Nelson University

Principal Practicum Handbook
2025-2026

Tyrone Block, D.M.A.   Dean

Paula Manley, Ed.D.   Department Chair, Professor

Khristy Strange, Ed.D.   Director of Teacher Education, Program Coordinator, Professor

Debbie Provost   Certification Officer

Teacher Education Department, 1200 Sycamore Street, Waxahachie, Texas 75165-2397
Phone: 972-825-4756   Fax: 972-923-8163

TABLE OF CONTENTS

Introduction

The principal practicum is the crucial final link in the training process for those entering administration. The principal practicum involves a team comprised of the principal intern, site supervisor (mentor teacher), and the university field supervisor. We are delighted to have you as part of the team. This handbook is provided to help clarify the roles and expectations of all parties involved in the practicum. The principal practicum is one semester in length.

Principal Interns**:**

Call the Field Supervisor (FS) or the Director of Teacher Education (DoTE) immediately if there are any problems at school. Do not wait a week if the problem is urgent. We want to be available for you.

The FS as well as your assigned school MUST BE NOTIFIED IMMEDIATELY in the event of an absence.

Inclement weather – check with the stie supervisor (mentor) about school procedures in the event of snow, school closing, etc.

Avoid Unnecessary activities that would take time away from the principal practicum. You will need your evenings for any assigned school activities.

Placement Process

The first step in the practicum is finding a placement for the intern to complete their practicum and field experience hours. A practicum shall not take place exclusively during summer.

1. Register for EDU 5973-550 Internship in Administration.

2. Receive notification by email from the Graduate Education Office when approved.

3. The Intern notifies the Teacher Education Certification Officer (henceforth known as certification officer) of your potential site supervisor (SS) Please provide a name, phone number and email address. The certification officer, Director of Teacher Education, and Education Department Chair will work together in order to ensure the site supervisor has the required credentials needed. In order to support a new educator and to increase educator retention, an educator preparation program (EPP) and campus or district administrator shall collaboratively assign a site supervisor during the candidate's practicum.

4. Receive email notification from the Certification Officer confirming principal intern placement.

    > The Practicum shall not take place in a setting where the candidate:
    > *   has an administrative role over the mentor or site supervisor, or
    > *   is related to the field supervisor, mentor, site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

5. Start and finish dates of the principal practicum is posted on the Nelson University webpage and also given to the intern, field supervisor, and site supervisor.

6. The handbook is emailed to all parties. **NOTE**: The Nelson University Field Supervisor will contact the mentoring principal within the first two weeks of the practicum to set up a meeting. All parties shall have local training either in person or virtually.

7. Sign the Educational Leadership: Principal Practicum Handbook Form (located in the appendix) and if not already done so, sign the Educators' Code of Ethics Form (most have completed this already). Send the original to the Certification Officer and send a copy to the field supervisor. These documents are placed in the intern's permanent file stored in the teacher education department for five (5) years.

Role and Responsibility of the Intern

The principal practicum is the culminating experience in the Education Leadership program at Nelson University. The practicum semester is a valuable professional experience that provides the intern with a variety of opportunities to put theory into practice. Field experiences are designed to provide opportunities for interns to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

Once students are approved for the practicum, they are placed in a supportive environment with a site supervisor who has three or more years of principal experience. It is important for you to recognize that you are a guest in the school and that your site supervisor bears the responsibility of determining what is best for his or her students, teachers, and staff. The site supervisor's decision about what you may or may not do is final. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to try innovative strategies. If you have any problems or concerns, be sure to inform your field supervisor as soon as possible.

Interns are required to start the process by providing information to the Certification Officer at least eight (8) weeks prior to the practicum starting. At that point, the Certification Officer works in tandem with the Director of Teacher Education, relevant school administrators, and human resource offices to ensure placement. Adjustments in placements will not be made after the practicum begins except in unusual circumstances.

Intern Evaluation:

Part of this rich experience is being evaluated while conducting the business of a principal. There is a cycle associated with each of the evaluations. There will be a preconference, evaluation, and a post-conference (PEP cycle). During the PEP cycle, the field supervisor will formally evaluate you a minimum of three (3) times *totaling* a minimum of 135 minutes. Those dates are set and agreed upon by the intern, the field supervisor, and the site supervisor. It is possible that your field supervisor will set up a virtual evaluation. If that is the case, the intern will need a place to set a camera where the intern can be seen and heard at all times. Interns should be prepared for a preconference two (2) days before the evaluation and a post-conference within 72 hours of the evaluation. Be prepared when the University Field Supervisor visits.

In addition to the formal evaluation, the field supervisor will informally observe a minimum of three (3) times. These "walk-throughs" are a minimum of 15 minutes and can be conducted online. There is no pre-conference to an observation but there is a post-conference.

There might be times the field supervisor will want to meet with you and/or the site supervisor after the observation. Regardless, a post-conference will be scheduled within 72 hours of the formal evaluation.

When your Nelson University Field Supervisor comes to visit, please provide a place identified and ready for the supervisor. Be sure all participants can be observed from this location. The site supervisor does not have to be present. Each evaluation will be recorded in minutes. *A total of 135 minutes is required over all required evaluations.*

Have a teachable spirit. The intern's primary goal is to grow professional skills. Therefore, accept suggestions cheerfully.

Some expectations of the intern are:

● Provide the site supervisor and field supervisor with up-to-date phone numbers to reach you.
● Acknowledge and accept that the building principal has the ultimate responsibility for the physical, academic, social needs, and safety of the students.
● Follow the school calendar at the school where you are principal intern. Do not ask for special favors, absences, permission to leave early, etc. from your employer.
● Complete the Agreement of Expectation within the first two (2) weeks and submit a copy to the field supervisor. (see appendix)
● Dress in a professional manner following regular administrative guidelines, practice punctuality, and maintain a positive, professional relationship with students and staff.
● Know and follow the rules, regulations, and policies of both the school and district.
● Spend sufficient time in preparation.
● Complete the field experiences form (with the date accomplished, written summaries and time spent).
● Share field experience list with site supervisor <u>before</u> completion of experiences.
● Demonstrate enthusiasm for administration, use creative, legal leadership strategies, capitalize upon and use your strengths and talents to their fullest potential.
● Fulfill field experiences and all syllabus requirements, to complete a <u>minimum</u> of 160 principal practicum field experience hours throughout this semester. Dates of practicum are sent to the intern, site supervisor, and field supervisor. Dates are posted on the Nelson Education Leadership Website.
   o The Principal Intern will chart progress by dating the activity, documenting the time spent and writing a reflection summary of each completed activity.
   o Upon completion of 80% field experiences, the student will write a reflective summary of the value of this activity for educational ministry.
   o The checklist and summary shall be submitted to the EDU 5973 Internship in Administration course in Blackboard.
   o Forward a copy to the University Field Supervisor *and* Certification Officer.
● Consult with and obtain approval from the site supervisor before planning a guest speaker, activities outside the school or other functions.
● Take initiative in acquiring more responsibility as the practicum progresses.

- Complete two Self-Assessments and share those with the site supervisor and field supervisor. Forms are provided in the appendix and in the Blackboard Course.
- Assess professional and personal growth through continuous self-examination and self-evaluation.
- Plan strategies to help improve areas of weakness with the assistance of the site supervisor and/or field supervisor.
- Plan your schedule to include regular planning, feedback, and evaluation conferences with the site supervisor.
- Seek out the assistance and support of the site supervisor and field supervisor as needed.
- Accept graciously the constructive criticism and suggestions from the site supervisor and field supervisor.
- Consider all experiences as learning experiences, whether they succeed or fall short of expectations.
- Participate in extracurricular activities to the extent possible, while always remembering that time for field experiences planning is the FIRST priority.
- Attend all administrative meetings and functions where administrative attendance is expected and as allowed by the ISD.
- Contact testing coordinator for approval to take PASL. Once approval is verified, register for PASL.https://www.ets.org/ppa/test-takers/school-leaders/register/ ● Review PASL preparation materials. All materials on the site are valuable, but please begin with PASL Candidate and Educator Handbook (PDF) and PASL Overview (PDF) https://www.ets.org/ppa/test-takers/schoolleaders/prepare
- Work with the site supervisor for any videography needed in order to complete the exam

Required State Trainings

The following chart shows the required state training for all educators in Texas. *If you complete any of these trainings through your local service center, please contact the professor for that assignment's requirements.* If the date is current, within the time frame of your program, those trainings may be accepted in lieu of the course assignment.

Name of Training	Course	Website
Code of Ethics	EDU 5143 Ed Leadership & Supervision for Public Schools	https://tea.texas.gov/texaseducators/investigations/educatorscode-of-ethics
Digital Literacy for Admin	EDU 5973 Internship	Quiz given in class and website research given as needed. Based on the ISTE standards for administrators.
TBSI	EDU 5563 Special Issues and Populations	https://register.tealearn.com
Suicide Prevention	EDU 5563 Special Issues and Populations	https://sprc.org
Substance Abuse	EDU 5563 Special Issues and Populations	https://ncsacw.acf.hhs.gov/
Dyslexia	EDU 5563 Special Issues and Populations	https://register.tealearn.com

Once trainings are complete, students <u>must</u> submit their certificate in the Blackboard course as well as email the certificate to the Certification Officer. Certificates will be placed in the student's permanent file.

Role and Responsibility of the Site Supervisor
of the Cooperating School

The Site Supervisor, or mentor, is the day-to-day guide through the practicum process. The Site Supervisor is expected to guide, assist, and support the intern during the practicum experience in areas such as, but not limited to, planning professional development, teacher assessment, working with parents, obtaining materials, interviewing and hiring qualified teachers, and understanding district policies. The Site Supervisor will report the intern's progress to the Nelson University field supervisor.

Qualifications
- Have 3 or more years' experience as a principal;
- Hold a valid principal certification;
- Not serving as a field supervisor for the candidate completing a practicum;
- Accomplishment as an educator as shown by student learning;
- Guide, assist, and support the candidate during the practicum; and
- Report the candidate's progress to the candidate's field supervisor.

Observations of the Site Supervisor
Site Supervisors are expected to observe the intern twice using "Site Supervisor's Observation of Intern" (see appendix) during the practicum: once between weeks 4-8 and once between weeks 9-12. These opportunities provide an excellent way for interns to experience the roles and responsibilities of a principal.

However, it is important that the intern receive constructive feedback often throughout the practicum. Take the approach of a growth model. Take note of strengths and areas for improvement. Regularly provide oral and written feedback as well as a time for discussion exchanges. Provide the field supervisor with written documentation on areas for growth at least once in the first half of the placement and at least once in the second half of the placement.

The following section provides **guidelines and expectations** for the Site Supervisor.

- Discuss with the Nelson University Field Supervisor any questions or concerns about the Educational Leadership: Principal Practicum Handbook, procedures, and/or responsibilities involved in the principal practicum.
- Attend the Nelson University Training for Principal Interns and study orientation materials provided by the university.
- Introduce intern to staff and orient the intern to school procedures. Oversee the orientation of the intern to the school building, grounds, facilities and activities.
- Accept the intern as another professional while still recognizing that the legal responsibility for the campus's health, safety, and academic progress remains yours.

- Read and discuss field experience options with the intern at the beginning of the practicum. The Principal Intern is required to complete 160 clock hours. *The Site Supervisor might recommend options for completion.* Assist the intern in targeting field experiences as indicated on the Field Experience document.
- When the site supervisor leaves the intern in charge, the site supervisor may still be held responsible. However, should any harm come to any pupil through malice, negligence, or poor judgment on the part of the intern, it might be expected that both the intern and the site supervisor be held responsible.
- Review the Intern's Self-Assessments and help the Principal Intern improve areas of weakness.
- Correspond bi-weekly, or at a minimum once a month, with the Nelson University Field Supervisor by email, phone call, or in person, to give an update on the performance of the intern. This will ensure that adequate communication occurs between the school and the university throughout the practicum.
- Serve as a positive and effective principal role model.
- Encourage the intern's participation in extracurricular activities while at the same time assisting the intern in effective time management practices.
- Provide opportunities for the intern to advance gradually from assistant to participant to greater responsibilities as recommended in the *Suggested Schedule for intern* section of the Agreement of Expectation (see appendix).
- Encourage the intern to be creative in the use of materials and strategies and assist him/her in the development of these new ideas.
- Meet/conference regularly with the intern for planning, feedback, and evaluation conferences. Weekly meetings are recommended to ensure adequate communication. This can take the form of a phone conversation, online meeting, or in person.
- Listen attentively to the joys, frustrations, needs, concerns, and dreams the principal intern wishes to share.
- Keep the Director of Teacher Education informed of any circumstances that you feel may be detrimental to the professional growth of the intern.
- Assist the university in maintaining a superior program by offering solicited and unsolicited feedback on strengths and weaknesses of the student's professional and academic preparation as well as the logistics of the program itself.

Remember: Submit original reports and/or evaluations of the principal intern to the Field Supervisor at the completion of the principal's practicum. The field supervisor is responsible for sending final copies to the education department to be placed in the intern's permanent file.

Role and Responsibility of the
Nelson University Field Supervisor

Principal field supervisors have extensive experience in observing, mentoring, and training, with an enthusiasm for working with future administrators. They serve as a liaison between the school and the university to create the best possible experience for Nelson University Educational Leadership students. Supervisor duties encompass working with interns within the district/campus environment, providing external support and training, and completing all required documentation.

Qualifications:

- Not employed by the same school where the candidate being supervised is completing his or her practicum
- Not assigned to the candidate as a mentor or site supervisor
- Not related to the intern or site supervisor
- Experience as a district-level administrator for a minimum of three (3) years and a current certificate that is appropriate or at least a master's degree in the academic area or field related to the certification class for which supervision is being provided.
- Trained by the educator preparation program (EPP) as a field supervisor
- Completed TEA approved Coaching Training

Communication

Provide multiple means for communication with the intern (email, phone, text message) and offer guidelines for contact. Document these and submit the communication log along with your paperwork at the end of the practicum. Respond to intern's communications within two school/business days.

Contact the site supervisor *within the first two weeks* of the practicum to clarify the intern's responsibilities, provide general information, answer questions, and share contact information. This meeting must be face to face either in an online platform or in person.

Maintain contact with the site supervisor on the growth of the intern. If any issues arise, document the steps the site supervisor has taken to correct problems of the intern. If issues persist, discuss action steps with the intern in order to help the intern be successful. At times, it may be necessary to involve the Director of Teacher Education.

Field Supervisors must maintain and submit a communication log of the Principal Intern as well as communication with the Site Supervisor to the Nelson University Teacher Education Department.

Evaluations and Observations:

The field supervisor is required to evaluate the principal intern a minimum of three (3) times during the practicum. During this PEP cycle (Pre-, Evaluation, Post-), the field supervisor will follow the Nelson University dates and guidelines. Dates are provided to the field supervisor upon acceptance of the role. Other guidelines are:

- A pre-conference is scheduled for the principal intern to discuss the upcoming evaluation with the field supervisor at least 2-3 days prior to the formal evaluation. During this pre-conference, the intern should have a schedule arranged in advance so the supervisor can discuss what you will be doing during the formal evaluation and a way for the supervisor to meet with the site supervisor.
- The evaluation date should be set ahead of time. After the evaluation of the Intern, the field supervisor should prepare a scripted evaluation and critique and share with the principal intern during the post-conference. The evaluation form is shared with the site supervisor as well.
- Complete a post-conference with the principal intern within 72 hours after the scheduled evaluation.
- Provide a copy of the written feedback to the candidate's site supervisor.

The field supervisor is required to informally observe the principal intern a minimum of three (3) times during the practicum. The informal observation will be followed with a post-conference. The field supervisor will follow the Nelson University dates and guidelines. Dates are provided to the field supervisor upon acceptance of the role. Other guidelines are:

- Conduct at least three informal observations that are 15 minutes or more in duration during the practicum assignment.
- Complete an informal post-conference which includes written feedback of observation on targeted skills.
- Informal observations for practicums may be conducted virtually, either synchronous or asynchronous.
- Collaborate with the candidate and site supervisor throughout the practicum experience.

Forms are included in the appendix of this handbook as well as through email and must be completed and returned to the Nelson University Teacher Education Department.

Other expectations include:

- Complete the Nelson University Teacher Education Field Supervisor training for practicums.
- Complete TEA-approved field supervisor coaching training at least every three years. Field supervisors who have completed TEA-approved training must renew that training by September 1, 2026, and then renew the training at least one time per each three-year period thereafter.

- Be well acquainted with the qualifications, strengths, weaknesses, and personality of the principal intern.
- Be available to the principal intern as a friend, counselor, instructor, resource person and mediator.
- Clarify the role of the principal intern with the particular school as needed.
- Maintain a positive relationship with the principal intern to encourage enthusiasm for administration. Serve as a resource person to site supervisors and their schools.
- Assist the principal intern in all areas of professional growth including (but not limited to):
    1. Instructional strategies for teachers
    2. Classroom management techniques
    3. Interpersonal relationships
    4. Time management
    5. Field Experiences
    6. Leading data driven instruction
- Understand the philosophy and program of each school in the program and help communicate that to the Principal Intern.
- Build a positive relationship with faculty and administration of participating schools so the best interests of both the principal intern and students can be served.
- If serious conflicts arise, contact the Director of Teacher Education.
- Assist the university in maintaining a superior program by offering solicited and unsolicited feedback on strengths and weaknesses of the principal intern, professional and academic preparation, as well as the logistics of the program itself. Feedback can be sent to the Director of Teacher Education.
- At the conclusion of the practicum, **complete all parts of the required Nelson University forms. It is important that signatures are obtained from all parties involved (intern, site supervisor, and field supervisor).** If unable to submit electronically, these may be sent to:

Nelson University
Teacher Education Office, Certification Officer 1200 Sycamore St.
Waxahachie, Texas 75165
972-825-4759

Dismissal Policy

In some instances, a Principal Intern may be immediately dismissed from the current placement. Dismissal is the final action after the site supervisor and field supervisor have worked with the intern to change his or her deficiencies.

Immediate dismissal may also occur upon request from the school district, campus administrator, or mentoring principal requesting that an intern be removed from the practicum or school campus. *Immediate dismissal can occur even if remediation steps have or have not happened.* A written request by the school district, campus administrator, or mentoring principal will result in an immediate dismissal with no additional placement opportunities. This will also result in automatic removal from the Nelson University Educational Leadership Program. **There is no appeal process when students are immediately dismissed from practicum.**

Appropriate documentation in the following areas could lead to dismissal. Some of those areas are (but not limited to):

- Unprofessional conduct
- Poor interpersonal relationships
- Lack of organizational and planning skills
- Poor communication (oral and/or written) skills
- Poor attendance or excessive tardiness
- Unacceptable completion of minimum requirements
- Unauthorized release or discussion of confidential records
- Unprofessional appearance and/or inappropriate hygiene
- Criminal charges
- Dishonesty
- Failure to improve in the practicum
- Failure to follow directives from the Site Supervisor, Field Supervisor, Director of Teacher Education, or the Department Chair

Procedures to be followed after a dismissal from the principal practicum semester are as follows:

1. A meeting with the intern, field supervisor, and Nelson University Director of Teacher Education and/or Department Chair to discuss the serious concerns and the final decision. Documentation is shared and all voices are heard. The site supervisor may be present at this meeting.

2. A Dismissal from the Principal Practicum form is completed by the field supervisor, signed by the intern, field supervisor, and Nelson University Director of Teacher Education and/or Department Chair, and placed in the Intern's permanent file. This form will state the non-support of the continuation in the Educational Leadership principal certification program and the student will be removed from the Nelson University Educational Leadership program with the TEA.

3. A follow-up letter will be sent to the Intern from the Director of Teacher Education or Department Chair outlining the meeting and the protocol involved in the termination stage.

Nelson University Teacher Education Post-script:
In all deliberations involving an intern exhibiting serious concerns in performance or ethics, the well-being and academic future of both the intern and potential students are taken into consideration. A principal will impact hundreds of students in very important and lingering ways. Nelson University Teacher Education is committed to certifying competent and skilled educators of high integrity. The reputation of Nelson University rests upon the performance of our graduates.

Student Appeal Process
There is <u>no appeal to the dismissal of a student from principal practicum</u>, only removal from the Nelson University Teacher Education Educational Leadership Program. Interns who have been removed from the Educational Leadership Program, have seven (7) business days from the date of the dismissal letter and/or email. The candidate's written appeal letter should be sent to the Nelson University Director of Teacher Education who chairs the committee. The Nelson University Teacher Education committee has the final decision regarding the status of program candidates. The complaint policy is posted on the Nelson University Teacher Education website.

No Credit (but not dismissed)
In some instances, the intern is not successful in the practicum but has not been dismissed from the program. When that happens, the student is given a no credit for the Internship course and therefore, will not graduate. The Nelson University Teacher Education Committee, in conjunction with the field supervisor's recommendations, will develop a plan to address any deficiencies identified by the candidate, the candidate's field supervisor, and/or the candidate's site supervisor. The plan will be implemented during the second practicum. Candidates must complete the second practicum within 12 months of the unsuccessful practicum. Those who do not, will not be granted a second practicum and will be removed from the Educational Leadership program. If a second attempt is unsuccessful, the candidate will be removed from the Educational Leadership program.

Candidates who withdraw or change degree tracks will be removed from the Educational Leadership program.

Appendix

Self-Assessments

The intern will complete two self-assessments in the practicum. These shall be shared with the Site Supervisor as well as the Field Supervisor. The first self-evaluation is to be completed near the beginning of the semester (within 4 weeks). The second self-evaluation is to be completed near the end of the semester (within the last three weeks). Submit the self-assessment in the EDU 5973 Internship in Administration course. Dates are provided in Blackboard. These questions aim to help interns assess their early experiences, relationships, and foundational leadership skills.

Discussion with the Site Supervisor and the Field Supervisor is a key factor to the success of the practicum. Use the Texas Principal Standards as a guide.

Self-Assessment 1:

1. How have you begun to build relationships with school staff, students, and stakeholders, and what strategies have been most effective in establishing trust and collaboration?
2. What leadership tasks or responsibilities have you taken on so far, and how have these experiences shaped your understanding of the principal's role?
3. Reflect on a specific challenge you've encountered during the practicum. What steps did you take to address it, and what did you learn about your decision-making process?
4. How have you applied coursework or theoretical knowledge to your practical experiences, and what gaps, if any, have you noticed between theory and practice?
5. What feedback have you received from your mentor or colleagues, and how are you using it to improve your leadership approach?

Self-Assessment 2:

1. Did you excel in the areas you thought you would? Did an area surprise you?
2. Address the plan you and your site supervisor put into place to strengthen your area(s) of growth. Be specific on how it helped you grow.
3. As you near the end of your practicum, how have your leadership philosophy and practices evolved, and what specific experiences or insights have prepared you to take on a principal role in the future?

Purpose of an Agreement of Expectation

It is vital that all team members reach an agreement and define expectations during the early stages of the practicum in order for the intern to **log 160 clock hours**. To reach an agreement, the site supervisor and principal intern should meet to discuss expectations about the principal practicum. This should be completed and sent to the Field Supervisor within two (2) weeks of the practicum start date.

Discussion about the Agreement of Expectation is of utmost importance for a clear understanding of expectations. Suggested items of discussion may include:

* Specific duties for principal intern (such as field experiences and administrative duties)
* Site supervisor observation of principal intern
* Feedback procedures (oral and/or written)
* Schedule for taking additional administrative responsibility
* Philosophy of school management
* School policies, rules, and expectations (written and unwritten)
* Methods of keeping communication lines open
* Observation of other principals/schools by the principal intern

The principal intern must work together with the site supervisor to complete the Agreement of Expectation in the beginning of the practicum. This agreement should be considered as a working document, firm enough to give structure, but flexible enough not to break under the pressure of unexpected or unusual circumstances. The team will review the Agreement of Expectation as necessary and make commendations, recommendations, or revisions.

In addition to shared common expectations, if a principal intern desires to be successful, ongoing communication between the principal intern, site supervisor, and Nelson University Field Supervisor is necessary. The principal intern is responsible for initiating communication and in seeking information needed to meet the agreed-upon expectations.

The Agreement of Expectation will:

1. Enable each member of the team to think through and express in an organized way his/her initial expectations of the roles of each team member;
2. Serve as a guide for planning the semester experience and judging the outcome; and
3. Serve as a vehicle for meaningful dialogue among all members of the principal intern team throughout the semester.

Agreement Of Expectation

This agreement was completed on _____between _____

                                  (Date)   *(Site Supervisor)*   and

.

    (Name of Intern)

This agreement will serve as a vehicle for dialogue between the site supervisor, principal intern and Nelson University Field Supervisor. The agreement will also be a guide for planning throughout the semester. This form is also provided to the Intern through the Blackboard course as well as through email.

1. The principal intern will be required to be at the school between _____ a.m. and _____ p.m. If the site supervisor is unable to determine set times, the schedule shall be provided at least ten (10) days before expected duties.

    ☐ Checking this box indicates that regular times are not identified, and all parties agree upon the above 10-day requirement.

2. Duties of the principal intern: (Keep in mind the intern has 160 Field Experience hours to complete)

3. Observation of principal intern by site supervisor (2 total: 1 between weeks 4 and 7; and 1 between weeks 8 and 12). If possible, set those dates and activities for these two evaluations.

    First Observation: _____

    Second Observation: _____

4. Feedback/Methods of keeping communication lines open (oral and written):

5. Schedule for Taking over Administrative Duties

The following is a **tentative schedule** that may be followed to meet requirements. It should serve only as a model and may be altered if the principal intern is prepared to assume more responsibilities sooner.

Week 1 Serve as site supervisor's aide, prepare field experiences

Week 2 & 3 Continue assisting the site supervisor, acquire more administrative responsibilities, and continue field experiences preparation

Week 4 & 5 Take administrative responsibilities as assigned

Weeks 6 - 13 Increase administrative responsibilities

Weeks 14 and 15 Reduce administrative responsibilities. Assign the Intern to observe other administrators.

Week 16 Reduce administrative load to zero as directed by the principal. Assign the Intern to observe other administrators

Notes on changes to tentative schedule:

6. Philosophy of school management and school policies:

7. Methods of communication with staff and parents as an Intern:

8. Schedule: Since the role of the principal is ever changing, please list a schedule of known events. These include but are not limited to: staff meetings; work with textbook coordinator, school counselor, or testing coordinator; data-driven instruction or PLC meetings; administration meetings; school assemblies; ARDs; parent meetings; open house or meet the teacher nights; and game administrator.

9. Observation and location of other principals by principal intern: (Usually completed at the end of the practicum)

10. Other:

_____   _____
Principal Intern   Date

_____   _____
Site Supervisor   Date

_____   _____
Nelson University Field Supervisor   Date

Site Supervisor Observation of Principal Intern

Principal Intern: _____   Site Supervisor: _____

Date of ObservaFon: _____   Start/Stop Times of ObservaFon:

_____

☐ Observation 1   ☐ Observation 2

Domain 1: School Culture (Standard 3: Executive Leadership)

☐ **Positive Interactions**: Does the intern engage positively with students, staff, and stakeholders (e.g., greeting students, participating in team meetings)?

☐ **Relationship-Building**: Does the intern demonstrate efforts to build trust and collaboration (e.g., attending school events, initiating conversations with staff)?

☐ **Effective Communication**: Are the intern's communications (e.g., emails, presentations, meeting facilitation) clear, professional, and inclusive of stakeholder needs?

☐ **Cultural Awareness**: Does the intern promote an inclusive environment (e.g., addressing diverse student needs, modeling respect)?

☐ **Conflict Resolution**: Does the intern handle minor conflicts or challenges appropriately (e.g., mediating a student issue or addressing a staff concern)?

Notes & Artifacts to Collect: Meeting agendas, emails to stakeholders, notes from school events, or intern reflections on culture-building efforts.

Domain 2: Leading Learning (Standard 1: Instructional Leadership)

☐ **Classroom Engagement**: Does the intern conduct classroom walk-throughs or observations and provide constructive feedback to teachers?

☐ **Instructional Support**: Does the intern demonstrate understanding of effective instructional practices (e.g., reviewing lesson plans, discussing pedagogy)?

☐ **Data Utilization**: Does the intern use student or instructional data to inform decisions (e.g., analyzing assessment results, recommending interventions)?

☐ **Alignment with Goals**: Are the intern's instructional activities aligned with campus or district goals (e.g., supporting literacy initiatives)?

☐ **Professional Development**: Does the intern participate in or contribute to professional learning activities (e.g., attending PLCs, co-planning PD)?

Notes & Artifacts to Collect: Observation notes, teacher feedback forms, data analysis documents, or reflections on instructional practices.

Domain 4: Human Capital (Standard 2: Human Capital)

☐ **Teacher Feedback**: Does the intern provide specific, evidence-based feedback to teachers (e.g., post-observation comments tied to instructional goals)?

☐ **Collaboration**: Does the intern actively collaborate with staff in team settings (e.g., leading or contributing to PLCs, grade-level meetings)?

☐ **Leadership Presence**: Does the intern demonstrate initiative in team settings (e.g., facilitating discussions, proposing solutions)?

☐ **Professional Growth**: Does the intern act on feedback from the supervisor or colleagues to improve their practice?

☐ **Support for Staff**: Does the intern support teacher growth or morale (e.g., recognizing teacher efforts, assisting with resources)?

Notes & Artifacts to Collect: Feedback logs, PLC meeting notes, team planning documents, or reflections on collaboration.

General Leadership and Professionalism

☐ **Reflective Practice**: Does the intern submit thoughtful self-assessments or reflections that demonstrate growth and self-awareness?

☐ **Professionalism**: Does the intern exhibit professional behavior (e.g., punctuality, preparedness, adherence to ethical standards)?

☐ **Goal Progress**: Is the intern making progress toward professional growth goals set at the beginning or mid-practicum?

☐ **Initiative**: Does the intern seek opportunities to take on leadership tasks (e.g., volunteering for projects, proposing ideas)?

☐ **Responsiveness**: Does the intern respond constructively to feedback and implement suggested improvements?

Notes & Artifacts to Collect: Goal-setting documents, self-assessment responses, supervisor feedback logs.

Overall	
Area of Strength	**Suggestions to increase effectiveness even more.**
Area of Growth	**Suggestions to increase effectiveness.**

Summary of Observation and Post-Conference with Intern:

Date of Observation Post-Conference with Principal Intern: _____

Principal Intern Signature _____

Site Supervisor Signature _____

If choosing to sign electronically, please select the appropriate box: ☐ Intern ☐ SS

(This form is provided to the Site Supervisor through email at the start of the practicum.)

Pre-Conference Form

The intern should expect a pre-conference two (2) days prior to the formal evaluation. This pre-conference will be conducted face-to-face either in person or through an online video conferencing.

NELSON UNIVERSITY

Intern Pre-Conference

The purpose of the pre-conference is for the Intern and Field Supervisor to discuss the self-assessment, set/review goal(s), and determine the data, evidence, and documentation to support the goal for the upcoming evaluation.

Intern:	Field Supervisor:
Date:	Time (Start/Stop):

☐ Pre-Conference #1 → → → ☐ Pre-Conference #2 → → → ☐ Pre-Conference #3

Discussion:

Sample questions: What will you be leading or helping with in this evaluation? What are your expectations? What do you plan to accomplish? Is there any historical context I should be aware of? How are you preparing for this meeting (or what data have you gathered)? Are there individuals you will need to meet with prior to the meeting (or have you met with them already)? Are there any issues you anticipate?

Goal: (What would be the key take-aways for participants?)

Principal Intern Signature:

Field Supervisor Signature:

This fillable form is provided to the field supervisor upon acceptance of the role at the beginning of the practicum.

NELSON UNIVERSITY

Principal Intern Formal Evaluation Form

Principal Intern: _____   **Field Supervisor:** _____

Date of Observation: **Time (start/stop) of Observation:** _____

Observation: ☐ 1   ☐ 2   ☐ 3

Performance Levels

- **Proficient**: Consistently meets expectations for an intern, demonstrating competent application of leadership skills. (85-100%)
- **Developing**: Shows emerging skills but requires guidance to meet expectations consistently. (70-84%)
- **Needs Improvement**: Struggles to demonstrate basic competencies, needing significant support. (Below 70%)

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
Establishes and sustains a positive school culture (standard 4)	☐ Intern consistently fosters a positive, inclusive environment (e.g., engages students/staff positively, promotes respect). As applicable: ☐ Develops and implements a shared vision of high expectations ☐ Establishes and monitors clear expectations and social-emotional supports	☐ Intern makes efforts to build positive culture but is inconsistent (e.g., limited engagement with stakeholders). As applicable: ☐ Assists with developing and implementing a shared vision of high expectations ☐ Sometimes establishes and monitors clear expectations and social-emotional supports	☐ Intern struggles to foster a positive culture (e.g., minimal interaction, misses opportunities for inclusion). As applicable: ☐ Had no input on developing and implementing a shared vision of high expectations ☐ Did not establish and monitor clear expectations and social-emotional supports	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Creates an atmosphere of safety and well-being ☐ Family engagement and discipline as supporting elements	☐ Inconsistent in creating an atmosphere of safety and well-being ☐ Sometimes missed the opportunity to involve family and discipline to support culture	☐ Did not create an atmosphere of safety and well-being ☐ No family engagement or discipline was used as supporting elements	
Communicates effectively with stakeholders (standard 3)	☐ Intern communicates clearly and professionally (e.g., emails, meetings, or presentations are well-structured and inclusive). As applicable: ☐ Two-way outreach with families/ community and engagement structures	☐ Intern's communications are clear but lack consistency or stakeholder focus (e.g., vague emails or agendas). As applicable: ☐ Inconsistent two-way outreach with families/ community and engagement structures	☐ Intern's communications are unclear or unprofessional (e.g., poorly organized, misses key stakeholders). As applicable: ☐ Missed opportunity for two-way outreach with families/ community and engagement structures	
Promotes high expectations for all (standard 4)	☐ Intern models and communicates high expectations for students/staff (e.g., reinforces academic goals). As applicable: ☐ Suggest activities that build and communicate a schoolwide vision of excellence ☐ Establish, monitor, and reinforce clear	☐ Intern promotes expectations but is inconsistent or vague. As applicable: ☐ Inconsistent with developing or suggesting activities that build and communicate a schoolwide vision of excellence ☐ In consistent in establishing, monitoring, and	☐ Intern does not promote high expectations effectively. As applicable: ☐ Missed opportunity for activities that build and communicate a schoolwide vision of excellence ☐ Missed opportunity for	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	expectations for adult and student conduct and academic performance.	reinforcing clear expectations for adult and student conduct and academic performance.	establishing, monitoring, and reinforcing clear expectations for adult and student conduct and academic performance.	
Addresses conflicts constructively (standards 3 & 4)	☐ Intern resolves minor conflicts using collaborative strategies (e.g., mediating student/staff issues). As applicable: ☐ Addresses conflicts that affect staff or student climate and links conflict resolution to maintaining clear expectations and a positive safe school environment ☐ Facilities solution-oriented resolution and models constructive responses	☐ Intern attempts conflict resolution but needs guidance on approach. As applicable: ☐ Sometimes addresses conflicts that affect staff or student climate but does not link conflict resolution to maintaining clear expectations and a positive safe school environment ☐ Sometimes facilities solution-oriented resolution and models constructive responses	☐ Intern avoids or mishandles conflict situations. As applicable: ☐ Addresses conflicts that affect staff or student climate and links conflict resolution to maintaining clear expectations and a positive safe school environment ☐ Misses opportunities to facilitate solution-oriented resolution and models constructive responses	
Fosters inclusivity and equity (standards 1 & 4)	☐ Intern promotes equitable practices (e.g., addresses diverse student needs, models inclusion). As applicable: ☐ Looks for ways to maximize learning for	☐ Intern shows awareness of equity but actions are inconsistent. As applicable: ☐ Inconsistent when helping teachers/staff maximize learning for	☐ Intern lacks awareness or action on equity issues. As applicable: ☐ Missed opportunities, or is unable, to maximize	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	all students ensuring instruction and interventions close achievement gaps, support equity and address diverse learner needs	all students ensuring instruction and interventions close achievement gaps, support equity and address diverse learner needs	learning for all students ensuring instruction and interventions close achievement gaps, support equity and address diverse learner needs	
Builds stakeholder relationships (standard 3 & 4)	☐ Intern builds trust with stakeholders (e.g., parents, community) through consistent engagement. As applicable: ☐ Leader actions develop trust and collaborative partnerships with staff, district leaders, and community organizations ☐ Promotes and uses concrete family and community engagement practices (two-way communication structures, volunteer/partnership programs, regular outreach about student learning).	☐ Intern engages stakeholders but relationships are surface level. As applicable: ☐ Inconsistent actions develop trust and collaborative partnerships with staff, district leaders, and community organizations ☐ Sometimes promotes and uses concrete family and community engagement practices (two-way communication structures, volunteer/partnership programs, regular outreach about student learning).	☐ Intern has minimal or ineffective stakeholder engagement. As applicable: ☐ Missed opportunities to develop trust and collaborative partnerships with staff, district leaders, and community organizations ☐ Does not promote or use concrete family and community engagement practices	
Monitors and supports instructional practices (standards 1 & 5)	☐ Intern conducts classroom observations and provides specific, constructive feedback	☐ Intern conducts observations but feedback is general or not consistently	☐ Intern struggles to observe classrooms or provide meaningful feedback.	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	aligned with instructional goals. As applicable: ☐ Intern models instructional strategies, coaching teachers, providing formative feedback, and developing high-quality instructional practices. ☐ Uses data-driven monitoring: classroom walkthroughs, analysis of multiple data sources, interim assessments, and targeted interventions ☐ Uses systems that enable this work (scheduling common planning, aligning resources, and tracking progress toward instructional goals)	aligned with instructional goals. As applicable: ☐ Intern sometimes models one of the following: instructional strategies, coaching teachers, providing formative feedback, or developing high-quality instructional practices. ☐ Inconsistent in using data-driven monitoring: classroom walkthroughs, analysis of multiple data sources, interim assessments, and targeted interventions ☐ Only uses one system that enable this work (scheduling common planning, aligning resources, and tracking progress toward instructional goals)	As applicable: ☐ Intern does not model instructional strategies, coaching teachers, providing formative feedback, and developing high-quality instructional practices. ☐ Does not use data-driven monitoring: classroom walkthroughs, analysis of multiple data sources, interim assessments, and targeted interventions ☐ Does not use systems that enable this work (scheduling common planning, aligning resources, and tracking progress toward instructional goals)	
Uses data to inform instructional decisions (standards 1 & 5)	☐ Intern analyzes data (e.g., assessments, attendance) and makes informed recommendations to improve instruction. As applicable:	☐ Intern attempts to use data but analysis is shallow or recommendations are vague. As applicable:	☐ Intern does not use data effectively or makes uninformed recommendations. As applicable:	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Establishing common interim assessments and protocols for analysis ☐ Leading data meetings where teams identify trends and target interventions ☐ Monitoring multiple data sources (formative, summative, behavioral, attendance) to adjust instruction and supports ☐ Coaching teachers to interpret data and modify lessons or grouping strategies ☐ Scheduling regular data review cycles and collaborative planning time ☐ Aligning resources (time, PD, interventions) to address data-identified needs ☐ Tracking progress toward measurable	☐ Incomplete interim assessments and protocols for analysis ☐ Leading data meetings but does not allow teams to identify trends and target interventions ☐ Inconsistent Monitoring and does not include multiple data sources to adjust instruction and supports ☐ Tells teachers how to interpret data and modify lessons or grouping strategies but does not coach ☐ Inconsistent scheduling of data review cycles and little collaborative planning time ☐ Resources not fully aligned (time, PD, interventions) to address data-identified needs ☐ Inconsistent tracking of progress toward measurable goals and revising strategies	☐ Does not stablish common interim assessments and protocols for analysis ☐ Listens to data meetings where teams identify trends and target interventions but does not participate ☐ Does not monitor multiple data sources and does not adjust instruction and supports ☐ Listens to teachers interpret data and modify lessons or grouping strategies but does not participate or help ☐ Does not scheduling data review cycles and collaborative planning time ☐ Does not align resources (time, PD, interventions) to address data-identified needs ☐ Does not track progress toward measurable goals	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	goals and revising strategies			
Supports professional learning (standards 2 & 5)	☐ Intern contributes to PD or PLCs (e.g., co-plans sessions, shares resources). As applicable: ☐ Designs job-embedded PD, providing individualized coaching cycles, giving actionable observation feedback, modeling lessons, and tracking teacher growth ☐ Creates structures for PLCs, peer coaching, teacher leadership roles, and opportunities for teachers to lead professional learning ☐ Schedules collaborative time, allocate resources (funding, substitutes, materials), and	☐ Intern participates in PD/PLCs but contributions are limited. As applicable: ☐ Designs job-embedded PD, providing individualized coaching cycles, but does not give actionable observation feedback, model lessons, or tracking teacher growth ☐ Utilizes structures for PLCs, but doesn't not include peer coaching, teacher leadership roles, or opportunities for teachers to lead professional learning ☐ Inconsistent schedule for collaborative time, allocate resources (funding, substitutes, materials), and does not monitor PD impact on instructional goals	☐ Intern does not engage in or support professional learning. As applicable: ☐ Does not design job-embedded PD, providing individualized coaching cycles, and gives minimal actionable observation feedback, with no modeling of lessons, nor tracking teacher growth ☐ No structures used for PLCs, peer coaching, teacher leadership roles, and opportunities for teachers to lead professional learning ☐ Does not utilize the schedule for collaborative time, and does not allocate resources (funding, substitutes, materials), nor monitor PD impact on instructional goals	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	monitor PD impact on instructional goals			
Monitors student progress (standards 1 & 5)	☐ Intern provides specific, evidence-based feedback to support teacher growth. As applicable: ☐ Ensure common interim assessments, lead data review meetings, track individual and subgroup growth, and direct instructional adjustments or interventions based on evidence ☐ Schedule assessment cycles, providing time for teacher collaboration to analyze data, and aligning resources to address gaps	☐ Intern monitors progress but interventions are not targeted. As applicable: ☐ Ensure common interim assessments, sometimes leads data review meetings, inconsistent tracking of individual and subgroup growth, and sometimes provide direct instructional adjustments or interventions based on evidence ☐ Inconsistent scheduling of assessment cycles, which leaves little time for teacher collaboration to analyze data, and aligning resources to address gaps	☐ Intern does not effectively monitor student progress. As applicable: ☐ Listens, but does not participate, to data review meetings, does not track individual and subgroup growth, and is unable to provide direct instructional adjustments or interventions based on evidence ☐ Schedule assessment cycles, providing time for teacher collaboration to analyze data, and aligning resources to address gaps	
Models instructional leadership (standards 1 & 3)	☐ Intern models effective instructional practices (e.g., demonstrates strategies in meetings). As applicable:	☐ Intern attempts to model practices but lacks confidence or clarity. As applicable:	☐ Intern does not model instructional practices. As applicable:	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Regularly teach a model lesson and debrief with staff, highlighting instructional moves and student engagement strategies ☐ Lead consistent data-analysis cycles and demonstrate how you adjust lessons/groupings based on results ☐ Model instructional leadership through clear, constructive feedback, reflective practice, and coaching conversations that build trust and professional growth ☐ Create and protect schedules that guarantee common planning and coaching time, and show improved student outcomes tied to those cycles	☐ Teach a model lesson and debrief with staff, highlighting instructional moves and student engagement strategies (one time) ☐ Shows how to analyze assessment results but unable to make instructional decisions according to the evidence ☐ Model instructional leadership but does not give clear, constructive feedback, or utilize conversations that build trust and professional growth ☐ Able to create schedules that guarantee common planning and coaching time, but unable to show improved student outcomes tied to those cycles	☐ Does not teach a model lesson and debrief with staff, highlighting instructional moves and student engagement strategies ☐ Listens lto data-analysis cycles and demonstrate but does not participate and does not share how to adjust lessons/groupings based on results ☐ Unable to model instructional leadership or build trust and professional growth ☐ Does not create or protect schedules that guarantee common planning and coaching time, and does not show improved student outcomes tied to those cycles	
Provides feedback to support teacher growth (standards 1 & 2)	☐ Intern provides specific, evidence-based feedback to teachers that supports	☐ Intern provides feedback but it is general or not	☐ Intern struggles to provide feedback or feedback is not constructive.	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	professional growth (e.g., post-observation conferences). As applicable: ☐ Able to link feedback to instructional practice and data (e.g., feedback that clarifies instructional moves or next steps based on student data) ☐ Uses interpersonal skills (constructive coaching conversations, tailored communication, and fostering a growth mindset)	consistently evidence based. As applicable: ☐ Sometimes links feedback to instructional practice and data (e.g., feedback that clarifies instructional moves or next steps based on student data) ☐ Sometimes uses interpersonal skills but lacks some of them (constructive coaching conversations, tailored communication, and fostering a growth mindset)	As applicable: ☐ Unable to link feedback to instructional practice and data (e.g., feedback that clarifies instructional moves or next steps based on student data) ☐ Uses interpersonal skills (constructive coaching conversations, tailored communication, and fostering a growth mindset)	
Collaborates with staff to achieve school goals (standards 2 & 5)	☐ Intern actively collaborates in team settings (e.g., PLCs, grade-level meetings) and contributes to school goals. As applicable: ☐ Focused on goal-setting, tracking progress, aligning resources, and establishing the systems and calendar that enable collaborative work	☐ Intern participates in collaboration but is passive or inconsistent in contributing to goals. As applicable: ☐ Focused on goal-setting, but fails to track progress, align resources, or establish the systems and calendar that enable collaborative work	☐ Intern does not effectively collaborate or contribute to team efforts. As applicable: ☐ Does not utilize goal-setting, track progress, align resources, or establish the systems and calendar that enable collaborative work ☐ Fails to utilize collaborative	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Utilizes collaborative structures and leadership roles that build teacher capacity in shared leadership and peer collaboration	☐ Sometimes utilizes collaborative structures and leadership roles that build teacher capacity in shared leadership and peer collaboration, but not both	structures or leadership roles that build teacher capacity in shared leadership and peer collaboration	
Provides teacher feedback (standards 1 & 2)	☐ Intern provides specific, evidence-based feedback to support teacher growth. As applicable: ☐ Conducts teacher observations ☐ Delivers timely, specific, evidence-based feedback ☐ Creates individualize coaching plans ☐ Follows up with targeted professional learning and progress monitoring	☐ Intern provides feedback but it is general or not evidence-based As applicable: ☐ Conducts teacher observations ☐ Give specific, evidence-based feedback ☐ Creates incomplete or general coaching plans ☐ Does not follow up in a timely manner but does provide targeted professional learning and progress monitoring	☐ Intern struggles to provide constructive feedback. As applicable: ☐ Conducts teacher observations ☐ Does not deliver timely, specific, evidence-based feedback ☐ Does not create coaching plans ☐ No follow up of professional learning or progress monitoring	
Collaborates with staff (standards 2 & 5)	☐ Intern actively collaborates in team settings to achieve school goals (e.g., PLCs). As applicable:	☐ Intern participates but is passive or inconsistent in collaboration. As applicable:	☐ Intern does not collaborate effectively. As applicable:	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Facilitates PLC and utilizes shared planning model ☐ Utilizes peer coaching and distributes leadership roles in PLCs ☐ Ensures effective collaboration with structural supports such as calendar invites, protected collaboration time, data cycles, and resource alignment ☐ Works with staff to ensure safe and effective procedures	☐ Facilitates PLC but does not utilize shared planning model ☐ Utilizes peer coaching but does not distribute leadership roles in PLCs ☐ Ensures effective collaboration with some structural supports such as calendar invites, protected collaboration time, data cycles, and resource alignment ☐ Minimal input from staff to ensure safe and effective procedures	☐ Does not participate in PLC ☐ Does no utilize peer coaching or distribute leadership roles in PLCs ☐ Ensures effective collaboration with few structural supports such as calendar invites, protected collaboration time, data cycles, and resource alignment ☐ Does not work with staff to ensure safe and effective procedures	
Responds to feedback (standards 2 & 3)	☐ Intern acts on supervisor/colleague feedback to improve practice. As applicable: ☐ Behaviors show acceptance of performance critique ☐ Reflects on practice and seeks resources to improve practice ☐ Models a growth mindset	☐ Intern responds to feedback but implementation is inconsistent. As applicable: ☐ Behaviors show some acceptance of performance critique ☐ Reflects on practice but does not seek resources to improve practice ☐ Sometimes models a growth mindset	☐ Intern does not act on feedback effectively. As applicable: ☐ Behaviors do not show acceptance of performance critique ☐ Does not reflect on practice or seek resources to improve practice ☐ Does not model a growth mindset	

Domain / Indicator	Proficient	Developing	Needs Improvement	Evidence Observed
	☐ Uses staff feedback to improve on professional development ☐ Adjusts instructional monitoring or coaching practices based on feedback to improve teaching and learning	☐ Sometimes uses staff feedback to improve on professional development ☐ Sometimes adjusts instructional monitoring or coaching practices based on feedback to improve teaching and learning but not both	☐ Does not use staff feedback to improve on professional development ☐ Does not adjust instructional monitoring or coaching practices	

Supervisor's Summary

- **Strengths**: Summarize the intern's key strengths

- **Growth Areas**: Identify areas for improvement

- **Goals**: Set or refine 1–2 professional growth goals (mid-practicum) or recommend future development (end-of-practicum)

Principal Intern Signature: _____

Field Supervisor Signature: _____

Site supervisor Signature: _____

If choosing to sign electronically, please select the appropriate box: ☐ Intern   ☐ FS

This fillable form is provided to the field supervisor upon acceptance of the role at the beginning of the practicum.

Intern Post-Conference Form

The purpose of the post-conference is to provide Interns with an opportunity to self-reflect and collaborate with the field supervisor following an evaluation. Guidance will be provided by the Field Supervisor in order to assist the Intern as they develop their professional educator skills.

Intern:	Field Supervisor:
Date:	Time (Start/Stop):

☐ Post-Conference #1   ☐ Post-Conference #2   ☐ Post-Conference #3

Reflective Questions for Intern

To be submitted prior to post-conferences to inform the field supervisor's assessment:

1. How have you worked to build a positive school culture, and what challenges have you faced? (Aligns with Domain 1)
2. Describe how you've supported instructional practices or used data to improve learning. What did you learn? (Aligns with Domain 2)
3. How have you collaborated with staff and provided feedback to support their growth? (Aligns with Domain 4)
4. (End-of-practicum only) How has your leadership philosophy evolved, and what experiences have prepared you for a principal role? (Aligns with all domains)

Summary of question response above (this can be copied and pasted here):

Reinforcement Plan
1. **Reinforcement Area (Dimension):** *Area of Strength*

2. **Self-reflection questions and Intern response:**

Refinement Plan
1. **Refinement Area (Dimension):** *Area of Growth*

2. **Self-reflection question and Intern response:**

3. **Evidence:** *Identify specific examples from the script of the **refinement** identified above.*

4. **Recommend Feedback and action(s) steps:**

Signatures

By signing below, the intern and field supervisor acknowledge the discussion of the observation, reflection, reinforcement, and refinement areas during the post-conference.

Intern: _____   Date: _____

Field Supervisor: _____   Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ Intern   ☐ FS

This fillable form is provided to the field supervisor upon acceptance of the role.

Informal Observation & Post-Conference Form

Intern: _____   Field Supervisor: _____

Date: _____   Beginning Time: _____   Ending Time: _____

Goals discussed previously:

Standard 1: Instructional Leadership

This standard focuses on prioritizing high-quality instruction, monitoring student achievement, and ensuring alignment with state standards, tailored for a first-year assistant principal to build foundational skills in data-driven decision-making and curriculum support.

☐ **Providing Instructional Feedback**: Gives feedback to teachers on instructional practices

☐ **Using Data to Inform Decisions**: Reviews data (e.g., assessments, attendance) for decisions

☐ **Promoting Student-Centered Practices**: Encourages differentiation or engagement strategies

Notes on Standard 1:

Standard 2: Human Capital

This standard emphasizes recruiting, developing, and supporting staff through feedback and professional growth, adapted for a first-year assistant principal to focus on basic coaching, collaboration, and appraisal processes.

☐ **Collaborating with Staff**: Participates in team settings (e.g., PLCs, grade-level meetings)

☐ **Supporting Teacher Growth**: Shares resources or encourages professional development

☐ **Conducting Classroom Observations**: Observes classroom instruction (e.g., walk-throughs, lesson reviews) and provides feedback for improvement

Notes on Standard 2:

<div align="center">**Standard 3: Executive Leadership**</div>

This standard centers on fostering a positive, inclusive environment through relationships, equity, and community engagement, geared toward a first-year assistant principal developing skills in conflict resolution and stakeholder communication.

☐ **Communicating Effectively**: Communicates clearly with stakeholders (e.g., emails, meetings)

☐ **Promoting Equity and Inclusion**: Addresses diverse needs or models inclusive practices

☐ **Addressing Conflicts Constructively**: Handles minor conflicts collaboratively

☐ **Building Stakeholder Relationships**: Engages with parents/community to build trust

☐ **Ethical Behavior:** Demonstrate and adhere to the Code of Ethics and Standard Practices for Texas Educators.

Notes on Standard 3:

<div align="center">**Standard 4: School Culture**</div>

This standard involves self-reflection, communication, and change management to inspire staff and manage operations, customized for a first-year assistant principal to emphasize personal growth, basic decision-making, and community partnerships.

☐ **Fostering Positive School Culture**: Engages positively with students/staff to build a welcoming environment

☐ **Shared Vision of High Achievement**: Develop and implement a shared vison of high expectations for students and staff (e.g., emails, meetings, PLCs)

☐ **Safety**: Creating an environment that encourages the social, emotional, and physical well-being of all stakeholders

☐ **Building Stakeholder Relationships**: Engages with parents/community to build trust, engaging families and community members in student learning

☐ **Discipline:** Use of discipline techniques meet both behavioral and academic needs.

Notes on Standard 4:

Standard 5: Strategic Operations

This standard focuses on resource allocation, data monitoring, and compliance with policies to achieve campus priorities, designed for a first-year assistant principal to practice goal-setting, budgeting basics, and program coordination.

☐ **Strategic Planning**: Outline and track clear goals, targets and strategies aligned to the school's vision in order to improve teacher effectiveness and student outcomes

☐ **Maximized Learning Time**: Collaborates with teachers during DDI meetings, building rigorous course offerings, and professional development (e.g., emails, meetings, calendar input, schedules)

☐ **Tactical Resource Management**: Monitor school goals and ensure alignment with school needs by providing necessary resources

☐ **Aligning Activities with Campus Goals**: Ensures activities support campus/district goals (e.g., literacy)

☐ **Policy Implementation and Advocacy: Collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff (e.g., school board meetings, site-based committee, special education meetings)**

Notes on Standard 5:

Post Conference Meeting

Date and Time of Informal Conference with Intern _____

Reflective Questions for Post-Conference (As Applicable): Reflective questions can be sent to the intern prior to the post-conference with responses sent back before the meeting or to be answered during the post-conference meeting.

Standard 1: Instructional Leadership (T-PESS Domain 2: Leading Learning)
1. What did you notice about the instructional practices during your classroom observation, and how did you provide constructive feedback to the teacher to promote high-quality instruction based on best practices?

2. How did you use or plan to use multiple forms of student data (e.g., assessments, attendance, or behavior trends) to inform instructional decisions and interventions in the activity observed?

3. What strategies did you encourage or discuss with staff to promote student-centered learning, differentiation for diverse needs (including students with disabilities), and alignment with campus goals like literacy or math, and what initial impact did you observe?

Standard 2: Human Capital (T-PESS Domain 3: Human Capital)

1. How did you collaborate with staff during the observed activity (e.g., in PLCs or meetings), and what steps did you take to delegate tasks or encourage leadership roles among team members?

2. What individualized feedback or resources did you provide to support a teacher's professional growth, and how did you use evidence from observations or data to guide your coaching?

3. How have you begun implementing strategies for staff recruitment, induction, or retention in your role, and what feedback from staff or supervisors have you used to refine your approach?

Standard 3: School Culture (T-PESS Domain 1: School Culture)

This standard centers on fostering a positive, inclusive environment through relationships, equity, and community engagement, geared toward a first-year assistant principal developing skills in conflict resolution and stakeholder communication.

1. What actions did you take during the observed activity to build positive relationships with students, staff, or parents, and how did these contribute to a collaborative and welcoming school culture?

2. How did you address equity, inclusion, or diverse needs (e.g., social-emotional well-being or demographic considerations) in the situation, and what outcomes did you notice?

3. In what ways did you gather input from stakeholders or handle a minor conflict constructively, and how did this align with promoting a safe and supportive campus environment?

Standard 4: Executive Leadership (T-PESS Domain 4: Executive Leadership)

This standard involves self-reflection, communication, and change management to inspire staff and manage operations, customized for a first-year assistant principal to emphasize personal growth, basic decision-making, and community partnerships.

1. How did you reflect on your own practice during the activity, seek feedback, and identify areas for your professional growth as a new leader?

2. What communication strategies did you use with various audiences (e.g., staff, parents, or community members), and how could you improve them to better support campus goals?

3. How did you frame and resolve a problem or implement a small change process in the observed context, and what did you learn about time management and keeping staff focused on the vision?

Standard 5: Strategic Operations (T-PESS Domain 5: Strategic Operations)

This standard focuses on resource allocation, data monitoring, and compliance with policies to achieve campus priorities, designed for a first-year assistant principal to practice goal-setting, budgeting basics, and program coordination.
1. How did you assess campus needs and outline goals or strategies in the observed activity to improve teacher effectiveness or student outcomes?
2. What resources (e.g., time, funding, or technology) did you allocate or advocate for, and how did this align with the campus's strategic plan and legal requirements?
3. How did you monitor progress toward goals using data or team structures, and what adjustments did you make to ensure efficient operations and coordination of programs?

Summary of Intern's Response to questions:

Field Supervisor Glows:

Field Supervisor Grows:

Next Goal(s):

Signatures

By signing below, the principal intern and field supervisor acknowledge the discussion of the observation areas during the post-conference.

Intern: _____   Date: _____

Field Supervisor: _____   Date: _____

If choosing to sign electronically, please select the appropriate box: ☐ Intern   ☐ FS

This fillable form is provided to the field supervisor upon acceptance of the role.

Communication Log

The field supervisor shall submit a communication log between themselves and the **intern**, as well as between themselves and the **site supervisor**. This table provides a guide of how one can document such communication.

Date of communication	Type of communication	Summary of communication
Example 1: August 31, 2024	In Person	Met with intern to go over roles and responsibilities of the practicum
Example 2: September 3, 2024	Email	Set up first pre-conference, evaluation and post-conference Also set up a time to meet with the Mentor
Example 1: September 15, 2024	Phone	Discussed concerns about the intern not taking responsibilities seriously. See attached email from the Site supervisor
Example 2: October 2, 2024	Email	Monthly check-in communication. See Attached email for specifics.

Although these examples were placed in the same table, the field supervisor will have two separate communication logs.

Recommendation for Certification

This document is a state requirement and must be signed by the site supervisor and the field supervisor. During the practicum, the candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.

Nelson University Non-Teacher Proficiency Documentation

Intern Name: ▭

The field supervisor and the site supervisor shall provide a statement about the proficiency of the intern. Please check one of the statements, provide support for your decision, and return this document to the Nelson University Education Department.

Completing and returning this document through email indicates signature of field supervisor and site supervisor.

Site Supervisor Name and Signature: ▭

☐ The intern has demonstrated proficiency in each educator standard and should be recommended for a standard certificate.

☐ The intern has not demonstrated proficiency in each educator standard and should not be recommended for a standard certificate.

Field Supervisor Name and Signature: ▭

☐ The intern has demonstrated proficiency in each educator standard and should be recommended for a standard certificate.

☐ The intern has not demonstrated proficiency in each educator standard and should not be recommended for a standard certificate.

Principal Field Experiences

Field Experiences	Date Completed	Hours Completed	Summary of Experience
Instructional Leadership (Standard 1)			
Review criteria for determining students are At-Risk			
Attend/participate in LPAC meeting			
Attend/participate in 504 meeting			
Attend/participate in an RTI meeting			
Lead an RTI meeting			
Participate in ARD meetings			
Implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards			
Develop high-quality instructional practices among your teachers that improve student performance			
Monitor multiple forms of student data to inform instructional and intervention decisions, to contribute to maximizing student achievement			
Ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap			
Review lesson plan requirements with campus administrator			
Participate in prereferral/problem solving team			
Conduct walk through observation			
Coordinate use of substitutes for campus			

Shadow STAAR coordinator when preparing for testing date(s)			

Work with STAAR coordinator to prepare for testing			
Work with staff to analyze test results			
T-TESS Rubric Training Planning Dimension			
T-TESS Rubric Training Instruction Dimension			
T-TESS Rubric Training Environment Dimension			
T-TESS Rubric Training Professional Development Dimension			
High Quality Teachers and Staff (Human Capital—Standard 2)			
Review formula for staffing and budget allocations			
Send email correspondence to all staff			
Develop written memo to all staff			
Become familiar with employee contracts			
Review responsibilities of school counselor			
Discuss/review staff responsibilities of districtlevel administrators			
Select, place, and retain effective teachers and staff			
Coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities			
Implement collaborative structures and provide leadership opportunities for effective teachers and staff			

Conduct rigorous evaluations of at least one staff member using multiple data sources: Pre-conference, evaluation, post-conference and Develop an intervention plan (if appropriate) with principal			
Participate in new teacher Orientation			

Review and paper screen applicants			
Schedule and conduct interviews			
Check references of applicants			
Review responsibilities of school psychologist			
Discuss referral agencies with the school psychologist			
Executive Leadership (Standard 3)			
Serve as administrator in charge when others are off campus			
Shadow principal for a half or full day			
Shadow assistant principal for a half or full day			
Monitor/update school web page			
Review or complete forms related to staff travel			
Review forms/administrative procedures related to staff absences			
Review forms related to evaluation of non-teachers			
Review procedures for 504 students			
Develop lunch schedule			
Lead a meeting in which you get others to participate/give input			
Join professional organizations			

Read professional journals			
Develop schedule for testing, assemblies, or supervision duty			
Attend a SBDM meeting			
In-service faculty on integration of technology in the classroom			
Conflict resolution training			
Prepare agenda and facilitate a faculty meeting			

Campus Culture (Standard 4)			
Complete an accident report for student and/or employee			
Plan and supervise student activities, contest, or clubs			
Coordinate special performances/events (Math Night, Play, etc.)			
Plan school assembly			
Supervise dances or athletic events			
Complete work orders			
Develop maintenance schedule for custodian			
Survey building maintenance needs			
Write parents newsletter article			
Write a letter that goes to every parent			
Administer and analyze the results of a campus climate survey			
Meet with community organizations			
Organize student participation in community events			
Solicit business or community partnerships			
Become familiar with Student Code of Conduct			

Review site Discipline plan and administrative procedures			
Chair site discipline committee to develop/revise plan			
Conduct discipline conference with student, teacher, and parent			
Attend/conduct meeting required for expulsion/AEP placement			
Conduct inspection with Fire Marshall or District Safety Coordinator.			
Coordinate fire drills			

Review first aid procedures			
Review fundraising guidelines			
Advise parent or student group on fundraising			
Supervise lunch			
Coordinate open house			
Conduct Orientation for new students			
Become familiar with the role of all outside agencies			
Meet with local law enforcement officials			
Facilitate a parent/teacher conference			
Plan or coordinate parent education sessions			
Work with GT parent group or other unique parent group			
Attend PTA board meeting			
Attend PTA meeting			
Help develop parent feedback survey			
Analyze parent survey data and develop improvement plan			
Analyze traffic flow; design alternative			
Assist with parking lot duty			

In-service staff and students on safety rules			
Become familiar with parent and student rights in special education			
Review school expectations with site administrator			
Review administrative policies related to student absences			
Coordinate tracking of student absence and parental notification			
Develop school plan for student awards/recognition			
Participate in planning endof-year student awards/recognition			

In-service staff on parents' rights regarding student records			
Review procedures for volunteers on campus			
Conduct training for volunteers			
Coordinate volunteer recognition			
Strategic Operations (Standard 5)			
Maintain yearly master calendar of events			
Review administrative procedures/programs for At-Risk students			
Review procedures/programs for Bilingual and ESL students			
Review District budget with administration			
Help develop school-level budget			
Manage a site categorical budget			
Review laws and administrative procedures relating to child welfare			

In-service staff on requirements for reporting to CPS			
Assist with class placement (elementary)			
Assist with development of master schedule (secondary)			
Participate in Campus or district committee			
Review disaster plans			
In-service staff or parents on site disaster plan			
Coordinate school wide disaster preparedness drills			
Review district procedures/program for dyslexia students			

Review checkout system for instructional equipment			
Conduct inventory of instruction equipment			
Conduct needs assessment related to equipment			
Review requirements/ procedures for use of facility			
Review district policies and forms			
Review administrative procedures for keys			
Develop/review lost and found procedure			
Review administrative procedure for missing children			
Conduct a drill to practice missing child procedures			
Develop/revise staff handbook			
Review school, district, and state policies and procedures			
Attend a school board meeting			

Review all school board policies			
Review special education programs provided by the district			
Review special education referral process			
Review procedure for release of students during the school day			
Participate in development of school improvement plan			
Review staff development goals in school improvement plan			
Coordinate and/or present staff development session(s)			
Review district procedures for admitting and withdrawing students			
Reviewing district procedure for verifying residency requirements			
Review policies/procedures related to parental custody of students			
Review district procedures for what is kept in student cum folders			
Review requirements for releasing information on a student			
Review policies related to sick leave, personnel leave, etc.			
Review technology plan for school			
Develop a personnel technology plan			
Maintain site textbook inventory			
Implement procedures for distributing/turning in textbooks			
Serve on textbook selection committee			

TOTAL HOURS:			

Principal Intern Signature & Date:

_____

Mentor Principal Signature & Date:

_____

Field Supervisor Signature & Date:

_____

Principal Practicum Terminology

Certification Officer – Responsible for managing and recommending eligible candidates for their appropriate testing and educator certifications to the Texas Education Agency based upon satisfactory completion of all requirements pertaining to certification.

Cooperating School - a fully accredited public or private school that works cooperatively with Nelson University to direct the administrative activities of a principal intern.

Evaluation/Observation - candidates will be evaluated by the field supervisor a minimum of three times and a minimum of two times by the site supervisor. Evaluations are reported to the Educator Preparation Program (Nelson University) as well as the TEA. The field supervisor will conduct at least 3 informal observations.

Good Standing – means the candidate has: (1) no outstanding financial responsibility due to Nelson University, (2) no poor conduct review or pending review either at Nelson University, school district, or state level, (3) not been removed from principal practicum.

Recommendation for Certification – this document is a state requirement and must be signed by the site supervisor and the field supervisor.

Performance Assessment for School Leader (PASL) - contains both selected response (SR) and constructed-response (CR) questions. One of two exams for principal certification.

Post-Conference - field supervisors will conduct a post-conference with interns within 72 hours of the evaluation/observation. This post-conference will provide feedback to the intern in order to improve performance.

Practicum - A supervised educator assignment at a public school accredited by the TEA or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

Pre-Conference - field supervisor conduct a pre-conference with interns at least 48 hours in advance of the evaluation/observation. This pre-conference gives the intern the ability to explain the observation content and discuss potential improvements ahead of the evaluation.

Principal as Instructional Leader (268) - or TExES 268 Principal as Instructional

Leader exam— is a computer-administered test (CAT), consisting of 70 selected response (multiple choice) questions and four constructed-response (essay) questions. One of two exams for principal certification.

Principal Intern – a Nelson University Graduate Student who has been assigned to a cooperating school and approved by the Director of Teacher Education to acquire practical administrative experience during a specific period of time, under the direction of a Principal Mentor and the Nelson University Field Supervisor.

Site Supervisor - For a practicum candidate, an educator who is assigned collaboratively by the campus or district administrator and the EPP and who supports the candidate during the practicum experience.

Nelson University Field Supervisor – a professionally qualified representative of Nelson University who visits, consults with, and evaluates the progress of a principal intern during the principal practicum in the cooperating school.

Texas Teacher Evaluation and Support System (T-TESS)
For detailed information, refer to the link: https://teachfortexas.org/

Texas Principal Evaluation and Support System (T-PESS)
For detailed information, refer to the link: https://tpess.org

Practicum Completion Form

The intern will complete 80% of the topics listed on the Principal Field Experience checklist, writing the date completed, time spent, and written summaries. The Intern will chart progress by dating the activity, documenting the time spent and writing a reflection summary of each completed activity. Upon completion of 80% field experiences, the student will write a reflective summary of the value of this activity for educational ministry.

The checklist and summary shall be submitted to the 5973 Internship in Administration Course in Blackboard. The student is to forward a copy to the University Supervisor and the Nelson University State Certification Officer. An email will be sent to the principal intern containing the Field Experiences Chart.

My signature indicates that I have completed a minimum of **80% principal experience topics.**

My signature also indicates that I have completed a minimum of **160 clock hours** of principal practicum.

_____ _____
Intern's Signature   Date

_____
Intern's Printed Name

Code of Ethics and Standard Practices for Texas Educators
Amended to be effective October 21, 2018, 43 TexReg 6839

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.
(D)   Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E)   Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.   (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a 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.

By signing below, I, _____ hereby confirm I have read in its entirety the above required Educator Ethics materials provided by TEA as found in Texas Administrative Code 19 TAC 247.2. Furthermore, I hereby agree to abide by the Educators' Code of Ethics.

I have read and agree to abide by the Educators' Code of Ethics.

_____   _____
Intern's Signature   Date

Administrator Standards: Principal Standards

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals. (b) Standards.

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

    (A) Knowledge and skills.

     (i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV)   model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

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

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

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

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

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

    (A) Knowledge and skills.

     (i) Effective leaders of human capital:

(I)   treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II)   ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III)   are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV)   ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;   (V) facilitate professional learning communities to review data and support development;

(VI)   create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII)   use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

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

   (B) Indicators.

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

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

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

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

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

   (A) Knowledge and skills.

    (i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II)   motivate the school community by modeling a relentless pursuit of excellence;

(III)   are reflective in their practice and strive to continually improve, learn, and grow;

(IV)   view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;   (V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI)   have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII)   are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII)   treat all members of the community with respect and develop strong, positive relationships with them.

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

(B) Indicators.

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

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

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

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

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

   (A) Knowledge and skills.

    (i) Effective culture leaders:

(I)   leverage school culture to drive improved outcomes and create high expectations;

(II)   establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;   (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

     (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

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

progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

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

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

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

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

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

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

    (A) Knowledge and skills.

      (i) Effective leaders of strategic operations:

(I)   assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II)   with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III)   develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV)   are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V)   treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

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

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

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

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

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

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

By signing below, I, _____ hereby confirm I have read in its entirety the above required Administrator Ethics materials provided by TEA as found in Texas Administrative Code 19 TAC 149.2001. Furthermore, I hereby agree to abide by the Administrator's Code of Ethics.

_____ _____
Intern's Signature   Date

Dismissal from Practicum

Intern: Field Supervisor:
Date/Time of Meeting:

Documentation of the non-support of the continuation of the practicum:

Intern's Rebuttal:

Next Steps:

_____   _____
Intern Signature   Field Supervisor Signature

_____
Director of Teacher Education Signature
(If the Director is not available the Department Chair Signature is acceptable.)

Educational Leadership:
Principal Practicum Handbook Signature Form

My signature indicates that I have read and understand the contents of the Educational Leadership: Principal Practicum Handbook. My signature also indicates that I am willing to abide by all of the information contained in the handbook.

_____   _____
Intern's Signature   Date

_____
Intern's Printed Name