**Principal as Instructional Leader Practicum Observation,**

**Pre-Post Conference & Acknowledgement Form**

**Candidate**: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Candidate ID #:** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Observer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Observation #:** 1 2 3

**District & Campus:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Start date of practicum:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of pre-conference**: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of observation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_

**Date of post conference:** ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pre-Conference: (prior to each observation)**

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| **Candidate Questions** | **Field Supervisor Response/Notes** |
| * Based on the TExES Principal as Instructional Leader Standards (I-VI), and your goals what would you like me to look for today? * Explain how intended observation is based on domains and competencies. * Self-assessment of proficiency that will be observed AND explain how observation will support progression. * Discuss how observation will inform goal-setting and professional development. |  |

**Observation:**

**Please rate the candidate on each substandard indicator by checking the column description that most accurately reflects your observations:**

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| **Standard I:** **School Culture.** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 1:  Establish and implement a shared vision and culture of high expectations for all stakeholders. |  |  |  |  |  |
| ***Indicators related to Competency 1:***  **The Principal:**   * ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; * uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; * facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; * supports the implementation of the campus vision by aligning financial, human, and material resources; * establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision; * acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision; | | | | | |
| Competency 2: Work with stakeholders as key partners to support student learning. |  |  |  |  |  |
| ***Indicators related to Competency 2:***   * models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community; * uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; * develops and uses effective conflict-management and consensus-building skills; * establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; * implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; * creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and * ensures that parents and other members of the community are an integral part of the campus culture. | | | | | |

**Comments:**

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| **Standard II:** **Student Learning** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 3:  Collaboratively develop and implement high-quality instruction. |  |  |  |  |  |
| ***Indicators related to Competency 3:***  **The Principal:**   * creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; * prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; * routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; * facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; * facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; * implements a rigorous curriculum aligned with state standards, including college and career readiness standards; | | | | | |
| Competency 4: Monitor and assess classroom instruction to promote teacher effectiveness and student achievement. |  |  |  |  |  |
| ***Indicators related to Competency 4:***   * analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; * monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; * ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap; * ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and * facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. | | | | | |

**Comments:**

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| **Standard III:** **Human Capital** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 5:  Provide feedback, coaching, and professional development to staff through evaluation and supervision, reflect on own practice, and grow professionally. |  |  |  |  |  |
| ***Indicators related to Competency 5:***  **The Principal:**   * invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes; * ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; * uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff; * coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities; | | | | | |
| Competency 6: Promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. |  |  |  |  |  |
| ***Indicators related to Competency 6:***   * facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school; * creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; * collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; * ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; * implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and * plans for and adopts early hiring practices. | | | | | |

**Comments:**

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| **Standard IV:** **Executive Leadership** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 7:  Develop relationships with internal and external stakeholders, including appropriate communication strategies for particular audiences. |  |  |  |  |  |
| ***Indicators related to Competency 7:***  **The Principal:**   * reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; * engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; * uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; * develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies; * establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; | | | | | |
| Competency 8: Focus on improving student outcomes through organizational collaboration, resiliency, and change management. |  |  |  |  |  |
| ***Indicators related to Competency 8:***   * demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; * gathers and organizes information from a variety of sources for use in creative and effective campus decision making; * frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; * develops, implements, and evaluates change processes for organizational effectiveness; * uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and * keeps staff inspired and focused on the campus vision while supporting effective change management. | | | | | |

**Comments:**

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| **Standard V:** **Strategic Operations** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 9: Collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. |  |  |  |  |  |
| ***Indicators related to Competency 9:***  **The Principal:**   * assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; * outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; * allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning; * establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; * implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment; | | | | | |
| Competency 10: Provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment. |  |  |  |  |  |
| ***Indicators related to Competency 10:***   * implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment; * applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; * collaboratively plans and effectively manages the campus budget; * uses technology to enhance school management; * facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and * collaborates with district staff to implement district policies and advocates for the needs of district students and staff. | | | | | |

**Comments:**

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| **Standard VI:** **Ethics, Equity, and Diversity** | | | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not**  **Meet**  **Expectations** | **Not Observed** |
| Competency 11: Provides ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. |  |  |  |  |  |
| ***Indicators related to Competency 11:***  **The Principal:**   * implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); * models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; * ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; * models and promotes the continuous and appropriate development of all learners in the campus community; * ensures all students have access to effective educators and continuous learning opportunities; * promotes awareness and appreciation of diversity throughout the campus community; * implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; * articulates the importance of education in creating engaged citizens in a free democratic society; * communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and * treats all members of the community with respect and develops strong, positive relationships with them. | | | | | |

**Comments:**

**Additional Professional Aspects**

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|  | **Exceeds Expectations** | **Meets Expectations** | **Progressing Toward Expectations** | **Does Not Meet Expectations** | **Not Observed** |
| Manage commitments/responsibility |  |  |  |  |  |
| Perform with appropriate independence |  |  |  |  |  |
| Maintain openness and flexibility |  |  |  |  |  |
| Remain objective |  |  |  |  |  |
| Interact appropriately with staff/faculty |  |  |  |  |  |
| Relate/connect appropriately with students |  |  |  |  |  |
| Communicate ideas effectively in writing |  |  |  |  |  |
| Communicate ideas effectively orally |  |  |  |  |  |
| Analyze and synthesize data |  |  |  |  |  |
| Act in a professional manner |  |  |  |  |  |
| Interacts respectfully with all students |  |  |  |  |  |
| Demonstrates professional conduct informed by legal and ethical responsibilities |  |  |  |  |  |
| Ability to reflect on teaching. |  |  |  |  |  |
| Prepared for each practicum opportunity |  |  |  |  |  |
| Ready to work with students, parents, and clinic personnel |  |  |  |  |  |

**COMMENTS:**

**Post Observation Conference:**

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| **Strengths** | **Needs** |
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**Observation Acknowledgement: Observation Number** **1** **2** **3**

I acknowledge that I have reviewed the observation evaluation with my field supervisor and site supervisor as applicable.

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**Candidate Signature** **Date**

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**Field Supervisor Signature** **Date**

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**Site Supervisor Signature** **Date**

**Practicum Evaluation:** To be completed after final observation.

* I recommend that upon completion of the semester that UHCL should **recommend** the above educator candidate for certification.
* I recommend that upon completion of the semester that UHCL should **NOT** recommend the above educator candidate for certification. Explanation and documentation of evidence must be included for this selection.

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**Field Supervisor Signature                 Date**

* I recommend that upon completion of the semester that UHCL should **recommend** the above educator candidate for certification.
* I do not recommend that upon completion of the semester that UHCL should **NOT** recommend the above educator candidate for certification. Explanation and documentation of evidence must be included for this selection.

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**Site Supervisor Signature                   Date**

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**Candidate Signature** **Date**

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