

SAGU Educational Leadership
Principal Practicum Handbook
2023-2024



Southwestern Assemblies of God University

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INTRODUCTION

The principal internship is the crucial final link in the training process for those entering administration. The principal internship involves a team comprised of the principal intern, supervising [mentoring] principal, and university 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 internship. The principal internship is one semester in length.

Principal Interns:

- ✓ Call 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 Education Office as well as your assigned school MUST BE NOTIFIED IMMEDIATELY in the event of absence.**
- ✓ Inclement weather - Check with the principal about school procedures in the event of snow, school closing, etc.
- ✓ Be sure to get proper rest and nutrition daily. Avoid unnecessary activities that would take time away from the principal internship. You will need your evenings for any school activities.

PLACEMENT PROCESS

1. Register for EDU 5973-550 Internship in Administration
2. Receive notification by email from the Graduate Education Office when approved.
3. Principal Intern notifies SAGU's State Certification Officer of potential mentoring principal (MP).
4. Receive notification from SAGU's State Certification Officer confirming principal intern placement.
5. Verify the start and finish dates of principal internship with the school district and assigned school. Dates may vary from those listed by SAGU because of differences in school holidays, in-services, etc.
6. Discuss with the field supervisor the Educational Leadership: Principal Internship Handbook, procedures, and responsibilities involved in the internship.

NOTE: The SAGU Field Supervisor will contact the mentoring principal and provide a copy of the handbook.

7. Sign the Educational Leadership: Principal Practicum Handbook Form (completed in the Principalship course) and Educators' Code of Ethics Form (completed in Ed Leadership and Supervision course). Send the original to SAGU's State Certification Officer and send a copy to the field supervisor.

ROLE AND RESPONSIBILITY OF THE PRINCIPAL INTERN

- Acknowledge and accept that the principal has the ultimate responsibility for the physical, academic, social needs, and safety of the students.
- Practice punctuality and regular attendance.
- Contact SAGU and the assigned school **immediately** in the event of illness requiring absence.
- Provide the supervising [mentoring] principal and SAGU field supervisor with up-to-date phone numbers to reach you.
- Follow the school calendar at the school where you are principal intern. Do not ask for special favors, absences, permission to leave early, etc.
- Dress in a professional manner following regular administrative guidelines.
- 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 detailed field experiences (with the date accomplished, written summaries and time spent).
- Share field experience list with supervising [mentoring] principal before 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.
- Complete a minimum of 160 principal intern hours. Principal intern hours are to be completed throughout this semester.
- Consult with and obtain approval from the principal before planning a guest speaker, activities outside the school or other functions.
- Take initiative in acquiring more responsibility as the internship progresses.

- Complete two Intern Self-Assessments and share with the mentoring principal and field supervisor. Forms are provided in the Internship Course in Blackboard.
- 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 principal and/or field supervisor.
- Plan your schedule to include regular planning, feedback, and evaluation conferences with the mentoring principal.
- Seek out the assistance and support of the mentoring principal, and field supervisor as needed.
- Accept graciously the constructive criticism and suggestions from the monitoring principal 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.
- Be prepared when the SAGU Field Supervisor visits.
- 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/school-leaders/prepare>

ROLE AND RESPONSIBILITY OF THE MENTORING PRINCIPAL OF THE COOPERATING SCHOOL

- Discuss with the SAGU Field Supervisor any questions or concerns about the Educational Leadership: Principal Intern Handbook, procedures, and/or responsibilities involved in the principal internship.
- Study orientation materials provided by the university.
- Prepare staff for the principal intern.
- Orient the principal intern to school procedures.
- Accept the principal intern as another professional while still recognizing that the legal responsibility for the students' health, safety, and academic progress remains yours.
- The principal holds a legal status with respect to pupils often referred to as *en loco parentis*, meaning he/she is responsible for their health, safety, and general well-being. In the pursuit of his/her duties, he/she is to act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential.
- When the principal leaves the principal intern in charge, the principal may still be held responsible. However, should any harm come to any pupil through malice, negligence, or poor judgment on the part of the principal intern, it might be expected that both the principal intern and the principal be held responsible.
- Confer with the SAGU Field Supervisor immediately about any problems or if you ever feel that the principal intern is acting in any way that is detrimental to your students.
- Review the Intern's Self-Assessments and help the Principal Intern improve areas of weakness.
- Evaluate the principal intern using "Mentoring Principal's Evaluation of Intern." The first observation will be between weeks 4-8 and the second one between weeks 9-12.
- Correspond bi-weekly or as necessary with the SAGU Field Supervisor by email, phone call, or in person, to give an update on the performance of the principal intern. This will ensure that adequate communication occurs between the school and the university throughout the internship.
- *Leave the area and give the principal intern total responsibility as appropriate. Check back as needed.*
- Serve as a positive and effective principal role model.
- Encourage the principal intern's participation in extracurricular activities while at the same time assisting the principal intern in effective time management practices.

- Provide opportunities for the principal intern to advance gradually from observer to participant to greater responsibilities as recommended in the *Suggested Schedule for principal intern*.
- Encourage the principal intern to be creative in the use of materials and strategies and assist him/her in the development of these new ideas.
- Assist the principal intern in targeting field experiences.
- Read and discuss field experience options with the principal intern at the beginning of the internship. The Principal Intern is required to complete 160 clock hours. *The Mentor Principal might recommend options for completion.*
- Meet/conference regularly with the principal intern for planning, feedback, and evaluation conferences. Weekly meetings are recommended to ensure adequate communication.
- Meet with the SAGU Field Supervisor for feedback and evaluation.
- Listen attentively to the joys, frustrations, needs, concerns, and dreams the principal intern wishes to share.
- Oversee the orientation of the principal intern to the school building, grounds, facilities and activities.
- Introduce principal intern to faculty and staff of school.
- Be a support person and counselor as needed. **Regular meetings with the principal intern are recommended to ensure adequate communication, as well as weekly emails or phone calls to the SAGU Field Supervisor.**
- If possible, meet with SAGU Field Supervisor to discuss the principal intern progress.
- Keep the university informed of any circumstances that you feel may be detrimental to the professional growth of the principal intern.
- Inform the SAGU Field Supervisor of any difficulties arising from the work of the principal intern in the school.
- 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.
- Participate in a final evaluation, discussion, and sharing session with the principal intern.
- **Remember:** Submit original reports and/or evaluations of the principal intern to the Education Department by the completion of the principal's internship. These may be sent to:

Southwestern Assemblies of God University
 Teacher Education Office, Certification Officer
 1200 Sycamore St, Waxahachie, Texas 75165

ROLE AND RESPONSIBILITY OF THE SAGU FIELD SUPERVISOR

- Schedule an initial conference with the principal to discuss the Educational Leadership: Principal Practicum Handbook, procedures, and responsibilities involved in the principal practicum.
- Complete the SAGU Field Supervisor training for principals and school counselors.
- 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 an open communication link between schools and university by way of weekly, or as needed, emails, phone calls, or visits. Field Supervisors must maintain and submit a communication log to the SAGU Teacher Education Department.
- Serve as a resource person to principals and their schools.
- Maintain a positive relationship with each principal intern to encourage enthusiasm for administration.
- Assist the principal intern in all areas of professional growth including:
 - Instructional strategies
 - Classroom management techniques
 - Interpersonal relationships
 - Time management
 - Field Experiences
- Be well acquainted with the philosophy and program of each school in the program.
- 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 Education Department Chair.
- 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.
- Conduct a minimum of three on campus observations of the principal intern which could include making contact with the mentor principal to ensure proper dates and times for observation.
- Prepare a scripted observation and critique of each principal intern observation and share with the principal intern as well as the mentor principal.

- Complete a pre- **and** post- conference with the principal intern within 48 hours before and after the scheduled observation. Forms are included and must be completed and returned to the SAGU Teacher Education Department.
- At the conclusion of the internship, **complete all parts of the required SAGU forms. It is important that signatures are obtained from all parties involved (intern, mentor, and field supervisor).**
- Remember: Submit copies of all formal evaluative and necessary forms to the Teacher Education Department at the completion of the principal internship if not before. If unable to submit electronically, these may be sent to:

Southwestern Assemblies of God University
Teacher Education Office, Certification Officer
1200 Sycamore St
Waxahachie, Texas 75165

GUIDELINES FOR SAGU FIELD SUPERVISOR VISITS

- A pre-conference is scheduled for the principal intern to discuss the upcoming evaluation with the field supervisor 2-3 days prior to the formal evaluation. During this pre-conference, 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 mentoring principal.
- When your **SAGU 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 mentoring principal will need to leave the area while you are being observed. Each observation will be recorded in minutes. A total of 135 minutes is required over three observations.
- There might be times the field supervisor will want to meet with your and/or the mentor principal after the observation. Regardless, a post-conference will be scheduled within 48 hours of the formal evaluation.
- **Have a teachable spirit.** The intern's primary goal is to learn all you can. Therefore, accept suggestions cheerfully.

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 internship in order for the intern to log 160 clock hours. To reach an agreement, the mentoring principal and principal intern should meet to discuss expectations about the principal internship.

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)
- * Mentoring principal observation of principal intern
- * Feedback procedures (oral and/or written)
- * Schedule for taking 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 mentoring principal to complete the Agreement of Expectation in the beginning of the internship. 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, mentoring principal, and SAGU 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 _____ Mentoring Principal
 and _____.
 _____ Principal Intern

This agreement will serve as a vehicle for dialogue between the mentoring principal, principal intern and SAGU Field Supervisor. The agreement will also be a guide for planning throughout the semester.

1. The principal intern will be required to be at the school between _____ a.m. and _____ p.m.

- ## 2. Duties of the principal intern:

3. Observation of principal intern by mentor principal (2 total: 1 between weeks 4 & 7; and 1 between weeks 8 and 12).

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 principal's aide, prepare field experiences.)

Week 2 (Acquire more administrative responsibilities, continue field experiences preparation.)

Week 3 (Take administrative responsibilities as assigned.)

Weeks 4 - 9 (Increase administrative responsibilities.)

Weeks 10 and 11 (Reduce administrative responsibilities.)

Week 12 (Reduce administrative load to zero as directed by the principal.)

6. Philosophy of school management and school policies:

7. Methods of communication with staff and parents:

8. Daily schedule:

9. Special activity dates (open house, conferences, etc.):

10. Observation of other principals by principal intern:

11. Other:

Principal Intern

Date

Mentoring Principal

Date

SAGU Field Supervisor

Date

PRINCIPAL INTERN ACTIVITY CHECK-OFF LIST

(Place Date Completed On Line Beside Each Item)

This form is provided in Blackboard as part of the course requirements.)

Non-Instructional Activities and Experiences

The principal intern should:

- _____1. Obtain a parent, district, and faculty handbook if available.
- _____2. Have an initial conference with the mentoring principal to gain information about the school, community, general school organization and population, curriculum and instructional patterns, and role and responsibilities of the mentoring principal intern in the building.
- _____3. Have an initial conference with the mentoring principal for assignment of initial tasks and a clarification of responsibilities and team roles.
- _____4. Become familiar with administration, clerical, and housekeeping tasks of the mentoring principal.
- _____5. Become familiar with the administrative resources available (space, media, staff).
- _____6. Learn the home-school relationship and how administrators work with parents.
- _____7. Attend several teacher in-service meetings (if available).
- _____8. Attend a district teacher conference at regional or state level.
- _____9. Attend a PTA, parent school council, or parent's night activity.
- _____10. Become acquainted with major curriculum objectives and plans for the year.
- _____11. Become familiar with resources and staff available to teachers and pupils (instructional materials, A.V. equipment [technology], physical facilities, seminar rooms, resource center, etc.), as well as pupil services facilities (guidance, health).
- _____12. Become familiar with the various kinds of routine administrative and housekeeping tasks involved in the principalship.
- _____13. Attend several principal in-service meetings (if available).

Observation:

The principal intern should:

- _____1. Become familiar with individual pupil behavior, skills and attitudes, physical development, and socially- and culturally-related differences.
- _____2. Become familiar with class schedules.

- _____ 3. Observe team planning sessions.
- _____ 4. Observe other principals as much as possible.
- _____ 5. Attend faculty or staff meetings.
- _____ 6. Attend faculty-parent conference planning.
- _____ 7. Attend administrative conferences if possible and advisable.
- _____ 8. Be an observer during a guidance conference, social worker conference, pupil-principal conference, or team conference concerned with the progress of a particular pupil.
- _____ 9. Complete Field Experiences

Field Experiences and Chart Progress

The principal intern will complete 80% of the topics listed on the Principal Field Experience checklist, writing the date completed, time spent, and written summaries. The Principal 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 SAGU State Certification Officer. An email will be sent to the principal intern containing the Field Experiences Chart.

Mentoring Principal Observation of Principal Intern

Principal Intern: _____

Mentor Principal: _____

Date of Observation: _____

Time of Observation: _____

☐ Observation 1☐ Observation 2

Domain 1: Strong School Leadership and Planning

Indicator	Evidence (check all that apply)
1.1 Ethics and Standards	<input type="checkbox"/> Adheres to the Code of Ethics for Texas Educators <input type="checkbox"/> Adheres to the Standard Practices for Texas Educators
1.2 Schedules for Core Leadership Tasks	<input type="checkbox"/> Carries out general leadership roles and responsibilities <input type="checkbox"/> Develops broad school and personal calendars focused on <i>instruction</i> <input type="checkbox"/> Develops a school calendar with key instructional <i>leadership</i> tasks
1.3 Strategic Planning	<input type="checkbox"/> Collaboratively provides input on a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners
1.4 Change Facilitation	<input type="checkbox"/> Works with mentor principal and other stakeholders to initiate and facilitate necessary change using a student outcome lens
1.5 Coaching, Growth, Feedback and professional Development	<input type="checkbox"/> Regularly seeks coaching and feedback from supervisors and peers <input type="checkbox"/> Regularly incorporates refinements to adapt and improve practices
Additional Notes:	

Domain 2: Effective, Well-Supported Teachers

Indicator	Evidence (check all that apply)

2.1 Human Capital	<input type="checkbox"/> Collaborates with mentor principal to follows district-approved hiring processes and protocols to recruit , select, assign, and induct candidates
2.2 Talent Management	<input type="checkbox"/> Collaborates with mentor principal to gathers input from teachers to develop strategies for the retention of effective teachers
2.3 Observation, Feedback and Coaching 5.3 Effective Classroom Routines and Instructional Strategies	<input type="checkbox"/> Conducts regular walkthroughs to ensure quality of instruction of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms <input type="checkbox"/> Provides timely feedback after walkthroughs <input type="checkbox"/> Analyzes walkthrough data to determine patterns in instructional teaching for potential growth
2.4 Professional Development 5.4 Data-Driven Instruction	<input type="checkbox"/> Collaborates with mentor principal to deliver targeted professional development that is research-based and addresses staff and student learning and achievement <input type="checkbox"/> Ensures teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery <input type="checkbox"/> Collaborates with mentor principal to develop calendars for professional development that are modified based on data and teacher/student needs
Additional Notes:	

Domain 3: Positive School Culture

Indicator	Evidence (check all that apply)
3.1 Safe Environment and High Expectations	<input type="checkbox"/> Collaborates with mentor principal to ensure the vision and practices focus on a safe and orderly environment <input type="checkbox"/> Maintains, and assumes from others, high expectations and shared ownership for student success
3.2 Behavioral Expectations and Management Systems	<input type="checkbox"/> Enforces the code of conduct with established consequences

	<input type="checkbox"/> Collaborates with mentor principal to review student data for students with patterns of behavior <input type="checkbox"/> Meets expectations concerning attendance <input type="checkbox"/> Meets expectations concerning punctuality <input type="checkbox"/> Meets expectations concerning appropriate attire <input type="checkbox"/> Meets expectations concerning cooperation <input type="checkbox"/> Meets expectations concerning ability to relate to staff <input type="checkbox"/> Meets expectations concerning ability to relate to students
3.3 Proactive and Responsive Student Support Services	<input type="checkbox"/> Collaborates with mentor principal to provide structures to monitor individual progress, behavior, and emotional wellbeing <input type="checkbox"/> Links internal and external support services to immediately respond to students' needs
3.4 Involving Families and Community	<input type="checkbox"/> Articulate and provides input on the need for family and community involvement <input type="checkbox"/> Collaborates with mentor principal to provide varied opportunities for all families to engage in critical aspects of student learning <input type="checkbox"/> Analyzes data about involvement and proposes a plan to increase authentic engagement and shared responsibility for student outcomes
Additional Notes:	

Domain 4: High Quality Curriculum

Indicator	Evidence (check all that apply)
4.1 Standards-Based Curricula and Assessment	<input type="checkbox"/> Collaborates with mentor principal to ensure that assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content

4.2 Instructional Resources and Professional Development	<input type="checkbox"/> Collaborates with mentor principal to provide high-fidelity, content focused professional development that is linked to the curricula and assessments and teacher's individual needs
Additional Notes:	

Domain 5: Effective Instruction	
Indicator	Evidence (check all that apply)
5.1 High-Performing Instructional Leadership Team	<input type="checkbox"/> Collaborates with mentor principal to identify needs of leadership team members <input type="checkbox"/> Proposes a plan to support the development of leadership team members
5.2 Objective-Driven Plans	<input type="checkbox"/> Collaborates with mentor principal to regularly monitor the quality of plans and provide feedback
5.5 Response to Intervention	<input type="checkbox"/> Collaborates with mentor principal to ensure student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs <input type="checkbox"/> Monitors interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers
Additional Notes:	

Overall	
Area of Strength	Suggestions to increase effectiveness.
Area of Weakness	Suggestions to increase effectiveness.

Principal Intern Signature

Mentor Principal Signature

Date of Observation Post-Conference with Principal Intern: _____

PRINCIPAL INTERN TERMINOLOGY

Certification Officer – After the principal internship, the Certification Officer will make recommendations based upon satisfactory completion of all requirements pertaining to certification.

Cooperating School - a fully accredited public or private school that works cooperatively with SAGU 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 mentor. Evaluations are reported to the EPP as well as the TEA.

Good Standing – means the candidate has: (1) no outstanding financial responsibility due to SAGU, (2) no poor conduct review or pending review, (3) not been removed from Internship practicum.

Mentoring Principal – a fully qualified, state certified principal in the cooperating school who guides the development of, and assists with the supervision and evaluation of, a principal intern.

Recommendation for Certification – this requirement must be signed by the mentor principal 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 supervisor will conduct a post-conference with candidates within 72 hours of the evaluation/observation. This post-conference will provide feedback to the candidate in order to improve performance.

Pre-Conference - field supervisor will conduct a pre-conference with candidates at least 48 hours in advance of the evaluation/observation. This pre-conference gives the candidate 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 SAGU Graduate Student who has been assigned to a cooperating school and approved by the SAGU State Certification Officer to acquire practical administrative experience during a specific period of time, under the direction of a Principal and the SAGU University Supervisor.

SAGU Field Supervisor – a professionally qualified representative of SAGU who visits, consults with, and evaluates the progress of a principal intern during the principal internship 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>

PRINCIPAL INTERNSHIP COMPLETION FORM

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

Date

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<u>RULE §247.2</u>	Code of Ethics and Standard Practices for Texas Educators

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

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

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

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

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

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

(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, sex, disability, or family status.

(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 under this chapter.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530

PRINCIPAL PRACTICUM EDUCATORS' CODE OF ETHICS FORM

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

Intern's Signature

Date

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

Date