Administrative Guidelines on Academic Integrity, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the University Administrative Guidelines on Academic Integrity, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or
representing it as your own; submitting an assignment which has been partially or wholly done by another
and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased
in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the
work of an individual;

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course
without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a
requirement and receive credit in a different course.

Nonacademic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires
campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's
ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus
behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive
behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under
nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be
tolerated. Any member of the university community violating the university's sexual harassment policy will be subject
to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated
to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a
student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about
which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty
and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that
is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like
assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu.
More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on
pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-
related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student
Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age,
disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The
University is committed to supporting students and complying with The Texas A&M University System non-
discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you
experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with
someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The
Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination
policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic
development of each learner, whether classes are taught with the instructor physically present or via distance learning
technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused,
may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are
accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member
will include the University's attendance policy in each course syllabus.
Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Two “C” Rule
Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of “C” or below will be accepted toward certification.

Technical Considerations for Online and Web-Assist Courses

Minimum Recommended Hardware and Software:
• Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
• High speed Internet access
• 8 GB Memory
• Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.
Submission of Assignments:
Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the eCourses website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students
who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, live scribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340 another copy; 2) grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board

The Test Framework (Knowledge and Skills Statements) The content assessed by the TExES Principal as Instructional Leader Certification Assessment (268) is provided below.

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

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

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

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

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

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

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

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

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

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

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

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

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

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

**Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction.

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

C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement.

D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap.

E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions.

**DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

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

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences*

B. *Develops and implements strategies for systematically communicating internally and externally*

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

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions*

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals*
DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

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

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans*

B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes*

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning*

**Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

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

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

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

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

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DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY
Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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

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

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

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

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