

**Educational Leadership**

**Program Handbook:**

***Master of Education Program***

**Certification Track:**

***TechLEAD and Principal Fellows***

**Last modified: August 1, 2021**

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**Program Mission**

The Educational Leadership (EDLD) Program offers a Master of Education degree and administrator certification that prepares individuals to serve in a variety of administrative leadership positions in EC-12 schools and school districts. The mission of this program is to graduate certified aspiring leaders with the necessary knowledge and skills to lead in diverse schools with equitable leadership and the ability to further educational goals of a master’s degree.

# **Program Purpose**

Our experienced faculty will facilitate and guide in developing a solid skill set by providing an online curriculum that is aligned with the new Texas principal standards and competencies. Through our certification program, the student will ascertain deep understanding of these standards and competencies through substantial field experience opportunities. These experiences will assist as the candidate prepares for the TExES 268 Principal as Instructional Leader certification examination and the Performance Assessment for School Leaders (PASL 368) tasks.

Graduates of the Master of Educational Leadership are education-focused instructional leaders interested in being prepared for careers as elementary or secondary curriculum and instructional leadership, assistant principals, or principals at a campus. District level positions may also be obtained in curriculum and instruction or leadership.

# **Program Student Learning Outcomes**

The three different tracks within the Master of Educational Leadership Program develop students who will be able to:

* Apply ethical leadership practice for a shared vision and culture of high expectations for all staff and students (Domain I)
* Apply instructional leadership skills to improve the quality and effectiveness of instruction in a school/campus for all students (Domain II)
* Develop human capital by aligning data to professional learning and utilizing instructional coaching to improve teaching and student mastery (Domain III)
* Identify a problem of practice in educational leadership that is driven by data and internal and external stakeholder input through effective communication strategies (Domain IV)
* Utilize root cause analysis and quarterly SMART goals to progress monitor instruction lead learning for teachers and strategically access needed resources (Domain V)
* Apply instructional leadership skills and implement systems in real school settings that promote equitable instruction and high expectations for all stakeholders (Domain VI)

# **Programs of Study within the Master of Education in Leadership**

The Master of Education degree in Educational Leadership encompasses one non-certification program in policy and two principal-track programs that includes TechLead and Principal Fellows. Both programs prepare graduates for Texas principal certification by developing skills to successfully complete the certification examinations (TExES 268 and PASL 368) and to become Principals in EC-12 schools. The programs include the same coursework but differ in the internship process.

**TechLEAD**

TechLEAD is a Master of Education in Educational Leadership and a Principal Professional Certification Preparation Program designed for working teachers interested in pursuing careers as EC-12 school principals in Texas. The TechLEAD program is an online virtual 36-hour, two-year program focusing on (a) instructional coaching, (b) strong use of student and teacher data for progress monitoring, (c) the use of data to effectively lead Professional Learning Communities (PLCs), (d) social justice and equity, and (e) advancing leadership through the Texas-Teacher Evaluation and Support System (T-TESS), the Texas-Principal Evaluation and Support System (T-PESS), and Advancing Educational Leadership (AEL). The program also utilizes the Texas Education Agency’s Effective Schools Framework model for leading improvement.

The internship assists the TechLEAD candidate in meeting the requirements for Texas principal certification. During the second year in the program, all candidates are required to register for a two-semester internship (EDLD 5392 Principal Internship in Education) with EDLD 5392 Part I in the fall semester and EDLD 5392 Part II in the spring semester. During the internship, a site supervisor (i.e. principal or administrative representative with current principal certification) in collaboration with the university instructor/field supervisor will monitor the candidate’s progression of proficiency with the internship requirements including 110 hours of field activities with 24 hours of shadowing site supervisor. The EDLD 5392 assignments are designed to prepare the candidate to successfully master the TExES 268 certification test framework. Additionally, the site supervisor will assist the candidate by facilitating the approval process to complete three PASL 368 tasks on the campus. The internship field hours will be the responsibility of the candidate by observing, participating, or leading during regular contract hours, provided flex-hours by the site supervisor, or extended hours. The EDLD 5392 university instructor/field supervisor will prepare, guide, and support the candidates for the TExES 268 certification examination with test preparation and training in the six principal domains, eleven competencies, and descriptive statements of knowledge/skills. Additionally, the instructor will coach the candidates to master and apply the PASL 368 rubric to facilitate the completion of the required tasks. Moreover, the university instructor/field supervisor will schedule with each candidate a POP Cycle (i.e., pre-observation conference, onsite visit, and post-observation conference) for a minimum of two times a semester during the internship to monitor the candidate’s progression of proficiency with internship, and requirements for principal certification.

The goal of TechLEAD is to prepare effective and engaged instructional leaders who are knowledgeable, highly skilled and committed to building learning communities that serve and advocate for students with diverse abilities and backgrounds. All EDLD courses are taught by faculty and instructors who are former and/or current EC-12 school leaders.

## Principal Fellows

The Principal Fellows Program provides a Master of Educational Leadership and Principal Professional Certification Program designed as a Residency in Practice. This program is specifically designed for districts who have a partnership formed with Texas Tech’s College of Education. The Principal Fellows Program is an online virtual 36-hour, 15-month program for a school district’s selected aspiring leaders who are assigned to administrative intern positions. The program focuses on (a) instructional coaching, (b) strong use of student and teacher data for progress monitoring, (c) the use of data to effectively lead Professional Learning Communities (PLCs), (d) social justice and equity for addressing the needs of all students, and (e) advancing leadership through TTESS and TPESS. The Texas Education Agency’s Effective Schools Framework model is utilized for leading improvement through an on-campus residency experience. At the start of the program, the Principal Fellows candidates are required to attend a one-week summer institute.

The Residency in Practice will provide the Principal Fellows candidate the opportunity to meet the requirements for certification. All candidates are required to register for the two courses of internship (EDLD 5392) beginning with the first fall semester and then in the spring semester. The internship field hours will be the responsibility of the candidate by observing, participating, or leading during regular contract hours, provided flex-hours by the site supervisor, or extended hours. The EDLD 5392 university instructor/field supervisor will prepare, guide, and support the candidates for the TExES 268 certification examination with test preparation and training in the six principal domains, eleven competencies, and descriptive statements of knowledge/skills. Additionally, the instructor will coach the candidates to master and apply the PASL 368 rubric to facilitate the completion of the required tasks. Moreover, the university instructor/field supervisor will schedule with each candidate a POP Cycle (i.e., pre-observation conference, onsite visit, and post-observation conference) for a minimum of two times a semester during the internship to monitor the candidate’s progression of proficiency with internship, and requirements for principal certification. The field supervisor will be Principal Fellow coaches assigned to school districts and fall under the leadership of the instructor.

The goal of the Principal Fellows Program is to prepare effective and engaged instructional leaders who can apply the knowledge of a highly skilled and committed leader by building learning communities that serve students with diverse abilities and backgrounds. All courses are taught by faculty and instructors who are former EC-12 school leaders.

# **Program Delivery**

The Master of Education in Educational Leadership at TTU includes the TechLEAD and Principal Fellows programs that are blended delivery formats of online designed to serve aspiring leaders from school districts across the state of Texas. Cohort students and faculty in the program interact regularly online within program courses and research seminars using a variety of web-based learning technologies and interactive communication tools (i.e., Blackboard/Blackboard Collaborate Ultra, e-mail, Zoom, Skype, etc.; teleconferencing with document manipulation through sites such as Microsoft Office 360 and Google docs; and web-conferencing through sites such as Go To Meeting, Maestro Conferencing, and Adobe Connect). These multiple interactive learning experiences are designed to provide cohort students in the program with enhanced opportunities for collaborative sharing and learning. There are also field supervisors and Principal Fellow coaches that meet personally with candidates at their placement locations (e.g., Lubbock, Grand Prairie, etc.).

## Special Circumstances & Current Events

As we cope with and adapt to the evolving nature of the COVID-19 pandemic, related school closures, and shifts to virtual learning, the TTU Educational Leadership faculty reserve the right to adjust requirements and assignments based on available information and student performance. However, our guiding principles will be with flexibility and accommodation, while we remain committed to our priorities of high-quality training experiences, and the health and safety of our students, as well as the students, teachers, staff, and families at their placements.

# **Program Admission Requirements**

Cohorts for the TechLEAD M.Ed. program begin each Summer and Fall semester. Applications are accepted and reviewed on a rolling basis once the Graduate School application period begins for each term. Application is a two-step process; if an applicant is admitted to the graduate program, there is a separate application to the Educator Preparation Program (EPP). Instructions will be sent at the time of admission.

For the Principal Fellows Program, prospective students must go through their district’s selection process of partnering with the Educational Leadership department first before receiving permission to begin the application process at TTU. Fellows are admitted only for a June, Summer I start and require permission to register for all courses. Once permission is given, the Principal Fellows follow the same application requirements as TechLEAD students, and they must apply to both the TTU Graduate School and the EPP upon acceptance.

As students enter either the TechLEAD or Principal Fellows program, candidates are assigned to a cohort. Cohorts are defined as a group of students who begin a program of study together and share the same sequence of classes, faculty members, and instructional activities toward the completion of a specific degree. A typical cohort is usually 15 to 20 highly qualified aspiring school leaders. The TechLEAD program has cohorts with a Summer or Fall start. Occasionally, there may be a developed TechLEAD cohort involving only one school district or a geographical area of candidates involved. The Principal Fellows Program only has a Summer start and is a closed cohort involving only school districts that have a partnership with the Principal Fellows Program directly.

## Program Selectivity and requirements

Typical applicants to the M.Ed in Educational Leadership come from diverse professional backgrounds but are all interested in improving EC-12 school systems. Criteria and procedures used to select candidates for both programs include:

* Applicants for the TechLEAD program must be employed by a Texas school district, hold a bachelor’s degree from a regionally accredited institution indicating at least a 2.75 GPA, possess an active Texas Teacher Certificate, and have a minimum of two or more years of experience in a public school setting.
* Applicants for the Principal Fellows Program must be employed by the partnering school district, have gone through the district’s selection process and made the final selection, hold a bachelor’s degree from a regionally accredited institution indicating at least a 2.75 GPA, possess an active Texas Teacher Certificate, and have a minimum of two or more years of experience in a public school setting.

## Graduate School Application and Process

Prospective students first must apply to the Graduate School of Texas Tech University for General Admission. To apply for general admission to the graduate school at Texas Tech University, please complete the following process:

1. **Application**

Start your application to the Graduate School by reading to understand the process and specific requirements about the application. Visit:

<https://www.depts.ttu.edu/gradschool/admissions/howtoapply.php>

Please specify the concentration area of interest as “**Educational Leadership (MED) – Certification**”

1. **Transcripts**

Unofficial copies of transcripts, and test scores are required for application evaluation purposes. If admitted, you will be required to submit official transcripts, diplomas/degree certificates, and test scores. Please do not send official transcripts until you have received a notice of acceptance from Texas Tech Graduate School.

1. **Fees**

Pay your application fee: $75 initial application fee or $25 for each subsequent application (including changes of entry date, add/change program requests, or readmission requests). Application fees for new, first-time applications may be paid at the time of application submission or by [credit card on our website](https://secure.touchnet.net/C20210_ustores/web/classic/store_main.jsp?STOREID=5&SINGLESTORE=true).

1. **GRE**

Due to the ongoing situation surrounding COVID-19, the Graduate School has temporarily changed its admission requirements regarding test scores. The GRE may optionally be submitted by applicants for the 2021-2022 academic year.

(5) **International Students**

International students will also submit scores for the Test of English as a Foreign Language (TOEFL). See [http://www.ets.org/toefl](http://www.ets.org/toefl%20) for more information and an application for that test.

(6) **Track Application**

An applicant can track a Graduate School application through the following resourcea: [http://www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/%20)

**Educational Leadership M.Ed. Application (Supplemental Requirements)**

Along with application requirements for the TTU Graduate School and the College of Education, the candidate also has supplemental requirements for the Educational Leadership program.

1. **Resume**

Contact information; education; professional experience; honors and awards; publications / presentations (if any); professional organization membership; consulting or advisory activities

1. **Applicant Statement**

Discuss your academic background, your work experience, and personal insights that led you to decide to pursue this degree

1. **Two recommendation letters**

Please provide two recommendations from professional or academic references

1. **Current Texas Teaching Certificate**
2. **Official Service Records (with 2+ years of service)**
3. **The last two years of T-TESS or equivalent data**

Admissions Appeals

Applicants who are not accepted into the M.Ed. program in Educational Leadership may appeal the Educational Leadership admission committee’s decision. The appeal must be filed with the Graduate Advisor of the Department of Educational Psychology, Leadership, and Counseling, and it must present new compelling academic and/or personal information that the applicant would like to add to the original application. The Graduate Advisor will convene a new review committee to examine the applicant’s original application and additional information. The department will reconsider the application and inform the applicant of their decision on the request for reconsideration. An unfavorable ruling at the department level may be appealed to the Graduate School in writing within thirty (30) days of the date on the correspondence that you received from the academic department’s decision on the initial appeal; email the Director of Graduate Admissions ([evelyn.arnold@ttu.edu](mailto:evelyn.arnold@ttu.edu)) for more information on how to file such an appeal. Applicants can only appeal once, and decisions resulting from an appeal are final. Application fees are non-refundable regardless of the result of an appeal.

## Tuition and Fees

Information on Tuition and Fees for your doctoral program study at Texas Tech can be found by visiting the webpage of Student Business Services. You may also use the Tuition Estimator at <https://www.depts.ttu.edu/studentbusinessservices/feeInfo/tuition-estimator.php>

## ****Graduate School General Fellowships****

Funding will apply to the 2021-2022 school year with application open between November 15th and January 15th. Both new and continuing students are eligible to apply. Please see <https://www.depts.ttu.edu/gradschool/financial/GeneralFellowships.php>

[Visit the Graduate School website](https://www.depts.ttu.edu/gradschool/financial/GeneralFellowships.php) for a complete listing of Graduate School scholarships/fellowships, requirements and award amounts. For questions, please contact the Graduate School at [gradfellowships@ttu.edu](mailto:gradfellowships@ttu.edu).

# **Program Requirements for Admitted Students**

## College of Education Review

Once all application requirements are complete with the TTU Graduate School, your application will be sent to the College of Education program for review and decision. The timeline for this process varies based on degree and program. Applications are reviewed using a holistic approach considering all required elements of the application. Upon admission to the Program, all candidates admitted must abide by the program requirements.

## Enrollment Requirements

* Before enrolling in classes, students are required to complete CITI Training. CITI Training is responsible scholarship training for graduate-level students. It is provided by Texas Tech faculty to raise graduate students’ awareness of professional standards of research ethics, integrity, safety, and challenges they may face throughout their careers. Students may begin by going to [www.citiprogram.org](http://www.citiprogram.org).
* Students enrolled in the M.Ed. in Educational Leadership TechLEAD program should enroll for six credits per semester until regular coursework is completed. Students in the Principal Fellows program must enroll for nine credits per semester.
* The minimum enrollment for part-time graduate student status is 3 hours in each regular semester. Thus, this is the minimum requirement to maintain a student status for any student.
* Students on fellowships, assistantships, or other appointments designed for the support of graduate study should enroll for 9 hours in each regular semester and 6 hours during the summer.
* TAs/RAs employed for the entire summer must enroll in at least six (6) credits during the summer; those employed just summer 1 or summer 2 must enroll in at least three (3) credits during the summer (either session).
* International students need to maintain full-time graduate student status in each regular semester, consistent with the requirements by the federal government.

### **Transfer Credits**

Graduate School policy allows for up to 6 hours of transfer credit for master’s students, subject to the program’s approval.

### **Continuous Enrollment Requirements**

Under special circumstances when students cannot fulfill the enrollment requirements mentioned above, the department chair must approve exceptions or extensions in advance. Students who fail to register without an official leave of absence from program study granted by the Department of Educational Psychology, Leadership, and Counseling and Graduate School, are required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration. Re-admission is not guaranteed.

### **Leave of Absence**

Students may request a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons. A request for leave of absence along with appropriate written documentation must be sent to the EPL&C administrative business assistant and must be approved by the student’s faculty advisor and the Department Chair, then be sent and approved by the Graduate School.

* A leave of absence will not exceed one year.
* Leaves of absence do not extend the maximum time allowed for completion of the degree.

# **Certification**

In 2016, the State Board for Educator Certification (SBEC) in Texas adopted new principal standards. The Texas Education Agency (TEA) developed a new test framework and new test instruments to certify Texas principals. The TExES Principal (268) test through Pearson and the ETS Performance Assessment for School Leaders (PASL) became requirements for certification in 2018-2019.

There are five requirements to obtain a Principal certificate in Texas:

* must hold a master's degree from a university that is accredited by an accrediting agency recognized by the [Texas Higher Education Coordinating Board (THECB);](http://www.thecb.state.tx.us/institutional-resources-programs/private-postsecondary-institutions/recognition-of-accrediting-agencies/)
* hold a valid classroom teaching certificate;
* have two years of creditable teaching experience as a classroom teacher;
* successfully complete an approved principal educator preparation program;
* successfully complete the required exams (TExES Principal 268 and PASL).

## Completion of the Educational Leadership Program at TTU

### **Course requirements**

Educational Leadership candidates progress through a two-year sequence of leadership courses in TechLEAD or a 15-month sequence for Principal Fellows. For individual course descriptions, please refer to the [Graduate Catalogue](https://catalog.ttu.edu/index.php?theme).

#### **TechLead Course Sequence**

Principal candidates in the TechLEAD program follow a set course sequence depending upon whether they are a Summer start or Fall start. Please refer to the chart below:

|  |  |
| --- | --- |
| **TechLEAD COURSE SEQUENCESFALL** | |
| **SUMMER START** | **FALL START** |
| EDLD 5306: School Based Leadership | EDLD 5306: School Based Leadership |
| EDLD 5310: Instructional Supervision | EDLD 5310: Instructional Supervision |
| FALL | SPRING |
| EDLD 5320: Data Driven | EDLD 5320: Data Driven |
| EDLD 5340: Ed Law & Policy | EDLD 5340: Ed Law & Policy |
| SPRING | SUMMER |
| EDLD 5325: Decision Making | EDLD 5325: Decision Making |
| EDLD 5385: Leading Teams | EDLD 5385: Leading Teams |
| SUMMER | FALL |
| EDLD 5351: Com for School Leaders | EDLD 5361: Process of Change |
| EDLD 5350: Finance & Personnel in Sc | EDLD 5392: Princ as Instr Leader-Intern A |
| FALL | SPRING |
| EDLD 5361: Process of Change | EDLD 5370: Implementation Challenges |
| EDLD 5392: Princ as Instr Leader-Intern A | EDLD 5392: Princ as Instr Leader-Intern B |
| SPRING – May Graduation | SUMMER – August Graduation |
| EDLD 5370: Implementation Challenges | EDLD 5351: Com for School Leaders |
| EDLD 5392: Princ as Instr Leader-Intern B | EDLD 5350: Finance & Personnel in Sc |

#### **Principal Fellows Course Sequence**

|  |
| --- |
| **PRINCIPAL FELLOWS COURSE SEQUENCE** |
| SUMMER |
| EDLD 5320: Data-Driven Communication |
| EDLD 5340: Educational Law |
| EDLD 5325: Decision Making in Educational Leadership |
| **FALL** |
| EDLD 5310: Instructional Supervision |
| EDLD 5370: Implement Challenges |
| EDLD 5392: Internship Part A |
| **SPRING** |
| EDLD 5306: School Based Leadership |
| EDLD 5385: Teams in Educational Leadership |
| EDLD 5392: Internship Part B |
| **SUMMER – August Graduation** |
| EDLD 5350: Finance & Personnel in School |
| EDLD 5361: Process of School Change |
| EDLD 5351: Communication for School Leaders |

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### **Additional Requirements for Completion**

Every principal candidate must also have completed the Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS) training before allowed to graduate. This is a requirement by the College of Education. There is also a Graduate Comprehensive Exam (alternate) that is a requirement of the Graduate school and includes a presentation that must be met with a passing grade (see p. 18 for more detail).

### **Academic Probation and Suspension**

Every graduate student enrolled in the M.Ed. program in Educational Leadership is required to maintain a high level of performance and to comply fully with the policies of the department along with those of College of Education and the Graduate School at Texas Tech University. In addition, every graduate student should exhibit dispositions, work habits, attitudes, and ethics that are indispensable in being an educator. The Department of Educational Psychology, Leadership, and Counseling reserves the right to place on probation or to suspend any graduate student who:

* Does not maintain satisfactory academic standing
* Fails to conform to the regulations of the department and the university
* Displays unprofessional conduct such as cheating or plagiarism (see the statement on Academic Integrity below)
* Exhibits inappropriate behaviors as described in the Civility in the Classroom below.

Graduate students whose overall graduate GPA falls below 3.0 will be placed on academic probation. During the following term, if their overall GPA remains less than 3.0 and their term GPA is greater than 3.0, they will be placed on continued probation.

Graduate students are placed on academic suspension if their overall GPA is less than 3.0 in two consecutive semesters. They are required to remain out of the Graduate School for one term (including summer terms).

Any student who has been suspended must re-apply to the Graduate School and to the program (see p. 10 for application directions). For more information about academic probation and suspension, please see the Undergraduate/Graduate School Catalogue.

### **Academic Integrity**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. For more information, please see: [http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs\_a.php#integrity](http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_a.php" \l "integrity)

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### **Civility in the Classroom**

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)). Please refer to the [TTU Student Handbook](https://www.depts.ttu.edu/dos/handbook/) for more details.

### **Master’s Comprehensive Examination & Intent to Graduate Form**

All students in the Master’s program must complete some form of the Master’s Comprehensive Exam which is generally completed in the year of graduation.  Principal candidates will conduct a Showcase as their alternate comprehensive exam. Exams must be completed by the Comprehensive Examination deadline requirement to qualify for graduation. Candidates are expected to present to their respective site supervisors, other invited school stakeholders, and the university instructor/field supervisor a showcase of their progression of proficiency with the internship and principal certification requirements. The Showcase will either be in person or via Zoom video conference.

Additionally, candidates will need to complete an “Intent to Graduate Form.” A graduate advisor from the College of Education will provide candidates with additional information needed to complete this process. Please refer to <https://catalog.ttu.edu/content.php?catoid=2&navoid=188#general-information> for more information regarding graduate school.

### **Field Placement**

All candidates must complete their field experience in a school setting under the supervision of a certified school principal or administrative representative with current principal certification in a district that has a Field Experience affiliation agreement with Texas Tech University.

#### **TechLEAD**

TechLEAD candidates are responsible for making initial contact and arrangements with field site placements. If the candidate is currently employed in a school district, it is expected that the candidate will complete the requirements in the current district. A furnished agreement signed by the site supervisor (i.e. principal or administrative representative) is required allowing the candidate to accrue TExES 268 related internship field hours (110 hours per semester), complete PASL 368 (three tasks) on his or her campus, and agreeing to mentor throughout the two internship semesters.

An appropriate placement site provides the following:

• Opportunities to participate in a range of administration-related activities appropriate to the role of a full-time school principal;

• A qualified site supervisor who oversees and evaluates the candidates’ work and meets regularly with the candidate. A qualified site supervisor must have the following: (1) a minimum of 2 years of experience in administration and (2) full certification as an administrator (either principal or mid-management certification or higher).

• Opportunities to interact with diverse learners, faculty, and staff.

#### **Principal Fellows Program**

Principal Fellow candidates will have gone through their district’s process and will determine the assignment of the mentoring principal and campus for the 15-month internship. This internship will not be a placement on the candidate’s current campus. Each candidate will not only be assigned a mentor principal, but also assigned a coach from the department of TTU’s Educational Leadership with principal experience. This assigned coach will continually coach the Principal Fellow through their 15-month internship experience.

### **Field Performance Assessment**

The Educational Leadership program at TTU has utilized field performance assessments to assist in determining how well the candidates are able to perform leadership behaviors that lead to successfully outcomes for their schools in an authentic context. These performance assessments are based on leadership tasks that must be performed in turnaround school campuses.

#### **Equity Audit**

Each principal candidate will perform an equity audit for their field site campus. The equity audit will include data as related to programmatic equity, teacher quality, and achievement equity as recommended by scholars. The equity audit will be utilized throughout the school year.

#### **Texas Accountability Intervention System**

The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. TAIS offers a common framework and language for improvement that integrates all accountability systems and measures through an aligned system of support. The TAIS will be utilized with six case studies and will involve root case analysis, goal setting, interventions, and data tracking during an improvement plan. The Effective Schools Framework (ESF) will also be utilized for transformation.

#### **POP Cycles for Coaching Teachers**

POP Cycles contain a pre-conference, an observation, and a post-conference cycle involving the principal candidate coaching the growth of two teachers needing professional assistance. There are a maximum of four cycles during the two internship semesters.

#### **Graduate Comprehensive Exam/ Showcase**

Each principal candidate is required to pass the Masters’ Comprehensive Exam (alternate) to meet the requirements or Graduate School. Principal candidates will conduct a Showcase including a corresponding PowerPoint in consultation with the mentor principal and faculty coach/field supervisor in real-world context of their field site campus. Students will post and defend their completed and refined campus involving case studies utilized in previous field performance assessments. This presentation could possibly involve their district’s superintendent or superintendent’s designee, mentor principal, faculty coach(es)/ field supervisor, district partner’s designee(s), and peers as audience members. The Showcase presentation will serve as the TTU Graduate Comprehensive Exam requirement.

### **Statement of Ethical Principles**

Texas Tech University is committed to ethical leadership practices at all levels and to our tradition of community service, both within the university community and in our relationships with the greater community. We strive for exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment and encourage such involvement in the community by all faculty, students, staff, and administration.

### **Field Experience**

All candidates are required to take two full semesters of the internship course (EDLD 5392 Part I and II). The Educational Leadership Constituent Council (ELCC) Standards are national based and the TExES Principal (268) Framework are state based. Arguable, successful principals are those who practice both the ELCC standards and the TExES Principal (268) competencies. EDLD faculty have taken the TExES Competencies and the associated TEA Priority Statements and built the 110 hours for each semester with a focus on instructional leadership.

An intern should have a variety of field experiences representative of most all of the indicators in this log, and time recorded in observing (O), participating (P), and leading (L). This will enhance the knowledge/skills base for passing the TExES Principal (268) certification exam and the Performance Assessment for School Leaders (PASL 368). A minimum of 110 hours are required with 24 hours shadowing the mentor principal in each semester.

### **Texas Principal Certification Examination Requirements**

The TExES 268 Principal as Instructional Leader Certification Examination is coupled with the Performance Assessment for School Leaders (PASL 368), which requires candidates to demonstrate application of key instructional leadership skills by completing authentic performance-based tasks and reflections. Both the TExES 268 and PASL 368 are required to obtain Texas principal certification. Candidates must request test approval from their principal preparation program (University Instructor/Field Supervisor) to register for both of these certification exams.

#### **TExES Principal as Instructional Leader Certification Assessment (268)**

As a part of a comprehensive preparation program, the purpose of the TExES Principal as Instructional Leader examination (268) helps ensure candidates are prepared for the successful day-to-day responsibilities of a principal as an instructional leader in Texas schools. The exam is a Computer-Administered-Test (CAT) with a 5-hour time allowance. The exam contains 70 selected-response questions and 4 constructed-response questions which require written responses. There are limited administrations every two weeks at a Pearson testing site and costs $200.

#### **Performance Assessment for School Leaders (PASL)**

The Performance Assessment for School Leaders (PASL) is an evidence-based performance assessment designed to assess instructional leadership during a candidate's clinical experience prior to receiving a license. This assessment evaluates school leadership candidates on their ability to impact instruction and student learning. The assessment consists of three summative tasks. Each of the three tasks will take place during the school leadership candidate’s clinical experience and will focus on the principal as instructional leader. The school leadership candidate’s internship will provide a variety of artifacts, including plans, student work, and feedback, that will be submitted as part of the tasks. The school leadership candidate will be able to work on the tasks as he or she experiences the internship and will submit all three tasks simultaneously.

* Task #1: Problem Solving in the Field
* Task #2: Supporting Continuous Professional Development
* Task #3: Creating a Collaborative Culture

The fee to register is $375 at the ETS Performance Assessment website. Again, permission from TTU must be gained before registration.

### **Additional Recommended Training**

The two trainings recommended by the Educational Leadership department and required by the College of Education would include the Advancing Educational Leadership (AEL) and the Texas Teacher Evaluation and Support System (T-TESS).

#### **Advancing Educational Leadership (AEL)**

Experience Advancing Educational Leadership (AEL) training developed by the Texas Education Agency (TEA). As of July 2015, it replaces Instructional Leadership Development (ILD) as the new requisite for the commissioner’s recommended teacher appraisal system. In addition, it will continue to be the requisite to appraise teachers under the implementation of the new Texas Teacher Evaluation and Support System (T-TESS). The goals of AEL training include the following: to create a positive school culture using team building, effective conferencing and conflict resolution skills; to establish and sustain a campus mission and vision through goal setting and effective communication; to develop others through coaching, mentoring, conferencing, team building and conflict resolution; to examine the leader’s role in improving instruction by connecting curriculum, instruction, and assessments to student outcomes; and to collect and use multiple sources of data to create a positive school environment of learning and high achievement. Registration can be found at Texas Tech University or Texas Education Service Center with fees around $400.00.

#### **Texas Teacher Evaluation and Support System (T-TESS)**

T-TESS replaces PDAS as the Texas Education Agency's statewide provided option for teacher evaluation.  This is a 3 day training intended for current administrators who will be utilizing the T-TESS model to appraise teachers. Completion of this training is one of the required steps to becoming a certified appraiser. Participants must also take and pass an online certification test annually.  Additionally, participants must also attend/have attended the Advancing Educational Leadership (AEL) training in order to complete the required steps of becoming a certified appraiser.

## Statement of Intent to Graduate and Graduation Fees

During the semester you are graduating, you must File an Intent to Graduate. There will be an established deadline to file online with the Graduate School.  You can apply by visiting Raiderlink -> MyTech -> Action Items -> Graduate: Apply to Graduate.  The Graduate School does not accept late intents. Also check DegreeWorks through your Raiderlink site and make sure your expected graduation date is correct. *G*raduation dates can be updated as a request on your Student Dashboard. Please allow 48 hours after you receive confirmation of the change to file your Intent.

# **College of Education and Texas Tech University Policies**

## Title IX Information

Under the United States Code of Federal Regulations, Title IX states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." 20 USCA § 1681.

See the website for the Office of Student Civil Rights and Sexual Misconduct ([https://www.depts.ttu.edu/titleix/](https://www.depts.ttu.edu/titleix/%20) ). This website contains information regarding student Code of Conduct sexual misconduct definitions and how to report and incident.

## Procedures for Establishing Reasonable Accommodation for Students with Disabilities (OP 34.22, in part)

1. Faculty members are required to announce the following within the first two class periods: “I would appreciate hearing from anyone who has a disability that may require special accommodations. I am sure we can work out whatever arrangements are necessary. Please see me during my office hours.”
2. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contract the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.
3. Any student who, because of a disability, may contact the Texas Education Agency testing sites to receive special accommodations. See the agency’s requirements for requesting.

## Student Grievance and Appeal Process

Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the university. Please see the university link to this policy (<https://www.depts.ttu.edu/opmanual/OP34.03.php>).

# **Illness-Based Absence Policy**

## Potential for Course Modality Change

*If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will likely need a webcam and microphone and will be advised of additional technical and/or equipment requirements, including remote proctoring software.*

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:
   1. Call Student Health Services at 806.743.2848 or your health care provider.
   2. Self-report as soon as possible using the [ttucovid19.ttu.edu](http://ttucovid19.ttu.edu/) management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
   3. If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
   4. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
2. If you are ill and can attribute your symptoms to something other than COVID-19:
   1. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
   2. During the health provider visit, request a “return to school” note;
   3. E-mail the instructor a picture of that note;
   4. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

## Student Absences and Contacting the ODOS (Office of Dean of Students)

Instructors of record (IoR’s) have discretion to make decisions regarding student absences and missed assignments or exams. For example, if a student has missed an assignment or exam, the IoR can make the decision to allow a make-up or late submission. IoR’s do not need

“permission” or authentication from the Office of the Dean of Students (ODOS) to do so. Reference to University OP 34.04 may be helpful. Absences of 5 days or more should be referred to the DOS.

When requesting medical documentation of a student’s absences, only dates of service is required. Instructors do not need to know details of the medical situation. ODOS can accept documentation and provide verification (without details) as needed. If IoR’s have students who are affected by COVID and are not allowed to attend in-person classes, this includes not going to the Testing Center to take exams.

Contact Dean of Students at [deanofstudents@ttu.edu](mailto:deanofstudents@ttu.edu)

# **Faculty Members of the MED in Educational Leadership**

All courses are taught by faculty and instructors who are former and/or current EC-12 school leaders. For more information about the areas of expertise and publication of each program faculty member, please visit the [Program Webpage](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/educational_leadership_masters.php#:~:text=Texas%20Tech%20University's%20Master%20of,secondary%20school%20principals%20in%20Texas.).