



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

**MEd, Educational Leadership  
&  
Principal Certification  
Handbook**

WEST COLLEGE OF EDUCATION

DEPARTMENT OF GRADUATE & ADULT EDUCATION

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## Introduction

Welcome to the Educational Leadership program! As faculty we look forward to meeting you and to your participation in our classes. We are committed to facilitating your growth in the knowledge and skills needed to become a competent school leader. Plus, we hope that as you pursue your Master's degree, you will enjoy the experience shared with your colleagues, your fellow candidates.

This handbook outlines MEd in Educational Leadership and Principal Certification programs. However, the MSU Texas Graduate Catalog is the final authority regarding degree and course requirements. This handbook is not designed to replace the graduate catalog and it is the candidate's responsibility to become familiar with the Graduate Catalog.

## MSU Texas Mission and Values

Midwestern State University (MSU Texas) is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, MSU Texas prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

## MSU Texas Values

On September 28-29, 2021, 109 members of MSU Texas – students, faculty, staff and community – gathered to identify the core values that unite us. The details of these values can be found on the [MSU Texas Values Journey website](#) and are broadly:

- People-Centered
- Community
- Integrity
- Visionary
- Connections

## West College of Education Mission and Values

The mission of the Gordon T. & Ellen West College of Education (WCOE), a community of learners, is to prepare successful, reflective professionals through the use of best practice. Although the WCOE has its roots in the preparation of teachers, principals, and school counselors, we also seek to prepare individuals who want to work as dyslexia specialists, reading specialists, educational diagnosticians, superintendents, general counselors, human resources specialists, training and development specialists, and professionals in sports and leisure studies.

## WCOE Philosophy and Values

The WCOE believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self-contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society. They are caring and devoted to our mission and philosophy. Whether you seek a career in education or any of the other fields

that share our college, we want you to walk away with the knowledge, experience, and confidence to step into a role as a leader in your field

### Mission Statement for MEd, Educational Leadership

The mission of the Master of Education degree with a major in Educational Leadership is to prepare candidates to lead their schools and communities in creating spaces for all students to be successful.

### Department of Educational Leadership Statement of Expectations

Educational Leadership programs provide a high level of training and supervising the development of pre-service principals, assistant principals, and other school leaders. Faculty must evaluate candidates based on their academic, professional, and personal qualities. A candidate's progress in the program may be interrupted for failure to comply with academic standards or if a candidate's interpersonal or emotional status interferes with being able to meet the demands of a school leader. To ensure proper training, the leader-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character.

Educational Leadership program is accredited by the Texas Education Agency (TEA) and the Southern Association of Colleges (SACS). In addition, WCOE is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### Principal as Instructional Leader Program Mission Statement

The Principal Certification program is designed to prepare candidates for principal certification in Texas, and has the same objectives listed above. Candidates will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Candidates who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the TExES examination, PASL portfolio and two years of teaching experience.

### Program Objectives

The Master of Education degree with a major in Educational Leadership is designed for the practicing teacher to build professional knowledge and practical skills. Completion of degree requirements will allow the candidate to become certified as a Principal. As a candidate of the program you will:

- Apply what you learn through meaningful practicum experiences.
- Be up to date with the literature of the field and evidence-based practices.
- Understand the issues, trends, and research that influence contemporary education.
- Examine your own leadership practices and develop plans for continued growth.

The Master of Education degree with a major in Educational Leadership prepares candidates for school leadership roles. The program provides opportunities for candidates to learn and apply knowledge, skills, and dispositions set forth in both the [National Educational Leadership Preparation](#) (NELP) standards as well as the [Texas Principal as Instructional Leader](#) standards.

### Texas Administrative Code Educators' Code of Ethics

Faculty, candidates, and staff must adhere to the Educators' Code of Ethics as found in 19 TAC §247.2 of the Texas Administrative Code. These standards cover 1) professional ethical conduct, practices, and performance, 2) ethical conduct toward professional colleagues, and 3) ethical conduct toward students.

All faculty, candidates and staff must understand, acknowledge, and adhere to the [Code of Ethics and Standard Practices for Texas Educators](#). A copy of the standards is available upon request.

### Program Code of Ethics

WCOE its faculty, and its candidates adhere to the [Ethics Policy for Employees of MSU Texas \(OP 52.20\)](#) and the State of Texas licensure laws and regulations. The program has a professional responsibility to ensure that all candidates display ethical, professional, and personal behaviors that comply with these guidelines. For further information about MSU Texas' procedures regarding candidate ethics and conduct, please consult the [MSU Texas Student Handbook 2022-2023](#).

The Educational Leadership Department, its faculty, and its candidates adhere to the [Ethics Policy for Employees of Midwestern State University \(OP 52.20\)](#) and the State of Texas licensure laws and regulations. The program has a professional responsibility to ensure that all candidates display ethical, professional, and personal behaviors that comply with these guidelines.

For further information about MSU Texas' procedures regarding candidate ethics and conduct, please consult the [Midwestern State University Student Handbook 2022-2023](#).

## Diversity, Equity and Inclusion Statement

MSU Texas and WCOE are committed to:

A strong institutional environment of diversity, equity, and inclusion fuels creativity, scholarship, respect, innovation, and social justice – all values of our core liberal arts principles and identity. It is our belief that our path of excellence towards teaching and service can be completely fulfilled only with a strong plan and transformational environment that values and supports diversity, seeks to achieve equity, reflects multiculturalism, and promotes inclusion and social justice at all levels.

We strive to create an environment that celebrates differences, respects diversity, provides equity for opportunities, and fulfills the potential of everyone.

### Values:

- We commit to diversity in its myriad of expressions.
- We pledge to welcome our differences in an environment of civility and respect.
- We offer an environment of belonging for all.
- We commit to eliminate discrimination, bias, and harassment at MSU Texas.
- We believe in inclusive cross-cultural understanding and intercultural engagement.
- We adopt curiosity, civility, and multi-cultural approaches as guiding principles.
- We strive to be an agent of change for our external community.

## Disability Support Services

Any student who feels that they may need accommodations due to the impact of a disability should consult Disability Support Services at (940) 397-4140 or <https://msutexas.edu/student-life/disability/>.

## Core Program Faculty

The following are core faculty associated with the Educational Leadership Program:

### **Dr. Stephanie Zamora Robles (Program & Clinical Coordinator/Academic Advisor)**

- Degree: Ed.D. from UNT
- Primary Courses Taught: Leadership in School Change, Supervising Instruction and Staff Development, Instructional Improvement and Staff Development, School Law and Personnel, Understanding P-12 School Law, and Practicum
- Office Phone: (940) 397-8984
- Email: [stephanie.robles@msutexas.edu](mailto:stephanie.robles@msutexas.edu)

### **Dr. Kym Acuna (Chair)**

- Degree: Ed.D. from Pepperdine University
- Primary Courses Taught: Introduction to Leadership, Leadership and Communication Processes, Community Politics and Public Relations, Curriculum Supervision for School Leaders, Building School Communities for Diverse Learners, and Practicum
- Office Phone: (940) 397-6200
- Email: [kym.acuna@msutexas.edu](mailto:kym.acuna@msutexas.edu)

### **Dr. Matthew Capps (Faculty)**

- Degree: Ph.D. from Texas A&M University
- Primary Courses Taught: Introduction to Education Research, Applied Educational Research
- Office Phone: (940) 397-4138
- Email: [matthew.capps@msutexas.edu](mailto:matthew.capps@msutexas.edu)

NOTE: The Program Coordinator's defined duties include: (1) oversight of the program's mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination of the candidate admission process, (5) oversight and modifications to the program's organizational policies and procedures, (6) management of the program website and marketing materials, (7) oversight of accreditation and licensure standards, and (8) representation of the program to non-program faculty, staff, administration and prospective candidates.

NOTE: The Clinical Coordinator's/University Supervisor's defined duties include: (1) oversight of the program's practicum and internship candidate application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

## **Educational Leadership Advisory Council**

The Educational Leadership (EDLE) Advisory Council chaired by the Educational Leadership program coordinator assists in the design, delivery, evaluation, and major policy decisions of the Educational Leadership preparation programs. Membership is comprised of administrators, both at P-12 school and district levels, the director of educator preparation (TEA), certification officer, accreditation specialist, department chair, and dean of the WCOE. The council meets regularly at least two times per year.

### **EDLE Roles and Responsibilities**

- Advise, review, evaluate, recommend and co-construct policies and procedures related to the evaluation and continuous improvement of the EDLE program including: program

evaluation/satisfaction, key assessments, student recruitment, student quality, and program impact on student learning leading to initial or advanced certification.

- Review and vote on applicant admissions to EDLE certification programs (2 to 4 times per year).
- Advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of EDLE program graduate students in field and/or clinical experiences.
- Identify and address issues and concerns related to EDLE graduate and program quality and capacity, continuous improvement, and field-based/clinical experiences.
- Review qualifications for university supervisors and site supervisors/mentors who either host or supervise candidates seeking advanced certification along with data related to candidates' evaluations of university supervisors and site supervisors/mentors to ensure highly qualified practitioners.
- In this capacity, EDLE may make recommendations in areas above for approval by WCOE College Council. University level changes must also be approved by MSU Texas Graduate Council and/or MSU Texas Academic Council, Board of Regents, Texas Higher Educational Coordinating Board (THECB), and Southern Association of Schools – Commission on Colleges (SACS-COC).

## Admission

All students seeking admission to graduate programs in the WCOE must meet 1) MSU Texas requirements, 2) WCOE requirements, 3) and specific academic program requirements. For a prospective candidate to be considered for admission to the Principal as Instructional Leader preparation program candidates must be accepted to the MSU Texas graduate level Educational Leadership program, and also must satisfy the Educator Preparation Program (EPP) admission requirements.

## Graduate Program Application Procedures

- Complete an application online by visiting [www.applytexas.org](http://www.applytexas.org) before the set deadlines.
- Pay application fee - \$50 for both domestic and international applicants.
- Submit the following to [admissions@msutexas.edu](mailto:admissions@msutexas.edu):
  - A [departmental application](#),
  - official transcripts,
  - an [Advanced Program Application](#),
  - active Teacher Certificate,
  - Service Record with 2 years of service\*,
  - WCOE Application Essay (prompt is sent upon receipt of application), and
  - Interview.
- International students who do not already hold a SBEC approved certification must take the TOEFL and IELTS, which test proficiency of the English language unless the prospective candidate has already been issued a Texas State Board of Education Certificate. Please allow at least 1 month for official scores to be received by the Graduate School.

\*Service Records can be requested from the school district human resources where the prospective candidate has been employed. Alternatively, a candidate may complete program requirements, but will not be eligible for certification testing until they have completed two (2) years of experience as a certified teacher.



Once an application file is complete, a review will be sent to the graduate coordinator for consideration. The Graduate Dean reviews all admission decisions and sends formal notification to each student. For questions about the process, prospective candidates may contact the MSU Texas Graduate School at 940-397-4920.

A prospective candidate must complete a FAFSA for consideration of financial aid (<https://fafsa.ed.gov>). For assistance filling out the form, contact the MSU Texas Financial Aid Office <https://msutexas.edu/finaid/>.

## Principal as Instructional Leader Admission and Screening Procedures

In addition to the above requirements, the prospective candidates must provide the following evidence to be screened before being considered for admission to the Principal as Instructional Leader EPP:

1. EPP application on file;
2. bachelor's degree with a GPA of 2.75 from an accredited university or a master's degree with a GPA of 2.75 from an accredited university;
3. standard Teacher Certificate or equivalent;
4. additionally, successful advisory council screening on selected criteria;
5. a written essay with a minimum score of 10;
6. interview with a minimum score of 12;
7. signed adherence to the Educator Code of Ethics; and
8. signed acknowledgement of state of Texas criminal background check requirements.

Prospective candidates are notified of formal admission and of formal acceptance date in writing upon approval from the EDLE Advisory Council. Candidate must accept the offer of formal admission in writing before formal admission can be finalized per 19 TAC §227.17

## Prior Coursework and Experience

As an Educator Preparation Program (EPP) in the state of Texas, WCOE reserves the right to verify the equivalency of coursework and training received by prospective candidates for any program requirements. Prospective candidates must provide documentation of prior academic coursework and/or relevant training (such as, transcripts and certifications) with their application portfolio during the process of admission to the EPP. Teaching experience without certification will not count toward certification or toward coursework after admission into EPP.

## MILITARY SERVICE MEMBERS AND VETERANS

Per Title 19 TAC §228.35(a)(5)(A) military service members or military veteran candidates may receive course credit for verified military service, training or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

## NON-MILITARY SERVICE MEMBERS

Per Title 19 TAC §228.35(a)(5)(B), teacher candidates admitted into WCOE EPP who are not military service members or military veterans may substitute prior or ongoing service, training, or education provided that the experience, education, or training is not also counted as a part of an internship, clinical teaching, or

practicum requirement. Training or education sought to be substitutes for WCOE coursework must be provided by an approved EPP or an accredited institution of higher education within the past five years, and must be directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

### EVALUATION OF OUT-OF-COUNTRY CREDIT

Pursuant to 19 TAC §227.10(f), applicants with credentials earned outside the United States must have their credit evaluated by an accrediting organization recognized by Texas Higher Education Coordinating Board (THECB) to determine equivalency to the standards specified in code. More details can be found on [TEA's Certification Based on Credentials from Another Country website](#).

### International Students/English Proficiency

Undergraduate and graduate-level candidates should contact the [Global Education Office](#) for the necessary requirements for admission to MSU Texas.

International candidates must be able to communicate, listen, read, write and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

- Completion of an undergraduate or graduate degree at an accredited institution in the United States.
- Verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading and 21 for writing
- If an undergraduate or graduate degree was earned at an institution in a country outside of the United States listed in Figure: [19 TAC §230.11\(b\)\(5\)\(C\)](#).

An educator who has received a State Board for Educator Certification (SBEC) - issued standard certificate shall not be required to demonstrate English language proficiency as prescribed above for the purposes of admission into the EPP to obtain additional SBEC-issued certifications.

## Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks

### Condition of Certification

As required by Texas Occupations Code (TOC), Section 53.152, candidates should be aware that an individual who has been convicted of any offense, in any state, may be denied an initial or advanced certificate. By completing the admission process into an initial or advanced program, each individual is aware that even after completion of a degree, if at any point that individual was convicted of any crime, of any degree, he/she may still graduate from the program but may be denied a certificate by the State Board of Educator Certification.

### Criminal Background Checks

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

## Preliminary Checks

All candidates enrolled in an educator preparation program are eligible to request a Preliminary Criminal History Evaluation. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. Information on Preliminary Criminal History Evaluations can be found on the [TEA Texas Education Agency website](#).

## Entrance to Public Schools

Candidates are required to complete a criminal background check for entrance into public schools. There is variation in the degree of background checks across school districts. These background checks may take as many as 3 weeks to complete before a candidate may enter a public-school classroom. It is at the discretion of the district, not the EPP, as to how, when, and where these background checks are conducted. In addition, a school district reserves the right to deny entry to any person, regardless of the result of the background check.

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## Reporting Suspicion or Incidence of Child Abuse

Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Candidates should report abuse to the building administrator, WCOE school-based educator, and the Texas Abuse Hotline:

- By Phone: (1-800-252-5400), or
- Online: [https://www.dfps.state.tx.us/Contact\\_us/report\\_abuse.asp](https://www.dfps.state.tx.us/Contact_us/report_abuse.asp)

Candidate are required to complete the Protection of Minor Children Training prior to clinical experiences with minor children.

## Graduate Student Academic Performance Standards/Grading System

WCOE follows the guidelines for Academic Performance in the [MSU Texas Graduate Catalog](#).

## Professional Organizations and Candidate Involvement

The Educational Leadership Program strongly encourages candidates to learn about and become involved in leadership-related professional organizations. Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the school administration profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the school administration profession

In particular, the Program encourages candidate membership and involvement in the following three professional organizations:

**[National Association of Elementary School Principals \(NAESP\)](#), or **[National Association of Secondary School Principals \(NASSP\)](#)****

NAESP is the professional organization that serves elementary and middle school principals. This organization supports school improvement efforts in various ways. It conducts an Annual Conference & Expo, runs a national mentor training and certification program, offers webinars and online learning programs, and publishes *Principal*, a bimonthly publication to keep elementary and middle school principals informed.

NASSP represents middle level and high school principals nationally and internationally. It supports research and provides professional learning experiences to strengthen school leadership practices. Among the many resources they offer is the magazine, *Principal Leadership*, which offers cutting edge ideas for improving schools. Another resource, *School Leader's Review* is a podcast series where principals discuss important issues in school leadership. NASSP also administers the National Honor Society to recognize outstanding high school students. Parallel programs are the National Junior Honor Society and the National Elementary Honor Society.

**[Association for Supervision and Curriculum Development \(ASCD\)](#)**

ASCD is a world leader in developing and providing innovative resources to support the school community and classroom. They advocate a whole child approach to get away from the previous narrowly defined academic achievement and instead to focus on the full personal, social, health as well as the academic development of each child. They also provide resources for the learning and growth of educators. ASCD is active in recruiting and training advocates to have a voice in policy decisions at the state and national levels.

## Course Registration Information (Online)

MSU Texas Registrar's office will publish an academic calendar each year which notes when registration opens for each term. Register through the MSU Texas Portal. Follow the detailed Web Registration Instructions on the Registrar's website.

**For registration assistance, please call the Registrar's office at (940) 397-4321.**

**For billing assistance, please call the Business office at (940) 397-4101.**

## Program Curriculum Overview

### Transition Points for Principal (as Instructional Leader) Certification

<b>ADMISSION</b>	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
an application on file (forms available in Graduate School Office)	Application, Service Record, Teaching Certificate	✓	✓
Bachelor's degree and standard Texas Teacher Certificate or equivalent;	GPA of 2.75	✓	✓
Grade point average of 2.75 in prior degree or 2.75 in last 60 hours of coursework		✓	✓
Successful committee screening on selected criteria.	Graduate Essay with a score of 10 or better Prospective Candidate Interview with a score of 12 or better	✓	✓
Approval of Educational Leadership APAC		✓	✓
Criminal Records – Right to Preliminary Background Check	Signed policy acknowledgement submitted with admission acceptance to Tk20	✓	✓
Code of Ethics and Standard Practices for Texas Educators	Signed acknowledgement and agreement to abide by the code submitted with admission acceptance to Tk20	✓	✓
<b>ORIENTATION</b>	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
WCOE Educational Leadership Handbook	Signed Handbook Acknowledgement submitted to Tk20	✓	✓
Dyslexia Training	Certificate of Completion submitted to Tk20	✓	✓
Mental Health Texas Behavior Support Initiative Training	Certificate of Completion submitted to Tk20	✓	✓
Substance Abuse Training	Certificate of Completion submitted to Tk20	✓	✓
Youth Suicide Training	Certificate of Completion submitted to Tk20	✓	✓
Criminal Records – Right to Preliminary Background Check	Reaffirmation of understanding submitted to D2L	✓	✓
Privacy and Confidentiality Pledge	Privacy Pledge Quiz (100%)	✓	✓
Educator Code of Ethics	Ethics Quiz (100%)	✓	✓
Child Abuse and Neglect Reporting	Child Abuse and Neglect Reporting Quiz (100%)	✓	✓
Human Trafficking	Human Trafficking Quiz (100%)		✓
<b>COURSES (@ indicates Core Course)</b>	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
@EDLE 5603 Introduction to Leadership	Professional Growth Plan Assessment (80% Proficient)	#	#
@EDLE 5623 School Law and Personnel	Human Resources Legal Plan and Case Studies Assessment (80% Proficient)	#	#
@EDLE 5593 Leadership and Communication Processes	Speech to Stakeholders Assessment (80% Proficient)	*	*
@EDLE 5643 School Business Management	School Finance Project Assessment (80% Proficient)	#	#
@EDLE 5693 Graduate Practicum in Educational Leadership	Curriculum Map Assessment (80% Proficient) School Visioning Assessment (80% Proficient) Equity Walk Assessment (80% Proficient) Practicum Evaluation Assessment (80% Proficient)	# # * *	# # * *

<b>COURSES</b> (@ indicates Core Course)	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
@EDLE 5683 Instructional Improvement and Staff Development	Walkthrough and Observation Feedback Assessment (80% Proficient)	#	#
	Professional Development Innovation Configuration Map Assessment (80% Proficient)	#	#
	Instructional Improvement and Professional Development Plan Assessment (80% Proficient)	*	*
EDLE 5673 Leadership in School Change			
EDUC 5053 Introduction to Educational Research			
EDUC 6753 Applied Educational Research			
EDLE 5583 Curricular Supervision for School Leaders			
EDLE 5653 Building School Communities for Diverse Learners			
EDLE 5663 Community Politics and Public Relations			
<b>PRACTICUM</b>	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
1. <u>Candidate Info and Site Supervisor Qualification Form (CISSQ) distributed.</u>	<b>Accreditation Specialist</b> distributes training to site supervisors and monitors completion of training within the three-week timeline.	✓	✓
2. <u>Program Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp and certified in field)</u>	<b>Accreditation Specialist</b> tracks receipt of CISSQ documentation, verifies site supervisor qualifications and uploads to assessment system.	✓	✓
3. <u>15-week practicum placement</u>	Candidate documents 160 practicum hours tied to Texas Principal Certification Standards 1 observation in each 3rd of practicum first contact, pre-conference, observation, post-conference with substantive feedback Signatures of candidate, site supervisor, and university supervisor Completed time logs	✓	✓
4. <u>Site Supervisor completes summative evaluation of candidate</u>	WCOE Practicum Evaluation (80% Proficient + Recommended)	*	*
5. <u>University Supervisor completes summative evaluation of candidate</u>	WCOE Practicum Evaluation (80% Proficient + Recommended)	*	*
6. <u>Pass Practice Test with at least 80% in each competency and 10 hours of practice</u>	Certify Teacher Principal as Instructional Leader Practice Test (80% Proficiency)	#	#
<b>RECOMMENDATION FOR CERTIFICATION</b>	<b>Key Assessment or Activity</b>	<b>CAEP</b>	<b>TEA</b>
7. <u>Passing score on the Texas Principal as Instructional Leader Exam (268)</u>	Assessment of Content and Professional Knowledge (Score of 240)	#	#
8. <u>Passing score on Performance Assessment for School Leaders (PASL) Portfolio</u>	Performance Assessment (Score of 42)	*	*

RECOMMENDATION FOR CERTIFICATION	Key Assessment or Activity	CAEP	TEA
9. <u>Satisfactory Practicum</u>	Earn grade of at least a 'C'	*	*
10. <u>Apply to State Board for Educator Certification</u>	Application for certification is made by applying online at <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a> .	✓	✓
11. <u>State review</u>	Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.	✓	✓
POST GRADUATION	Key Assessment or Activity	CAEP	TEA
12. <u>Satisfaction of employer</u>	Survey emailed for first 3 years of employment in field of certification	✓	
13. <u>Satisfaction of completer</u>	Survey emailed for first 3 years of employment in field of certification	✓	

\*Performance/Skill Assessment

#Knowledge Assessment

✓Accreditation Requirement

@Core classes for certification: all concentrations and certification-only program contain these courses.

## Practicum Guidelines

The Practicum requirements of the program require considerable time management to acquire 160 hours required by TEA. Practicum is defined as “Structured, field-based training.” Practicum hours will occur during EDLE 5693 (Graduate Practicum in Educational Leadership).

It is necessary for candidates to:

- Complete and log 160 hours of field-based experience tied to Texas Principal Certification Standards.
- Complete required key assessments within the practicum.
- Complete 3 observations and a written reflection with each.

The Practicum must be taken in the last long semester that a candidate is enrolled. It may be taken simultaneously with another course.

## School-Based Educator Information

### Approval of Mentors/Placements

The candidate must complete 160 clock hours of practicum in a TEA accredited school. The semester before practicum is taken, the university supervisor and the cooperating school will collaborate to assign the MSU Texas Practicum Candidate mentor who will serve as the site supervisor. This person must have a Principal Certification and have practiced for a minimum of three years. Candidate will be assigned a University Supervisor who will conduct 3 observations during Practicum.

### Training

Each mentor will be provided training covering the contents of the handbook as well as training for the performance evaluations completed during the semester. This web-based training will occur within three weeks of the beginning of placement. All mentors are required to verify the training; documentation of

training will be placed in candidate's file. Professional development will also be provided throughout the semester by the university supervisor as needed.

### Mentor Expectations

Mentors are expected to provide a wide range of experiences directly related to the educational leadership standards and to provide frequent and systematic feedback. In addition, the mentor will help monitor progress by examining and approving the candidate's practicum hours and discussing the standards. The mentor will indicate, virtually, that they can verify the candidates work and subsequent discussion.

- **Guiding the field experience:** the mentor will work closely with the candidate to provide experiences that build on the skills previously learned and will provide the appropriate supervision for the task (e.g., test administration, report writing).
- **Giving feedback to the candidate:** informal feedback will occur throughout the semester as well as formal feedback via the practicum evaluation.

### Practicum Evaluation

Practicum experiences: Candidates will receive extensive field experiences which encompass each of the [six Texas Principal Certification Standards](#). Candidates are required to document 160 hours of experience using the Texas Principal Standards as a guide for each experience. By the end of Practicum, candidates must have activities logged into Tk20 meeting each Texas Educational Standard. This is in addition to the hands-on experience you will gain from the other courses and will ensure your competency and confidence as an educational leader. Texas Principal Certification Standards include:

- Domain I: School Culture (School and Community Leadership)
- Domain II: Leading Learning (Instructional Leadership/Teaching and Learning)
- Domain III: Human Capital (Human Resource Management)
- Domain IV: Executive Leadership (Communication and Organizational Management)
- Domain V: Strategic Operations (Alignment and Resource Allocation)
- Domain VI: Ethics, Equity, and Diversity

All 160 hours must be submitted into Tk20 and approved by mentor for candidate to receive credit for the Practicum course. Since this is a TEA requirement, no exceptions will be made.

### Completion of Practicum

Faculty reserve the professional responsibility to guarantee that graduates meet the minimum level of competency required to be an instructional leader/administrator. As such, a candidate may be required to take additional practicum hours to improve skills.

Documentation of Practicum Log, On-site Evaluation, and Summary will be placed in candidates' permanent records for use in replying to requests for references and licensure/accreditation audits.

### WCOE Certification Exam Testing Policy

The following steps are required before a candidate is permitted to take certification exams.

- Take initial practice exam (Certify Teacher).
- If the candidate scores less than 80% in each domain and competency, they must complete study tracker program in Certify Teacher. Once study tracker program is



- completed, candidate must retake practice exam.
- If the second practice exam is less than 80% in each domain and competency, the candidate must repeat the process until 80% is reached in each domain and competency.
  - Candidates must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.
  - Once students met the requirements above and would like to be released for testing, please complete the following [form](#).

Upon completion of the form, you will be notified within 24-48 hours of your ability to schedule your certification exam. Please view the following [document](#) for assistance creating your testing account, registering for your exam, and scheduling your exam.

For students who are not successful in passing their certification exams, the following requirements must be met before the student will be allowed to repeat the exam.

- Complete a practice exam-Certify Teacher.
- If the student scores less than 80% in each domain and competency, complete study tracker program in Certify Teacher. Once study tracker program is completed, retake practice exam.
- If the second practice exam is less than 80% in each domain and competency, repeat the process until 80% is reached in each domain and competency.
- Students must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 hours in Certify Teacher.

Work with an assigned professor on test readiness and exam preparation. The Certification Officer will assign a professor to work with the candidate. Please email Kayla Meaders at [kayla.meaders@msutexas.edu](mailto:kayla.meaders@msutexas.edu) for instructions on this step of the protocol. The assigned professor will decide what course of action you must complete before letting the Certification Officer know that you are ready to retest.

### Faculty Test Tutoring/Guided Training Expectation

To help candidates prepare for a certification test that they have already failed (or that the test has changed since the candidate completed), a faculty member (tutor) will be assigned to work with that candidate on test preparation skills and content area. This will take the form of tutoring or guided training. Once a candidate is assigned, the candidate must contact the faculty member to set a time to meet with them. The tutoring is in addition to any courses or training modules that are indicated for the student.

The tutor should meet with the candidate in person or virtually (e.g. via Zoom) for the content and test preparation. The following are suggestions for tutoring that have been very successful:

- Look at the areas in which candidate received less than 70% at the competency level on the failed test (or on the practice test if it is a candidate that needs tutoring because the standards changed or five years have passed since completing the program)
- Work on each competency using an inquiry approach using test question examples.
- Unpack each question.
- Ask candidate to read the prompt and then ask them to highlight the keywords.
- Make sure they know what the key words mean
- Read through each answer choice and force the candidate to say yes, no, or maybe if they believe the choice could be the answer. Ask them why.
- Have the candidate eliminate all but two answers.
- As you work through the answers with the candidate, identify content knowledge that may be lacking.
- Study the identified needed content knowledge with the candidate.
- If test anxiety is identified by the candidate as one of the factors contributing to problems with the test, provide and discuss strategies to address test anxiety. There are resources for this in the Counseling Center. You can contact Pam Midget to obtain the resources.
- Consider spending about an hour on each identified competency. Tutoring will probably need to be divided into 45-minute to one-hour sessions.
- Keep in mind that if there are not enough released test questions for a competency, you might need to find more questions or create some on your own.
- After you have completed tutoring with the candidate, have them retake the Certify Teacher practice test or a TExES content test. If they pass all competencies with at least and 80%, let the Certification Officer know that they candidate has completed tutoring. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.
- For Constructed Response questions:
  - Have candidates read through the question and highlight key words. Ensure they understand the key words.
  - Have candidate write a construct response.
  - Assess candidate's response using the rubric.
  - Discuss with the candidate why they received the rubric score for each criterion.
  - Help candidate reshape the structured response so that it would receive a 4 on each criterion.

The guided training modules are self-paced and specifically designed to assist the candidate to increase their conceptual understanding.

- The faculty member will assess the TExES results and design a study plan that addresses any competency that the candidate scores below 80%.
- The candidate will be provided a study plan that will focus on those deficits.
- The self-paced modules include graphic organizers, note-taking strategies, practice mini-quizzes, and open-ended responses to help them accommodate the content.
- The modules will unpack the content into small chunks and allow immediate feedback with the mini-quizzes.
- Each module open-ended assignments and graphic organizers will be shared through google drive with the faculty member for more in-depth feedback.

- After the candidate has completed the modules, they will take a TExES content test. If the candidate passes all competencies with at least and 80%, the faculty member will let the Certification Officer know that they candidate has completed the test preparation. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.

### Principal Certification Returning Finishers

If a principal certification candidate is seeking test approval and the standards and/or test has changed since the candidate completed the teacher certification program at MSU Texas, the candidate will be required to:

- Repeat the WCOE certification exam testing [policy](#) (above);
- Be assigned to and work with WCOE faculty member(s);
- Complete up to an additional 15 hours of coursework from MSU Texas and/or MSU Texas training modules before test approval; and
- If a candidate has returned to MSU Texas after a period of five or more years following the academic year of program completion, and the candidate is seeking test or retest approval for teacher certification, the candidate must complete an additional 18 hours of coursework from MSU Texas before test approval.

### Professional Fitness Policy

Admitted candidates (teacher, educational diagnostician, school counseling, principal and superintendent) are expected to meet specified non-academic standards that are necessary to be competent teachers. The intent is to ensure that the candidates recommended for certification are able to effectively and independently carry out the duties for which they are being prepared. The fitness criteria include personality characteristics, responsibility characteristics, communication skills, social relationships, and commitment to the teaching profession. Students who have been identified with a demonstrable discrepancy by one or more professors or cooperating teachers will meet with the Fitness Alert Committee to discuss options and develop a growth plan. The Fitness Alert Committee consists of five faculty members in the West College of Education appointed by a department chair. Failure to make satisfactory progress on the growth plan may result in denied admission to clinical teaching or removal from the program. In extreme cases, the student may be immediately removed. More details can be found in the Fitness for Teaching Profession and Counseling Out of Program Procedures outlined in the [West College of Education Professional Fitness Policy](#).

### Counseling Out Procedure

Candidates who have multiple Fitness Alerts/concerns forwarded to a department chair, certification officer or dean may receive counseling regarding the appropriateness of the teaching/education profession. WCOE concerns may be based upon the knowledge, skills and/or disposition outlined in syllabi and the conceptual framework, but may also include engagement in the profession. WCOE is ultimately responsible for the performance of its completers and reserves the right to determine who is identified as a WCOE teacher/educator professional.

## WCOE Complaint Process Complaints

Pursuant to 19 TAC §228.70 WCOE has adopted a complaint procedure for timely resolution of complaints before a complaint is filed with TEA. The details can be found on the website as well as posted on the bulletins of each level of Bridwell Hall at MSU Texas. For information on how to file a complaint to TEA please send inquiries to [collegeofed@msutexas.edu](mailto:collegeofed@msutexas.edu).

Review the policy here: <https://msutexas.edu/academics/education/wcoe-complaint-policy.pdf>