



**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**EDUCATIONAL ADMINISTRATION PROGRAM**

**HANDBOOK**

**FOR**

***SCHOOL ADMINISTRATION PRACTICUM***

***One Semester Degree Plan – 3 hour course  
and/or***

***Two Semester Degree Plan – 6 hour course***

**EDAD 5399/6399/5696**



**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EDUCATIONAL ADMINISTRATION PROGRAM**

**EDAD 5399/6399/5696  
School Administration Practicum Handbook**

*Acknowledgement and Agreement*

This is to acknowledge that I have received, read, and understand the Texas A&M University-Corpus Christi School Administration Practicum Handbook. I understand that it is my responsibility to abide by standards, guidelines and policies set forth in the School Administration Practicum Handbook.

*Candidate Name and Signature*

*Date*

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Signature*

**EDAD 5399/6399/5696**

**INTRODUCTION: THE SCHOOL ADMINISTRATION PRACTICUM**

The school administration practicum is considered the capstone experience of the program in educational administration at Texas A&M University-Corpus Christi. It should, therefore, be among the last in the sequence of courses taken. The practicum constitutes a one-semester experience with a major project and one minor project to be completed by the end of the practicum. Candidates enrolled in a 36/30-hour Master of Science in Educational Administration should complete at least 27/18 semester hours toward their principal's certification before beginning the practicum. The practicum should be one of the last courses taken for students seeking only certification. The basic functions of this field-based course are to provide the student with the opportunity to (a) apply previously learned knowledge and skills to practical administrative tasks and (b) learn those aspects of school administration that can only be learned in field settings. The school administration practicum can be completed either in the fall semester or the spring semester of each academic year.

The purpose of this document is to explain how the practicum works, the program's expectations and requirements, and to delineate the roles and relationships of the major parties involved in the practicum. These include Texas A&M - Corpus Christi, the school district, the supervising administrator, and the candidate.

**The following step-by-step process is designed to guide and assist all parties in the practicum:**

1. The candidate notifies the university's practicum coordinator of his/her intention to enroll in the practicum. This notification must take place during the semester prior to the beginning of the practicum. Practicums are not offered in the summer.

2. The university coordinator checks the student's degree/certification plan to ascertain the student's eligibility for the practicum. To be eligible to register for the practicum, a student enrolled in the Master of Science in Educational Administration should have completed at least 27/18 semester hours toward the principal's certification prior to the beginning of the practicum. The practicum should be one of the last courses taken for students seeking "only" certification. Students should see their advisor before enrolling.
3. The candidate is responsible for securing the principal's signature on the permission forms. The supervising administrator is normally the principal of the school in which the candidate is employed; however, it is possible that the candidate might work with another administrator who holds another administrator position and is appropriately certified in the State of Texas as a principal or holds a mid-management certification and has at least three years of administrative experience. In cases where the principal feels that the superintendent of schools should also approve, the candidate is responsible for obtaining that permission in writing on the approved application.
4. Candidates attend an orientation meeting at the university at the beginning of the practicum. This orientation includes a discussion of the obligations of the candidate and the development of the practicum proposal that is done in conjunction with the supervising principal.

Between the first-class session and the first visit of the university supervisor or designee, the candidate in conjunction with his/her supervising administrator develops a proposal for one major capstone project that is specifically related to the Texas Principal Standards and TExES 268 Domains and Competencies. EDAD 6399 candidates will also develop one mini project that also relates to the Texas Principal Standards and TExES 268 domains/competencies.

These proposals for the major capstone project are to be developed with the input and assistance of the supervising field administrator and the university supervisor. These proposals should be designed to help candidates in fulfilling not only their own personal learning needs, but also school goals and tasks identified by the supervising administrator. As a result, the practicum experiences for each candidate will be different, based on the local context, the candidate's needs and interests, and the supervising administrator's needs for his/her school. The proposals should concentrate on significant, meaningful tasks that cause the candidate to integrate many smaller skills-based assignments into holistic projects and activities/experiences. A draft of these proposals must be turned in to both the supervising administrator and the university supervisor before the first site meeting that will be held at the candidate's campus.

6. Early in the semester, the university supervisor (and/or designee) will visit each candidate's school and review the candidate's proposals with the supervising administrator and the candidate. The major capstone project proposals, which must be approved by all three parties, becomes the "backbone" of the practicum. The university supervisor, supervising administrator, and candidate will attest that the candidate proposals are appropriate and agreed upon by signing

the appropriate form. However, the candidate and supervising administrator should capitalize on any other learning opportunities that present themselves, whether or not those are included in the proposals. In a sense, proposals are a “living document” which may change with approval as opportunities present themselves.

7. The candidate begins work on the projects and activities/experiences set forth in the proposals and is available for administrative work whenever she/he is not meeting regular teaching responsibilities, including before and after school and conference periods. Work on proposal tasks may be pursued outside of school hours. This pattern of work continues throughout the semester.
8. The university supervisor visits the candidate and his/her supervising administrator during the semester. The first visit, as stated previously, is to review and agree on the proposals; the second and if needed, subsequent visits are to assess progress and make adjustments when needed; the final visit is an exit conference in which the university supervisor evaluates, with the supervising administrator and candidate, the candidate’s performance and progress toward meeting all obligations as stated in the proposal. The university supervisor assigns the final grade for the candidate. Other visits may be scheduled upon request by the university supervisor, the candidate, or the supervising administrator.
9. Three observations will be held to observe different leadership skills aligned to the Texas Principal Standards/TEXES Domains and Competencies.
10. The number of required seminars held at the university will number no more than five. The first seminar is dedicated to orientation of the practicum. The candidate is required to attend all five class meetings. In the event of an emergency the candidate is required to contact the professor.
11. Additionally, all students will be required to complete an electronic practicum portfolio, and keep a practicum log of activities and experiences which will include (a) the date of the activity/experience, (b) a brief description of the activity/experience, (c) the code for each activity/experience, (d) a well-constructed and thoughtful monthly reflection on activities/experiences, (e) the amount of time spent on each activity/experience and (f) the total number of hours completed for the practicum.

For the practicum experience to be productive for the student; the different parties must understand their respective roles and their relationships to one another. It is the responsibility of the university supervisor to assure that such understanding occurs. The following are descriptions of the roles of the parties involved in the practicum.

***The University Supervisor:***

1. Provides the general structure of the program and explains it to the candidate, the cooperating school district, and the supervising administrator.
2. Administers the program.
3. Serves as consultant to the candidate and supervising administrator in the development of the practicum experiences and works with them in evaluating the candidate's growth and achievement.
4. Gives direction to the candidate seminars that occur during the academic year.

***The Field Supervisor:***

1. Will have participated in required Coaching Training.
2. Supports the general structure of the program and explains it to the candidate, the cooperating school district, and the supervising administrator.
3. Conducts at least three formal observation visits during the practicum experience.
4. Provides ongoing coaching, feedback, and support through program progress monitoring.

***The Campus Site Supervisor - School Principal (or designee):***

1. Holds the appropriate Texas certification of principal or mid-management and has at least three years of administrative experience.
2. Works with the university supervisors in establishing a framework for cooperation.
3. Serves as the immediate supervisor of the candidate.
4. Develops with the candidate and the university supervisor the proposal for the practicum. Many supervising administrators of candidates have found it useful for themselves and their candidates to first develop proposal projects and activities/experiences independently, then consolidate and reconcile their two sets of goals.
5. Uses the candidate in ways that contribute to (a) the candidate's development and growth as an administrator and (b) the work of the supervising administrator and the school.
5. Participates in required mentor overview (during the first meeting) and serves as a mentor to the

candidate by discussing administrative problems and his/her thinking about the issues.

6. Will be invited to attend the candidate's presentation at the final candidate seminar.
7. Encourages the candidate to socialize him/herself into the profession through attendance at various meetings of school administrators.
8. Clarifies the candidate's role to the faculty.
9. Assists in the continuing assessment and evaluation of the candidate's development and performance.

***The Candidate:***

1. Demonstrates a desire to take full advantage of the learning opportunities that are available in the practicum.
2. Keeps confidences.
3. Develops a proposal containing activities/experiences and a project for the practicum with the supervising administrator and university supervisor.
4. Is available to assist with tasks beyond those indicated by the proposal.
5. Allocates sufficient time to the practicum activities.
6. Socializes him/herself to the profession of school leadership through attendance at appropriate meetings.
7. Attends and participates fully in the practicum seminars.
8. Maintains a portfolio and collects artifacts which includes, but is not limited to, daily logs of activities/experiences, the practicum project, materials that the candidate produces in the course of the practicum, and other materials valuable for future reference (i.e. schedules, memoranda, checklists, etc. which might be useful to the candidate upon assuming full-time administrative responsibilities).
9. Assumes responsibility for securing his/her portfolio from the university supervisor after it has been reviewed and the practicum is successfully completed.
10. Maintains a daily log of candidate activities/experiences.

## PRACTICUM EXPECTATIONS AND REQUIREMENTS

The candidate is required to:

- **Complete a minimum of the following hours of practicum field-based experiences:**  
**One semester (3 hr.) degree plan – 160 clock hours**  
**Two semester (6 hr.) degree plan – 100 clock hours per semester**
  - **Must document at least 10 hours in each of the Texas Principal Standards/TEXES 268 six domains.**
  - OR**
  - **Must document at least 10 hours in each of the Higher Education Leadership standards (for EDAD 5696 students only)**
  
- **Attendance and participation in all university setting class meetings** The candidate is expected to attend and participate fully in university course/seminars on campus in order to (a) discuss, analyze and synthesize campus experiences, (b) discuss the application of the Texas Principal Standards/TEXES Domains and Competencies to experiences at respective campuses and (c) discuss reflective essays. Candidates are required to actively participate in these seminars.
  
- **Develop one major capstone project (5399/6399/5696) and one mini-project (6399 students only).** These projects should reflect meaningful administrative experiences for the candidate and the campus and add value to the instructional program and student learning. This should be done in close collaboration with the supervising administrator and the university supervisor. The project must align to the Texas Principal Standards/TEXES Domains and Competencies.  
**EDAD 6399 Practicum students:** In addition to one major project, one mini-project is also required.
  
- **Attend and participate in site conferences with the supervising administrator, field supervisor and/or university supervisor.**
  
- **Complete a Practicum Portfolio (Electronic portfolio housed in Blackboard)**
  - Candidate Information
    - Resume
    - Pre/Post Assessment of Domains/Competencies/Standards
  - Campus Narrative



- Candidate Site Diversity
      - Demographics
        - Students
        - Teachers
      - Special populations/programs
      - Accountability trends
  - The Practicum Plan
    - Acquiring Hours
    - Field Services Projects
      - Major Capstone Project Description
      - Mini Project (**EDAD 6399 Students Only**)
  - Monthly Evaluation of Practicum
    - Reflective Essays (3)
    - Integration of Projects/Activities
    - Artifacts
    - Weekly Logs
  - Major Project Presentation and Report
    - Highlights (IGNITE)
    - Final Critical Reflection Paper (**EDAD 6399 Students Only**)
  - Post Assessment of Domains and Competencies

### **IDEAS FOR THE MEETING PRACTICUM CLOCK HOUR REQUIREMENT**

The following list of suggested practicum activities/experiences is provided for guidance purposes. Administrative candidates could and should avail themselves to as many of these activities and experiences as possible. Many of the suggested activities/experiences could serve as the foundation of the practicum projects.

Please note that the list is not intended to be comprehensive, nor is it exclusive.

- Assist (or take a leadership role) with the disaggregation of campus academic performance data.
- Shadow a principal or an assistant principal during classroom walk-through activities.
- Observe or discuss a relevant legal issue or event (focus upon due process issues).
- Assist with the administration of the school testing program.
- Serve as an assistant administrator when the principal/assistant principal is out of the building.
- Attend an administrative meeting or principal's leadership council meeting.
- Attend a school board meeting.
- Participate in an ARD, 504 or LPAC meeting.
- Participate in some aspect of school finance, i.e., budget development.

- Participate in some aspect of personnel selection, i.e., serve on a search/interview team.
- Coordinate schedules, communication or processes for safety or efficiency.
- Assist in professional development to support the school mission.
- Assist in the development of curriculum and instruction to align academic needs for the campus.
- Prepare school-wide presentations to promote school culture and community.
- Facilitate school events to support student learning and instruction.

### **REQUIRED OBSERVATIONS**

In each of the three campus observations, which will occur within periods of each third of the course, candidates will be completing required tasks that their university supervisor can monitor. A pre and post conference will be held for each observation. The pre/post conferences may be virtual, in person or conducted by phone. Coaching conversations are a major component of the campus visit and observations held with the field supervisor and student. Highlights of each coaching conversation is captured and used to establish goals throughout the practicum. The university field supervisor will complete the observation form for each visit, sign and email it to the candidate, who will review the form, sign, and then share the information with his/her site supervisor (principal) who also needs to sign the form. Finally, the student will upload the observation form into the Blackboard Dropbox corresponding to that observation number.

#### **Introduction/Orientation Meeting**

This introduction meeting includes your campus supervisor, you, and the field supervisor. Your campus site supervisor will need a copy of the Practicum Handbook. At the introduction meeting, pertinent information in the Handbook will be reviewed with special attention on the major project that is required to impact instruction and student learning.

### **PROJECT AND OBSERVATION GUIDELINES**

The major capstone project and observations must be aligned to the Texas Principal Standards and TExES Domains, and Competencies (268). The school administration candidate's practicum experiences will produce a variety of artifacts, plans, student work, data, and feedback to support the major capstone project and potential PASL submissions required for principal certification.

#### **Texas Principal Standards**

##### ***§241.15. Standards Required for the Principal Certificate.***

**(a) Principal Certificate Standards.** The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

**(b) School Culture. The principal:**

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

**(c) Leading Learning. The principal:**

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

**(d) Human Capital. The principal:**

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

***(e) Executive Leadership. The principal:***

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

***(f) Strategic Operations. The principal:***

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

**(g) Ethics, Equity, and Diversity. The principal:**

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

**Chapter 149. Commissioner’s Rules Concerning Educator Standards. Subchapter BB. Administrator Standards**

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

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

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

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

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

## **TEXES 268 DOMAIN AND COMPETENCIES**

### **Domain I – School Culture**

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

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

### **Domain II – Leading Learning**

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

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

**Domain III – Human Capital**

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

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

**Domain IV – Executive Leadership**

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

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

**Domain V – Strategic Operations**

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

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

**Domain VI – Ethics, Equity, and Diversity**

Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

**PERFORMANCE ASSESSMENT FOR SCHOOL LEADERSHIP (PASL) TASKS**

**PASL Task 1: Problem Solving in the Field**

*Candidates' ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning*

Step 1: Identifying a significant problem/challenge

Step 2: Researching and Developing a Plan

Step 3: Implementing the Plan

Step 4: Reflecting on the Plan and the Resolution

**PASL Task 2: Supporting Continuous Professional Development**

*Candidates' ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning.*

Step 1: Designing Building-level Professional Development

Step 2: Implementing Building-level Professional Development

Step 3: Analysis Three Participants' Responses

Step 4: Reflecting on Building-Level Professional Development

**PASL Task 3: Creating a Collaborative Culture**

*Candidates' ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.*

Step 1: Identifying the Collaborative Team

Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture

Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture

Step 4: Reflecting on the Collaborative Team and the School Culture

## Higher Education Leadership (HL) Standards (EDAD 5696 Students)

**Standard 1.0:** A higher education leader applies knowledge that promotes the success of every student and the institution by facilitating the development, articulation, implementation and stewardship of a shared institutional vision of learning in higher education through the collection and use of data to identify institutional goals, assess, organizational effectiveness, and implement institutional plans to achieve institutional goals; promotion of continual and sustainable institutional improvement; and evaluation of institutional progress and revision of institutional plans supported by institutional stakeholders.

**Standard 2.0:** A higher education leader applies knowledge that promotes the success of every student by sustaining an institutional culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluation a comprehensive, rigorous, and coherent curricular and instructional higher education programs; developing and supervising the instructional and leadership capacity across the institution; and promoting the most effective and appropriate technologies to support teaching and learning within the institution.

**Standard 3.0:** A higher education leader applies knowledge that promotes the success of every student by ensuring the management of the institution's organization, operation, and resources through monitoring and evaluating institutional management and operational systems; efficiently using human, fiscal, and technological resources with the institution; promoting institutional-level policies and procedures that protect the welfare and safety of students, faculty and staff across the institution; developing institutional capacity for distributed leadership; and ensuring that institutional time focuses on high quality instruction and student learning.

**Standard 4.0:** A higher education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the institution by collecting and analyzing information pertinent to improvement of the institution's educational environment; promoting an understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources throughout the institution; building and sustaining positive institutional relationships with students' families; and cultivating productive institutional relationships with community partners.

**Standard 5.0:** A high education leaders applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure an institutional system of accountability for every student's academic and social success by modeling institutional principles of self-awareness reflective practice, transparency and ethical behavior as related to their roles within the institution; safeguarding the values of democracy, equity, and diversity within the institution; evaluating the potential moral and legal consequences of decision making in the institution; and promoting social justice within the institution to ensure individual student needs inform all aspects of higher education.

**Standard 6.0:** A higher education leader applies knowledge that promotes the success of every student by understanding, communicating, responding to, and influencing the larger political, social, economic, legal, and cultural context within which the institution operates through advocating for the institution and its students learning in institutions of higher education; and anticipating and assessing emerging trends and initiatives in order to adapt institutional-level leadership strategies.

## **PRACTICUM FORMS**



**Texas A&M University, Corpus Christi**  
*College of Education and Human Development*  
*Department of Educational Leadership*

**EDAD 5399/6399/5696**  
**School Administration Practicum**

**STUDENT INFORMATION**

1. Name
2. Student TEA Number (for principal certification candidates only)
3. Student Email Address
4. School District
5. School and/or Department
6. Name and Position of Supervising Administrator
7. Supervisor TEA Number (for principal certification candidates only)
8. Supervisor Email Address
9. Cell Number
10. Best Times for Communication and Contact

**Texas A&M University, Corpus Christi**  
*College of Education and Human Development*  
**EDAD 5399/6399/ 5696**  
**School Administration Practicum**

**PRACTICUM SITE SUPERVISOR (SCHOOL ADMINISTRATOR) COMMITMENT FORM**

An important part of the study in Educational Administration at TAMUCC is the opportunity for students to learn in field-settings with an experienced administrator. We appreciate your willingness to work with the candidate.

**One semester (3 hr. credit) – Degree Plan**

\_\_\_\_\_ (student name) is enrolled in EDAD 5399/6399/5696 School Administration Practicum, at Texas A&M University – Corpus Christi. The practicum is a one-semester (3 hour credit) requiring the satisfactory completion of field experience in educational administration under the supervision of a campus administrator holding the appropriate Texas certification of principal or mid-management and who has at least three years of administrative experience. The student (candidate) is required to complete 160 hours of site-based administrative tasks/projects during the practicum.

**Two semester (6 hr. credit) – Degree Plan**

\_\_\_\_\_ (student name) is enrolled in EDAD 5399/6399/5696 School Administration Practicum, at Texas A&M University – Corpus Christi. The practicum is a two semester (6 hr. credit) requiring the satisfactory completion of field experience in educational administration under the supervision of a campus administrator holding the appropriate Texas certification of principal or mid-management and who has at least three years of administrative experience. The student (candidate) is required to complete 100 hours of site-based administrative tasks/projects during the practicum each semester.

I agree to serve as the site (campus) supervisor for the above-mentioned students for the School Administration Practicum.

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Administrator, Print Name \_\_\_\_\_

Title \_\_\_\_\_

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Administrator, Sign Name \_\_\_\_\_

Date \_\_\_\_\_

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Name of School \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

**Texas A&M University, Corpus Christi**  
*College of Education and Human Development*  
*Department of Educational Leadership*

**EDAD 5399/6399**  
**School Administration Practicum**

**PRE/POST-ASSESSMENT OF TExES DOMAINS AND COMPETENCIES**

**1. Present Performance**

Please rate yourself on the performance competencies listed using the following scale:

**0 = no experience**  
**1 = infrequent experience**  
**2 = somewhat experience**

**3 = frequent experience**  
**4 = extensive experience**

TExES 268 Domains and Competencies	Present Performance
<b>DOMAIN I: SCHOOL CULTURE</b>	
<b>Competency 001:</b> the beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	0 1 2 3 4
<b>Competency 002:</b> the beginning principal knows how to work with stakeholders as key partners to support student learning.	0 1 2 3 4
<b>DOMAIN II: LEADING LEARNING</b>	
<b>Competency 003:</b> the beginning principal knows how to collaboratively develop and implement high-quality instruction.	0 1 2 3 4
<b>Competency 004:</b> the beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	0 1 2 3 4
<b>DOMAIN III: HUMAN CAPITAL</b>	
<b>Competency 005:</b> the beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	0 1 2 3 4
<b>Competency 006:</b> the beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	0 1 2 3 4
<b>DOMAIN IV: EXECUTIVE LEADERSHIP</b>	
<b>Competency 007:</b> the beginning principal knows how to develop relationship with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	0 1 2 3 4
<b>Competency 008:</b> the beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	0 1 2 3 4
<b>DOMAIN V: STRATEGIC OPERATIONS</b>	
<b>Competency 009:</b> The beginning principal knows how to collaboratively	0 1 2 3 4

determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	
<b>Competency 010:</b> The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	<b>0 1 2 3 4</b>
<b>DOMAIN VI: ETHICS, EQUITY AND DIVERSITY</b>	
<b>Competency 011:</b> The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	<b>0 1 2 3 4</b>

2. Based on your responses, describe two or three (or more) strengths of your experiences.

3. Based on your responses, describe two or three (or more) areas in which you would like to gain more experience?

**Texas A&M University, Corpus Christi**  
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**THE PRACTICUM PLAN**

Describe the domains and competencies that require your primary attention (1-3 sentences).

Describe the domains and competencies that require secondary attention (1-3 sentences).

Describe areas that require little to no attention (1-3 sentences).

Describe how you plan on acquiring 160 hours (one semester degree plan) or 100 hours (two semester degree plan) of field service experience (e.g. conference periods, before/after school, personal leave days, extra-curricular activities).

Describe any limitations or challenges you may encounter to completing any of the domain and competencies experiences.

Describe how you will assess your administrative knowledge and skills, how will you show evidence of your success?

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**School Administration Practicum**

**CAPSTONE PROJECT**

**Major Capstone Project:**

Dates to be conducted:

Competencies addressed:

**Guiding Questions**

What is currently happening relative to **the need** for your project?

How do you know?

- What data **and** research are you using to as evidence to support and understand **the need** for your project?
  
- What type of impact does **the need** have on instructional practice and student learning?

What do you want to accomplish?

How will you know that your project did what you intended it to do? What is the evidence for your results?

**Briefly explain what your project entails.**

**Mini-Project: (EDAD 6399 STUDENTS ONLY)**

Dates to be conducted:

Competencies addressed:

**Guiding Questions**

What is currently happening relative to **the need** for your project?

How do you know?

- What data **and** research are you using to as evidence to support and understand **the need** for your project?
- What type of impact does **the need** have on instructional practice and student learning?

What do you want to accomplish?

How will you know that your project did what you intended it to do? What is the evidence for your results?

**Briefly explain what your project entails.**

exas A&M University, Corpus Christi

College of Education and Human Development

EDAD 5399/6399

School Administration Practicum

CANDIDATE PERFORMANCE EVALUATION BY SITE SUPERVISOR (Campus Administrator)

Directions: Please complete this form, discuss the evaluation with the candidate, and send to University Candidate Supervisor.

Candidate's Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Duration of Practicum: From \_\_\_\_\_ To \_\_\_\_\_

1. Did the Candidate acquire at least 100 hours of administrative experiences      Yes      No

2. Did the candidate achieve his/her practicum performance competencies?      Yes      No

a. If you marked "No," which competencies were not met?

b. In your opinion, these competencies were not met because:

3. If other competencies were achieved which were not on the candidate's plan, briefly describe:

4. In your opinion, are there other administrative and leadership experiences this candidate should have before assuming an administrative position?      Yes      No

If yes, briefly describe:



5. At the completion of the practicum, please rate the candidate on the performance standards listed below using the following scale:

0 = not experienced during practicum

1 = need much more work

2 = need more work

3 = performance was adequate

4 = performance was strong

<b>TExES 268 Domains and Competencies</b>	<b>Performance</b>
<b>DOMAIN I: SCHOOL CULTURE</b>	
<b>Competency 001:</b> the beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	<b>0 1 2 3 4</b>
<b>Competency 002:</b> the beginning principal knows how to work with stakeholders as key partners to support student learning.	<b>0 1 2 3 4</b>
<b>DOMAIN II: LEADING LEARNING</b>	
<b>Competency 003:</b> the beginning principal knows how to collaboratively develop and implement high-quality instruction.	<b>0 1 2 3 4</b>
<b>Competency 004:</b> the beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	<b>0 1 2 3 4</b>
<b>DOMAIN III: HUMAN CAPITAL</b>	
<b>Competency 005:</b> the beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	<b>0 1 2 3 4</b>
<b>Competency 006:</b> the beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	<b>0 1 2 3 4</b>
<b>DOMAIN IV: EXECUTIVE LEADERSHIP</b>	
<b>Competency 007:</b> the beginning principal knows how to develop relationship with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	<b>0 1 2 3 4</b>
<b>Competency 008:</b> the beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	<b>0 1 2 3 4</b>
<b>DOMAIN V: STRATEGIC OPERATIONS</b>	
<b>Competency 009:</b> The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	<b>0 1 2 3 4</b>

<b>Competency 010:</b> The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	<b>0 1 2 3 4</b>
<b>DOMAIN VI: ETHICS, EQUITY AND DIVERSITY</b>	
<b>Competency 011:</b> The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	<b>0 1 2 3 4</b>

6. In your opinion, what is the candidate's overall administrative potential (circle one of the following)?

Weak                  Limited                  Adequate                  Strong

Why do you feel this way?

7. In your opinion, what were two or three (or more) strengths of this practicum experience?

8. In your opinion, what were two or three (or more) weaknesses of this practicum experience?

9. In your opinion, what are two or three (or more) ideas for strengthening the administrative practicum?

Site Supervisor Name (printed)  
\_\_\_\_\_

Signature of Site Supervisor (Campus Administrator)  
\_\_\_\_\_

Date  
\_\_\_\_\_

**Texas A&M University, Corpus Christi**  
*College of Education and Human Development*

**EDAD 5696**

**Administration Practicum  
Directed Individual Study**

**CANDIDATE PERFORMANCE EVALUATION BY SITE SUPERVISOR**

Directions: Please complete this form, discuss the evaluation with the candidate, and send to University Candidate Supervisor.

Candidate's Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Duration of Practicum: From \_\_\_\_\_ To \_\_\_\_\_

1. Did the Candidate acquire at least 100 hours of administrative experiences      Yes      No

2. Did the candidate achieve his/her practicum performance competencies?      Yes      No

a.      If you marked "No," which competencies were not met?

b.      In your opinion, these competencies were not met because:

3. If other competencies were achieved which were not on the candidate's plan, briefly describe:

4. In your opinion, are there other administrative and leadership experiences this candidate should have before assuming an administrative position?      Yes      No

If yes, briefly describe:

5. At the completion of the practicum, please rate the candidate on the performance standards listed below using the following scale:

- 0 = not experienced during practicum
- 1 = need much more work
- 2 = need more work
- 3 = performance was adequate
- 4 = performance was strong

### Higher Education Leadership (HL) Standards

**Standard 1.0:** A higher education leader applies knowledge that promotes the success of every student and the institution by facilitating the development, articulation, implementation and stewardship of a shared institutional vision of learning in higher education through the collection and use of data to identify institutional goals, assess, organizational effectiveness, and implement institutional plans to achieve institutional goals; promotion of continual and sustainable institutional improvement; and evaluation of institutional progress and revision of institutional plans supported by institutional stakeholders.

0                    1                    2                    3                    4

**Standard 2.0:** A higher education leader applies knowledge that promotes the success of every student by sustaining an institutional culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluation a comprehensive, rigorous, and coherent curricular and instructional higher education programs; developing and supervising the instructional and leadership capacity across the institution; and promoting the most effective and appropriate technologies to support teaching and learning within the institution.

0                    1                    2                    3                    4

**Standard 3.0:** A higher education leader applies knowledge that promotes the success of every student by ensuring the management of the institution’s organization, operation, and resources through monitoring and evaluating institutional management and operational systems; efficiently using human, fiscal, and technological resources with the institution; promoting institutional-level policies and procedures that protect the welfare and safety of students, faculty and staff across the institution; developing institutional capacity for distributed leadership; and ensuring that institutional time focuses on high quality instruction and student learning.

0                    1                    2                    3                    4

**Standard 4.0:** A higher education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the institution by collecting and analyzing information pertinent to improvement of the institution’s educational environment; promoting an understanding, appreciation, and use of community’s diverse cultural, social, and intellectual resources throughout the institution; building and sustaining positive institutional relationships with students’ families; and cultivating productive institutional relationships with community partners.

0                      1                      2                      3                      4

**Standard 5.0:** A high education leaders applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure an institutional system of accountability for every student’s academic and social success by modeling institutional principles of self-awareness reflective practice, transparency and ethical behavior as related to their roles within the institution; safeguarding the values of democracy, equity, and diversity within the institution; evaluating the potential moral and legal consequences of decision making in the institution; and promoting social justice within the institution to ensure individual student needs inform all aspects of higher education.

0                      1                      2                      3                      4

**Standard 6.0:** A higher education leader applies knowledge that promotes the success of every student by understanding, communicating, responding to, and influencing the larger political, social, economic, legal, and cultural context within which the institution operates through advocating for the institution and its students learning in institutions of higher education; and anticipating and assessing emerging trends and initiatives in order to adapt institutional-level leadership strategies.

0                      1                      2                      3                      4

6. In your opinion, what is the candidate's overall administrative potential (circle one of the following)?

Weak                      Limited                      Adequate                      Strong

Why do you feel this way?

7. In your opinion, what were two or three (or more) strengths of this practicum experience?

8. In your opinion, what were two or three (or more) weaknesses of this practicum experience?

9. . In your opinion, what are two or three (or more) ideas for strengthening the administrative practicum?

Site Supervisor Name (printed)

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Signature of Site Supervisor (Campus Administrator)

Date

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