

Principal Internship Handbook



College of Education and Human Performance

Texas A&M University-Kingsville

2023-2024

(Updated January 2024)

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• <i>Intern Information Form</i>	<i>Second Friday</i>	<i>Dr. J & USB</i>	<i>11</i>
• <i>Intern Log Form</i>	<i>Weekly</i>	<i>USB</i>	<i>12</i>
• <i>Code of Ethics Affirmation</i>	<i>Second Friday</i>	<i>Dr. J & USB</i>	<i>13</i>
• <i>Authorization for Practicum</i>	<i>Second Friday</i>	<i>Dr. J & USB</i>	<i>14</i>
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• <i>Code of Ethics Quiz</i>	<i>Emailed</i>

Welcome

Welcome to the Texas A&M University-Kingsville principal internship EDAD 5345. You have absorbed all of that administrative theory, analyzed those tricky case studies, and mentally projected yourselves into key coordinator roles. Now will be your chance to put theory into practice as you work closely with your mentor in an active leadership situation. This is a time to excel since many high producing interns soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

Don Jones, Ed.D.

Jeff Chernosky, Ed.D.

Co-Coordinator, EDAD Program

Co-Coordinator, EDAD Program

Educational Administration 5345

1. To take the principal internship, the student should be in the last six hours of the program
2. The candidate shall have maintained high academic standards on previous courses.
3. The candidate shall have demonstrated exceptional ethical and moral behavior.
4. Before signing up for the internship, the student will secure permission from an experienced school principal who had agreed to serve as mentor.
5. A letter of verification from the prospective mentor will be submitted to the university supervisor before the semester begins.
6. The candidate should check before the beginning of the semester to be certain of access to Blackboard.
7. Candidate will have met all program prerequisites prior to registering for the internship.

Assignments for the Internship

1. Working with the principal and members of the leadership team, the intern will document at least 160 clock hours of activities that demonstrate proficiency in the Texas Competencies.
2. The candidate will submit electronic monthly logs of administrative activities.
3. The intern will submit electronic periodic assignments based on the Texas Competencies. The assignments may be such items as school leadership, curriculum, school-community events, conferences, and self-evaluations.
4. The candidate will arrange for (3) forty five minute sessions of leadership demonstration/observation/discussions with the university supervisor.
5. At the end of the semester the candidate will submit an electronic portfolio to the university supervisor containing:
 - A. Leadership time log indicating activities, competencies, and time.
 - B. Special projects of the intern, including documentation of competency proficiencies.
 - C. Reflections of internship activities based on the Texas Competencies.
 - D. Any other deliverables assigned by university supervisor.

Roles of Participants

Role of the Intern

1. Arranges for the internship placement with a qualified school administrator.
2. Maintains a harmonious, cooperative attitude with the mentor, university supervisor, and other school personnel.
3. Adheres to the policies and traditions of selected school.
4. Shadows school administrators to learn organizational procedures and strategies.
5. Assumes increasing responsibility for administrative tasks as confidence grows.
6. Submits periodic online assignments related to leadership, organization, and community documenting proficiency in the Texas Competencies
7. Completes 160 clock hours of administrative focus and assignments to document proficiencies in the Texas Competencies
8. Submits an electronic portfolio at the semester's end to the University Supervisor containing: permission letter, principal internship information form, leadership activity time log, daily journal, special projects of the intern, reflection discussion of internship activities and individual differences.
9. Candidate will have met all program prerequisites prior to registering for the internship.

Role of the Mentor

1. Provides an orientation to the faculty and staff of the school concerning the intern' s role.
2. Plan a work schedule for the intern that enhances learning experiences.
3. Integrates experiences that parallel the TExES objectives and allows opportunities for the intern to demonstrate proficiency in the Texas Competencies.
4. Provides a statement or letter to the university supervisor verifying an agreement to mentor the intern.
5. Confers with the university supervisor concerning the intern's progress, growth and proficiency in the Texas Competencies.
6. Schedule periodic conferences with the intern to explain and clarify administrative strategies and procedures.
7. Submits final assessment forms and participates in summative conference with the university supervisor and the intern.

Role of the University Supervisor

1. Facilitates placements of the intern in a productive, nurturing administrative environment.
2. Verifies the letters of intern acceptance by the administrators.
3. Promotes friendly and healthy relations between the intern and school and between the school and university.
4. Adhere to required schedule of 3 observations during the semester:
Observation 1 - First third of practicum
Observation 2 - Second third of practicum
Observation 3 - Last third of practicum
Minimum of 135 total Observation Minutes
One observation must be on-site in a face-to-face format
5. Observes and evaluates three forty-five-minute administrative sessions with the intern taking major roles to demonstrate proficiency in Texas Competencies.
6. Maintains lines of communication with the intern through emails, telephone, and face-to-face conferences.
7. **Assists in storing internship records from semester to semester. This includes follow up with student to confirm digital portfolio has been submitted prior to University Supervisor submits a final grade. (See point #8 on "Role of Intern" page)**
8. **Submits a final grade for the intern only after #7 above has been fully completed.**

APPENDICES

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• Field Supervisor's Observations Note Form			<i>22-25</i>
• Educator Code of Ethics			<i>26-32</i>
• 268 Framework			<i>33-39</i>
• Code of Ethics Quiz			<i>Emailed</i>
• Project Record Sheet	<i>Second Friday</i>	<i>Dr. J & USB</i>	<i>Emailed</i>

Texas A&M University-Kingsville
EDAD 5345 Principal Internship Information Form

Complete the Principal Internship Information form below and return to the course instructor no later than **Second Friday of the Semester**

Please email your completed form via an electronic attachment to don.jones@tamuk.edu
Applicable signatures must be included.

1. _____
Last Name First Middle

2. _____
Mailing Address City State Zip

3. _____ 4. _____
Cell Phone Email

5. _____
Position School District City

6. _____
Internship Campus Name Address & Zip Code

7. _____ 8. _____
Internship Campus Phone Name of Certified Principal with Whom
You Will be Working

9. Mentor Principal's Work Phone: _____

10. Have you already initiated any principal internship activities at the campus? Yes/No (If yes, please attach a brief description of the activities.)

Agreement and Approval:

As the principal mentor, I accept the responsibility for my intern by providing meaningful principal-related experiences that will not only meet the course requirements, but aid in the professional growth of this aspiring principal.

Signatures:

Principal Mentor: _____

Intern: _____

University Supervisor: _____

Weekly Log

Week Beginning: _____ **Ending:** _____ **Date Submitted:** _____

DATE	TIME	State Standards and Program Goal Codes	DESCRIPTION OF ACTIVITY

TOTAL TIME LOGGED: _____ **STANDARDS IDENTIFIED:** _____

Intern Signature: _____ **Mentor Signature:** _____

***Duplicate template as needed.**

AFFIRMATION

to uphold the Texas Educators' Code of Ethics

I, _____,
(Printed name)

affirm that I have read and understood and will uphold

the Texas Educators' Code of Ethics.

I shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.

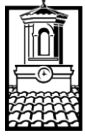
I shall maintain the dignity of the profession by respecting and obeying the law,
demonstrating personal integrity, and exemplifying honesty.

In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment
to all members of the profession.

In accepting a position of public trust, I shall measure success by the progress of each student
toward realization of his or her potential as an effective citizen.

In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve
the public schools of the community.

Signature _____



Authorization for Practicum/Internship- Non-Teacher Class

According to the Texas Administrative Code, Chapter 228.30, for certification in a class other than classroom teacher, each candidate shall complete a practicum for a minimum of 160 clock- hours whereby he/she must demonstrate proficiency in each of the educator standards for the certificate class being sought. Additionally:

- (A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (B) A practicum shall not take place in a setting where the candidate:
 - (i) has an administrative role over the site supervisor; or
 - (ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

This form affirms that _____, candidate for the _____ certificate has met eligibility for the practicum/internship period, during which he/she must demonstrate proficiency in each of the educator standards for the certificate class being sought.

Signatures:

Certificate Candidate (Printed Name)

Practicum/Internship Supervisor (Printed Name)

Candidate Placement Information

School District Assignment: _____

Campus Assignment: _____

Site Supervisor/Mentor: _____

(Please attach evidence of training completed and qualifications—copy of certificate, resume/vita, etc.)

Site Supervisor/Mentor TEA ID (required): _____

University Supervisor: _____

Start Date: _____ End Date: _____

Texas A&M University – Kingsville
College of Education and Human Performance Educator
Preparation Program

To Whom It May Concern:

_____ (name), intern and candidate for the _____ (certificate) certificate at Texas A&M University-Kingsville is scheduled to complete all requirements for certification in _____ (month of completion/graduation), _____ (year).

Upon completion, this candidate will be eligible for licensure issued by the State Board for Educator Certification.

Your signature below indicates your support for recommendation to the State Board for Educator Certification for certificate issuance. If you have any reason to object to the recommendation of this candidate for certification, please provide a letter justifying your cause.

We appreciate the time you have invested in the excellent preparation of our Texas A&M University-Kingsville program completers.

Sincerely,

Maria T. (Vita) Canales, Ed.D
Certification Coordinator III

University Supervisor _____ Date: _____

Site Supervisor/Mentor _____ Date: _____

Campus Administrator _____ Date: _____

Site Supervisor Acknowledgement of Training Signature Page:

Department of Educational Administration

Texas A&M University-Kingsville

Directions: The university field supervisor is to complete Part A of the form with intern candidate information. After successful orientation and training, the site supervisor will complete Part B of the form and return to the site supervisor. This document is to be retained in the intern candidate's certification file for documenting compliance with TAC §228.2(33). Training must take place within three weeks of the first date of the official field placement (first semester class date).

PART A: Candidate and Training Information

Candidate Name: _____ K#: _____

Semester Start Date: _____ Course Section Number: _____

K 12 Campus / District Name: _____

Site Supervisor Name: _____

Date of Site Supervisor Training: _____ Time of Training: _____

Modality of Training (check one): Virtual Face to Face Phone



Field Supervisor Signature & Date _____

PART B: Site Supervisor Attestation

I, _____, attest that I have received training from the university field
Site Supervisor Name

supervisor, including training on how to effectively coach and mentor school principal or superintendent candidates.

Site Supervisor Signature & Date

5. 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.

1 2 3 4 5

Comments: _____

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

1 2 3 4 5

Comments: _____

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

1 2 3 4 5

Comments: _____

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

1 2 3 4 5

Comments: _____

9. 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.

1 2 3 4 5

Comments: _____

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

1 2 3 4 5

Comments: _____

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

1 2 3 4 5

Comments:

Intern: _____ Date: _____

Mentor: _____ Date: _____

Site Visit Observation Form

Associate Name _____

Field Supervisor _____

Campus _____ School District _____

Pre Conference Date: _____ Method of Delivery: _____

Observation Date _____ Start Time _____ End Time _____

Pre Conference Notes- Identified Area(s) of Focus

Administrative Activity observed: _____

Standards addressed (check all that apply)				
Instructional Leadership <small>(Principal Standard 1)</small>	Human Capital <small>(Principal Standard 2)</small>	Executive Leadership <small>(Principal Standard 3)</small>	School Culture <small>(Principal Standard 4)</small>	Strategic Operations <small>(Principal Standard 5)</small>

Post Conference Feedback

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Progress towards Program Goals

Goal 1: Major Project	Goal 2: Mini Project	Goal 3: Mini Project

Associate signature

Date

Field Supervisor signature

Date

Site Supervisor/Mentor signature

Principal Intern Name: _____		Clock Hrs (to date): _____
Assignment: _____	Campus: _____	District: _____
Observation Date: _____	Supervisor Name: _____	
Time Start: _____ AM/PM	Time End: _____	
_____ AM/PM		
Pre-Conference Date: _____	Post Conference Date: _____	
Time: (Beg & End): _____	Time: (Beg & End): _____	

**CLINICAL PERIOD: PRINCIPAL INTERN PERFORMANCE
EVALUATION**

Performance Evaluation Form Summary

STANDARD 1: SCHOOL CULTURE	
STANDARD 2: LEADING LEARNING	
STANDARD 3: HUMAN CAPITAL	
STANDARD 4: EXECUTIVE LEADERSHIP	
STANDARD 5: STRATEGIC OPERATIONS	
STANDARD 6: ETHICS, EQUITY, AND DIVERSITY	

- _____ 4.5-5.00 = Performance is clearly outstanding
- _____ 3.5-4.49 = Performance consistently exceeds standards
- _____ 2.5-3.49 = Performance consistently meets standards
- _____ 1.5-2.49 = Performance is below expectations; consultation is required and improvement is needed in specified areas.
- _____ 1.0-1.49 = Performance is unsatisfactory, and little or no improvement has resulted from consultation.

Supervisor Signature

Date

I have discussed this evaluation with the supervisor and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is retained by the supervisor and the original is to be placed in my personnel file.

Intern Signature

Date

Receiving Principal or Designee

Date

Standard 1: School Culture				
(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.				

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Comments:

Standard 2: Leading Learning				
(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.				

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Comments:

Standard 3: Human Capital				
	(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.			

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Comments:

Standard 4: Executive Leadership				
	(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.			

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Comments:

Texas Administrative Code

EDUCATION

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

RULE §247.1

EDUCATORS' CODE OF ETHICS

§247.1. Purpose and Scope; Definitions.

- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- (c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.
- (d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:
 - (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
 - (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
 - (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

§247.2. *Code of Ethics and Standard Practices for Texas Educators.*

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.03J(a) and §21.041(a) and (b)(l), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

The 268 Principal Test Framework

The asterisks below note TEA Priority Statements for beginning Principals.

DOMAIN I – SCHOOL CULTURE (School and Community Leadership)

Competency 001

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

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002

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

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. *Ensures that parents and other members of the community are an integral part of the campus culture

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

Competency 003

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

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004

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

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III – HUMAN CAPITAL (Human Resource Management)

Competency 005

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

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

Competency 006

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

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

DOMAIN IV - EXECUTIVE LEADERSHIP {Communication and Organizational Management}

Competency 007

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

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

Competency 008

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

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

DOMAIN V- STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009

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

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

Competency 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.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI – ETHICS, EQUITY, AND DIVERSITY

Competency 011

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

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

The beginning principal

- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)