

Principal Candidates' Leadership Growth During A Summer Residency Program

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Field-based practicum experiences are essential in connecting classroom theory to the real world. In this mixed methods study, we analyzed principal candidates' perceptions of their summer residency practicum experiences via a self-assessment principal leadership competency instrument and virtual semi-structured interviews. We found that principal candidates expressed leadership growth in the following Texas principal leadership competency areas: Strategic Operations, Human Capital, and Executive Leadership. These findings were consistent in our quantitative and qualitative data analysis. Conversely, the principal candidates stated that their greatest leadership challenges during the summer residency practicum involved providing instructional feedback and engaging in difficult conversations. The results of this study may assist principal preparation programs in revamping their curriculum to include a more meaningful residency-practicum experience.

Keywords: Principal preparation programs, principal practicum, summer practicum, principal internship, instructional leadership, educational administration

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School principals manage several roles in their day-to-day jobs, requiring varied leadership skills and behaviors to successfully lead their schools. Of the myriad roles principals take on, instructional leadership has emerged as a leading indicator of school success and positive student outcomes (Leithwood et al., 2004; Munna, 2023). Miller (2011) contextualized instructional leadership as the principal shaping a vision for the campus and fostering an environment centered around learning as opposed to focusing on managerial aspects of the principalship (buses, discipline, and textbooks). As principal preparation programs have streamlined their curriculum design to shift from the principal as manager to the principal as an instructional leader, they have provided high-quality field-based experiences in which principal candidates can lead instructional improvement (Dickens et al., 2021, Pounder & Crow, 2005; Gordon et al., 2016; Pannell et al., 2015). These high-quality field-based experiences allow principal candidates to apply academic theory to practice in real-world contexts.

One particularly important component of a principal preparation program is the internship or practicum experience (Drake, 2022; Goldsmith & Martin, 2009; Darling-Hammond et al. 2010; Orr, 2011). Traditionally, the practicum has been implemented in a face-to-face (f2f) format among a university professor and field supervisor (university mentor), a principal candidate, and a site supervisor (school district administrator mentor). The principal practicum is a principal preparation program course sequence capstone in which the site supervisor, university professor, and field supervisor collaborate to create a customized practicum experience for the principal candidate to apply theory in practice (Faulk et al., 2021; Hitt et al., 2012). Although the structure and delivery of principal practicums can be either f2f or online, both delivery modes require key elements to achieve success (Mullen, 2022; Nicks et al., 2018). Goldsmith and the Texas Council Professors of Educational Administration (2012) stated that the site supervisor, principal candidate, university professor, and university field supervisor can now mentor beyond f2f settings, enriching course theory integration and practicum experience through tools such as Google+, video chat, or other audio/visual conferencing software.

Literature Review

The traditional literature review includes the following related principal residency topics: (a) principal practicum candidates' perceptions of their practicum experiences, (b) principal candidates' perceptions and leadership growth, and (c) principal residency models. We used an electronic database search across ERIC, Education Full Text, Education Source, and EBSCO, incorporating the following keywords: principal preparation programs, principal practicum, summer practicum, principal internship, instructional leadership, and educational administration. The inclusion criteria consisted of both quantitative and qualitative studies from peer-reviewed journal articles in the United States. Peer-reviewed journal articles published prior to 2005 were excluded due to the lack of literature on principal residencies; it appears that the first published report of principal residencies was by Anderson and Louh (2005) of the New Leaders for New Schools (NLNS).

Principal Candidates' Perceptions of their Practicum Experiences

Tubbs and Holiday (2009) analyzed perceptions of the principal practicum experience through the perspectives of university field supervisors, site supervisors, and principal candidates. All three groups considered hands-on experiences a major strength of the practicum. Examples of these activities included leadership opportunities in their school workplace, collaboration with the community, budget, and coordination of standardized testing experiences. They confirmed that practicum experiences should consist of real-world school leadership experiences. However, they also acknowledged logistical challenges such as practicum experiences offered synchronically with the principal candidates' regular work duties in school. Thus, they suggested consideration of practicum options beyond traditional principal practicum parameters.

Orr (2011) noted that the practicum remains the most challenging feature to implement in a principal preparation program, as principal candidates' perceptions varied the most across 17 geographically dispersed university-based principal preparation programs from 2004-2007. Orr pointed out the variation in principal candidates' practicum perceptions resulted from their ability to conduct practicums on a full- or part-time basis apart from their teaching duties. For example, one of 17 principal preparation programs did not have a practicum. Five of the 17 programs did offer a practicum in which 75% - 100% of the principal candidates reported they had been given partial release time from their teaching duties to conduct them. Seven of the 17 programs implemented a practicum in which 16% - 33% of the principal candidates were relieved of their teaching duties part-time to complete them. In other words, practicum activities most likely took place during free time on school days/evenings, on weekends, and during summers. Therefore, Orr concluded that a district partnership seemed to have a positive relationship with program quality.

Anast-May et al. (2011) also demonstrated variations in principal practicum design when they interviewed 47 PK-12 principal candidates during the 2010-2011 academic year. Of the 47 interviewed, 40 were required to complete a principal practicum for principal certification while seven were not. With respect to practicum duration, one principal candidate indicated that the practicum was more than one semester; the remainder stated their practicum requirements consisted of up to two semesters. They concluded that principal candidates need opportunities to facilitate change efforts, build relationships with staff, and apply data to implement change for school improvement. The findings emphasized the significance of principals leading instruction for positive student outcomes.

Ruiz (2013) examined the level of principal preparedness in Florida's Preparing New Principal Program to demonstrate Florida Principal Leadership Standards. Senior-level school administrators were surveyed and interviewed; several senior-level administrators commented that principal candidates would have been prepared if they had diverse experiences, strong mentoring/coaching experience, and a differently structured internship. Participants in this study indicated that principal candidates lacked real-world experiences where they could engage in problem-solving and decision-making. Notably, Ruiz (2013) indicated, "principal candidates who were placed in diverse schools with wide gaps in student subgroups struggled immensely if they had not had any experience in this type of school" (pp. 119-120). A hands-on practicum based on a solid foundation of mentoring and coaching is critical to support principal candidates for the real world.

Thessin and Clayton (2013) studied K-12 district and school leaders' perspectives on the experiences and training they received in their principal practicum. Graduates of this program

pinpointed the following three factors that contributed to or would have improved their leadership practicum experiences: (a) the extent to which principal candidates were provided opportunities to lead, (b) assignment to work responsibilities, and (c) mentor support from the site supervisor. In addition, they emphasized the impact of practice-based practicum experiences and the need for full-time administrative practicum experiences. They referred to collaborations between university and school districts to support these full-time principal practicums. Examples of these collaborations included the Wallace Foundation and the Federal School Leadership Program grants.

Salazar et al. (2013) researched the most beneficial components of a principal preparation program according to participant cohort perceptions after completing one year of study. The principal candidates ranked seven components of a high-quality principalship program in order from most beneficial to their learning experiences to least beneficial. The respondents indicated that they prioritized a commitment to instructional leadership and that school improvement was the most essential component to their success as school leaders. The second most beneficial component of a principal preparation program that was crucial to their professional growth was the application of professional standards to professional practice and experiences. Salazar et al. (2013) probed further for examples of specific learning experiences applicable to professional practice: (a) dealing with legal issues regarding teacher contracts and student discipline, (b) completing equity audits, (c) leading team meetings, (d) sharing and applying research-based practices from coursework with teachers, (e) building relationships, (f) conducting critical conversations, (g) acquiring conflict resolution skills, and (h) providing effective feedback to teachers.

Chandler et al. (2013) examined principal candidates' perceptions of an embedded practicum approach in which field experiences were embedded or part of multiple courses rather than a standalone traditional practicum at the end of the program sequence. The candidates indicated an appreciation for the embedded practicum approach and described the efficiency in connecting theory/classwork and practice. Conversely, they cited weaknesses such as a lack of communication between stakeholders, a lack of hands-on experiences compared to observation, and too much repetition. The candidates also emphasized mentors' competency in providing the most current information from the field. The researchers noted that full-time practicum residencies were not an option in state studies, and principal candidates continued to struggle to earn practicum hours outside of their regular school responsibilities.

Zavala (2014) studied 16 South Texas principals' perceptions of the most important components of an effective principal preparation program. Principals were critical of their respective principal preparation programs, commenting that they lacked a broader scope of topics or situations such as practicum experiences, budgetary courses, and curriculum and instructional models for instructional leadership. These principals stated that they would have been more prepared for their first year of the principalship if they had a higher-quality practicum experience. Zavala (2014) concluded that if future principals are to be successful with student learning outcomes, they should experience effective mentoring and perform tasks related to real work conditions during training. Examples of these real work conditions include disaggregating data, evaluating curriculum, and working with teachers to lead instruction.

In 2024, Stosich et al. examined the University School System Program (USSP) which focuses on building district and school leadership capacity, implementing high-impact practices,

and fostering collaborative learning to drive improvements in student outcomes in underperforming schools. By providing targeted support and promoting effective leadership practices, USSP contributes to positive changes in student performance and school success. Furthermore, Irby et al. (2020) examined a collaborative principal preparation program that is socially responsible. They tested a year-long residency with an intensive summer. In a randomized control trial study, they randomly assigned participants to the treatment group of mentoring/coaching and summer instructional improvement leadership residency program and strategic planning and implementation of family/community engagement.

In another qualitative case study, Irby et al. (2023) investigated how pre-service principals enrolled in a university principal preparation program assessed the impact of leadership behaviors and responses to the COVID-19. Pre-service principals shared stories from their leadership practices related to assisting their leadership teams. In addition to the main theme, Assist Leadership Teams, six sub-themes were explored. These include (a) establishing leadership committees; (b) administering virtual leadership processes; (c) improving student performance in the virtual setting; (d) taking over leadership responsibilities; (e) supporting students and their families; and (f) contributing to decision-making processes.

Studying the impact of principal preparation programs is important to streamline program design, inform policy, and provide information to stakeholders (George W. Bush Institute, 2016). For instance, the George W. Bush Institute, in partnership with the American Institutes for Research (AIR, 2016), evaluated the impact of five principal preparation programs on student outcomes and improved the effectiveness of school principals. Findings included: (a) small evidence that student achievement differed in schools led by graduates of the principal programs being analyzed, (b) high-quality, reliable data on principal candidate assignments and experiences were scarce, (c) graduates positively perceived coursework and practicum experiences but had mixed perceptions regarding school district support, and (d) each principal preparation program had both high-performing and low-performing graduates. The George W. Bush Institute (2016) research team suggested a full evaluation of principal preparation programs including multiple criteria that would encompass comprehensive data collection systems (e.g., school climate, teacher workforce data, and principal workforce data), student outcomes, individual principal effectiveness, and principals' career pathways. Indeed, additional research on the evaluation of principal preparation programs is crucial to improve program design and support the continuous PD of principals.

Principal Candidates' Perceptions and Leadership Growth

Currently, principals are expected to assume a host of leadership roles ranging from traditional building manager to instructional leader (Lynch, 2012), with research pointing to principal leadership as an integral component of student outcomes (Davis et al., 2005; Stosich et al., 2024). Nevertheless, principals may be underprepared for their roles once they take leadership positions (Petzko, 2008). As such, leadership development and growth are of utmost importance for aspiring principals (Huber, 2004), and practicum and other field-based experiences can provide one method to better prepare aspiring school leaders (Anast-May et al., 2011; Geer et al., 2014).

Professional-related experience is valuable for affecting the growth of aspiring leaders (Cunningham et al., 2018; McCall, 2004). Leskiw and Singh (2007) reviewed best practices in leadership development, finding that action-oriented opportunities are vital for leadership growth. This allows learners to make connections between theory and practice (Leskiw & Singh, 2007). In this vein, aspiring principals report leadership growth following practicum experiences. In addition, Thessin and Clayton (2013) interviewed graduates of a school leadership program who indicated that experiences in leading certain school functions during their practicum were particularly important in preparing them for subsequent administrative posts. For example, this principal certificate program required two practicum experiences: (a) an 80-hour practicum in leading an administrative project under the direction of the site supervisor and university field supervisor and (b) a 150-hour summer practicum in which the principal candidate takes on the role of a full-time summer school administrator. They noted that school district budget cuts in the past few years have not permitted principal candidates to participate in the 150-hour summer practicum experience. Overall, participants reported that the practicum aided their growth in the skills necessary to properly lead a school.

Indeed, several researchers have indicated that aspiring principals have gained leadership skills through the practicum. For instance, Stevenson et al. (2008) tracked aspiring principals' understanding of Colorado state principal standards across their practicum year. Participants self-rated their knowledge pre-, during, and post-training year, showing an upward trend across the time and significantly greater scores post-training compared to pre-training (Stevenson et al., 2008). Similar self-reported growth in standards-based leadership capacity was found for administrative candidates after their field experience in California (Barton & Cox, 2012), Tennessee, Virginia, and North Carolina (Christian, 2011). More recently, principal interns shared that their internship helped develop a bigger picture understanding of school functioning rather than a zoomed-in, classroom-level perception (Jamison & Clayton, 2016), an important quality for an administrator who must balance the interests of multiple parties along with available resources. In all, aspiring and current principals perceive the experience and professional leadership growth from practicum experiences positively.

Principal Residency Models

A principal residency is an immersed experience in which a principal candidate is engaged in ongoing school activities and applies aspects of school leadership such as action, reflection, research, and accountability (American Institutes for Research, 2016; North Carolina State University, 2019; Wallace, 2012). A principal residency should also offer a supervisory experience or an explicit leadership role over adults, such as group projects (Pierson, 2014). Residency programs are an investment in leadership capacity, developing a pipeline of principals prepared to lead schools and enhancing student outcomes (Mullenholz, 2015; Palmer et al., 2019). The lack of residency experiences in principal preparation programs can act as a barrier in this pipeline, denying principal candidates the opportunity to apply leadership skills in a practice setting before assuming a principal role (New Leaders, 2014). Researchers have agreed that traditional approaches to principal preparation programs do not effectively prepare principals for today's work environment (Bacon, 2016; Casavant & Cherkowski, 2001; Perilla, 2014). High quality principal preparation and development programs should focus on instruction,

organizations, and using data for change while investing in applied learning, cohorts and networks for collegial learning, and partnerships between districts and programs (Sutcher et al., 2017; William et al., 2022).

Moreover, Parylo (2013) questioned if principal candidates would be well prepared to lead economically challenged school districts if both mentoring and residency costs were cut from collaborative principal preparation programs. For instance, Parylo (2013) conducted a systematic literature search for studies on partnerships in principal preparation programs. The inclusion criteria consisted of: (a) studies predominantly qualitative in research design, (b) manuscripts in the English language, (c) studies situated in the U.S. context, and (d) studies published between 2007-2013. Parylo found a sustainability concern across all studies: the lack of funding to sustain paid full-time practicum residencies after the state, the U.S. Department of Education, or professional organization grants expire.

Further, Braun et al. (2013) indicated that the cornerstone of their principal preparation program was an intensive residency experience with a mentor. Principal candidates stated they were able to see the relationship between knowledge from the university classroom and application in their residency placement. At the same time, they described their relationships with mentors as complicated but vital to their professional development. Notably, the principal candidates rated their mentoring and coaching experience highly across their principal preparation program. They strongly suggested the need for additional research on using multiple mentors and placing principal residency graduates as mentors to add new perspectives to the principal preparation program.

Additionally, Cosner et al. (2015) implemented a three-phased principal certification and degree program. The first phase consisted of a full year paid principal residency program partnered with Chicago public schools, supporting an onsite principal mentor and a university leadership coach. Principal candidates would earn a PK-12 principal certificate after 18 months. The second phase entailed 20 additional hours of coursework and performance assessments. The third phase is an Ed.D., which requires 16 hours of field-based research, coursework, leadership coaching, and completion of a capstone thesis detailing their research in a school improvement intervention.

Furthermore, Kelemen et al. (2016) reported how the University of Missouri St. Louis (UMSL) implemented a paid, full-time residency in the second year of their principal preparation program. Aiming beyond the state-required 300 clock hours of practicum, UMSL partnered with local school districts to provide principal candidates the opportunity to leave their teaching positions and work as administrative interns for one year. Some of these administrative responsibilities include (a) implementing and monitoring both an academic and a school culture program, (b) leading grade level or department professional learning communities, (c) coaching at least two teachers through observation and feedback, and (d) serving in the principal role for one week with support. This paid, full-time residency is dependent upon school district and university partnerships.

Other principal preparation programs, such as Washington State University, NYC Leadership Academy, the Ritchie Program for School Leaders in Denver, the University of Illinois at Chicago, and the University of San Diego's Educational Leadership Development Academy partner with the state and/or school districts to support principal candidates with paid residency experiences (The Wallace Foundation, 2012; Washington State University, 2015). Roberts (2019)

stated the need for researchers to explore a two-year field practicum infused with mentoring to ensure maximum immersion in the principal world. Other examples of residency practicum models include principal candidates enrolled in graduate coursework while simultaneously completing a full-time administrator practicum (Pannell et al., 2015). Hence, residency experiences in a cohort model are a crucial link between theory and practice (NYC Leadership Academy, 2013). Overall, residencies and expert mentoring are investments crucial to the development of future principals.

Purpose of the Study and Research Questions

The purpose of this study was to analyze the perceptions of principal candidates' residency experiences concerning their perceived leadership growth. The evaluation of principal preparation programs is critical to the development of a strong pipeline of future leaders into the workforce. The results of this study may serve to inform university and school district stakeholders in improving the quality of principal preparation programs. To guide this research, we addressed the following research questions:

1. What leadership skills did the principal candidates report that they gained from the summer intensive residency program?
2. What did the principal candidates perceive as their greatest leadership challenge during the summer intensive residency program?

Method

Research Design

The research design for our study was mixed methods concurrent triangulation (Creswell & Plano Clark, 2017), in which we concurrently implemented quantitative and qualitative data collection, conducting separate quantitative and qualitative analyses. The findings from these analyses were combined to interpret a complete understanding of principal candidates' perceptions of their summer residency practicum experience. We included "procedures for collecting both quantitative and qualitative data in a single study" (Creswell, 2008, p. 642). The quantitative data included the participants' ratings of their leadership competencies. The qualitative data provided in-depth explanatory information regarding the participants' leadership skills and knowledge. A combination of quantitative and qualitative research allowed for a rich understanding of participants' experiences in the summer practicum residency.

Research Context

The study is part of a federal Project of the Department of Education Supporting Effective Educator Development Grant Program, Project Preparation of Leaders for Underserved Schools (A-PLUS, Grant Award No. U423A170053), the goal of which is to develop successful principals and school leaders. The project involves five different components, and the present study was conducted within Component 1. The aim of Component 1 is to prepare in-service school leader candidates for leading campuses and influencing policy in districts that serve diverse learners,

particularly emergent bilingual (EB) and economically challenged students. This program is formatted as an online cohort model with an accelerated pace of four semesters (including summer) during which participants may remain in full-time teaching roles. Part of the principal preparation program includes a summer residency for principal candidates to practice their leadership skills in a school setting. During the residency, participants facilitated the management, set-up, leadership, and administration of a research-based, literacy-infused STEM summer residency curriculum as well as community engagement.

Participants

As part of a component of Project A-PLUS, the 16 principal candidates in the study were enrolled in the four-semester master’s degree in educational administration program, receiving virtual mentoring throughout. All participants were women ranging from 26 to 63 years of age. Half of the participants (n=8) identified their ethnicity as European American, and the other half (n=8) identified as Hispanic or Latina. About 69% (n=11) of the participants held elementary-level positions, about 25% (n=4) middle school level, and about 6% (n=1) high school-level positions. The average teaching experience was 7.2 years.

These 16 principal candidates also represented a vast range of school district types as classified by the Texas Education Agency (TEA, 2020). Out of the 16 summer residency placements, five school districts were classified as Other Central City, six were Non-Metropolitan Stable, four were Independent Town, and one was Rural. Per the TEA 2018-2019 District Type Glossary of Terms (TEA, 2020), a school district is classified as Other Central City if it is in a county with a population between 100,000 and 1,019,999 and its enrollment is at least 75% of the largest district enrollment in the county. An Independent Town district is in a county with a population of 25,000 to 99,999 and its enrollment is at least 75% of the largest enrollment in the county. A district is considered Non-Metropolitan Stable if its enrollment is equal to or greater than the state median district enrollment of 897 students. Finally, Rural school districts consist of enrollment of fewer than 300 students or enrollment between 300 students and the state median district enrollment of 897 students, with an enrollment growth rate of less than 20% over the past five years. Below is a demographics chart of the principal candidates who participated in the summer residency program.

Table 1
Principal Candidate Demographics

Principal Candidate Pseudonym	Gender	Ethnicity	School District Type	Years of Teaching Experience
Amy	Female	White	Other Central City	10
Melissa	Female	Hispanic	Other Central City	6
Andrea	Female	White	Non-metropolitan Stable	14

Teresa	Female	Hispanic	Non-metropolitan Stable	5
Linda	Female	White	Other Central City	4
Jaime	Female	White	Other Central City	6
Carmen	Female	Hispanic	Independent Town	5
Julia	Female	Hispanic	Independent Town	5
Kaitlyn	Female	White	Non-metropolitan Stable	11
Serena	Female	Hispanic	Independent Town	11
Eliza	Female	Hispanic	Other Central City	8
Farrah	Female	White	Rural	7
Jane	Female	White	Non-metropolitan Stable	6
Danielle	Female	Hispanic	Non-metropolitan Stable	4
Karina	Female	Hispanic	Non-metropolitan Stable	7
Maribel	Female	Hispanic	Independent Town	7

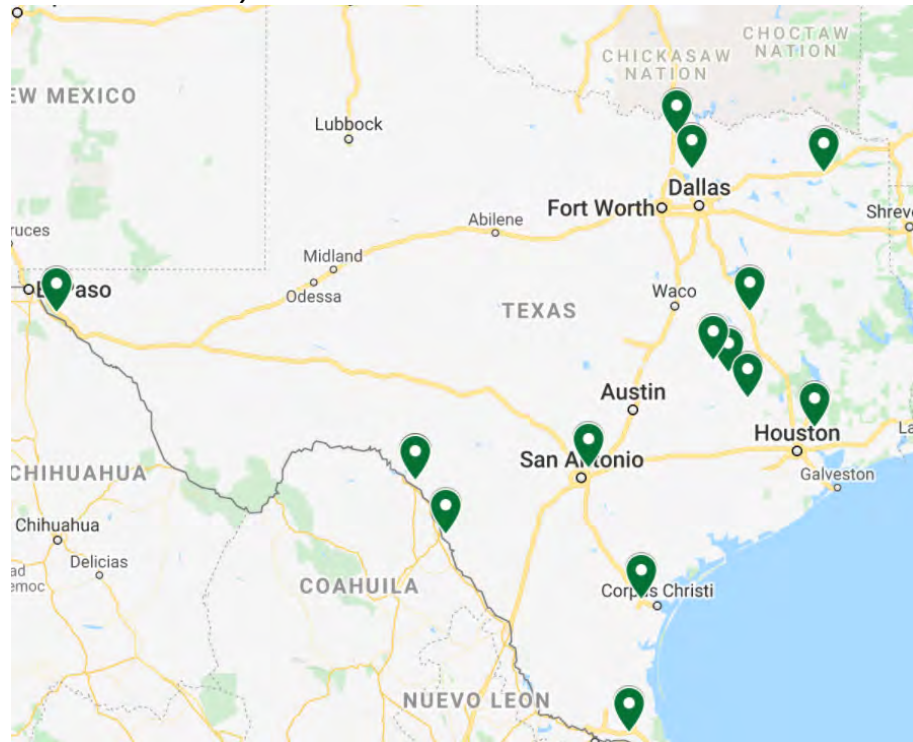
Note. Principal candidate names are pseudonyms for research purposes.

Intervention: Summer Residency Model

The participants in this study completed their master’s degree with specific virtual mentoring and coaching, including the intensive summer residency in which candidates facilitated the management, set-up, leadership, and administration of a research-based, literacy-infused STEM curriculum as well as community engagement. In Summer 2019, we implemented 16 summer residency placements in school districts across Texas. Below is a geographical map representing the locations of the summer residency across Texas.

Figure 1

Summer Residency Placements Across Texas



Note. Geographical locations are represented by markers in green.

Most of the summer residencies were four weeks of instruction, and their duration adhered to each school district’s summer program schedule. Project A-PLUS also partnered with the Houston-based non-profit organization iEducate (2024), which identifies and brings together motivated college undergraduates and high school students to help elementary school students in underserved and underperforming schools strengthen their math and science concepts and to nurture, educate and inspire future generations of doctors, engineers, scientists, and artists. College and high school students engaged in a 3-1 ratio with a total of 48 K-2 elementary students in a summer bridge/enrichment school. The iEducate organizational model was altered to be included as the A-PLUS Summer Residency Program as follows:

1. The principal candidate served in a simulated principalship/leadership capacity, organizing all the teachers, the curriculum, training and observing the teachers on the implementation of the curriculum, organizing the program on the campus, initiating and culminating the program
2. 4 college students as lead teachers per classroom
3. 4 high school students (juniors and seniors) as co-teachers per classroom
4. 12 elementary students per classroom for a total of 48 elementary student participants per summer residency campus site

In conjunction with the summer residency practicum program design, the principal candidates participated in the virtual mentoring and coaching (VMC) component of the summer residency. By consulting with an experienced mentor/coach who were former principals from the field, principal candidates were able to reflect on their interactions with teaching staff as they implemented their iEducate A-PLUS Summer Residency. These mentoring and coaching sessions

also provided emotional support; principal candidates could express their feelings of vulnerability in a safe environment. The VMC experience supported principal candidates in their transition from classroom teachers to instructional leaders by providing coaching/mentoring as they mentored and coached their staff while reflecting on their own practice. In turn, the principal candidates were able to apply classroom knowledge to real-world practice, with the VMC to guide their program coordination in a supervised, supportive environment.

Instruments

We included a leadership competencies assessment and an interview protocol for data collection. Those instruments are discussed below.

Leadership Competencies: Knowledge, Skills, and Mindsets (KSM) Assessment

The leadership competencies instrument was originally developed by researchers of the principal preparation program. The six domains of the State Standards for Principal instrument are: (a) School and Community Leadership, (b) Instructional Leadership, (c) Human Resource Management, (d) Executive Leadership, (e) Strategic Operations, and (f) Ethical Leadership (Texas Principal Certificate Standards found in the Texas Administrative Code §241.15, 2018). The content assessed by the TExES Principal as Instructional Leader examination (268), an exam which is required to be passed by Texas principal candidates, includes 11 principal competencies and 63 sub-descriptors. The residents’ assessment was created by the TAMU Educational Leadership Faculty based on the Texas Principal Certificate Standards found in the Texas Administrative Code §241.15 (See Appendix B). Principal candidates ranked their self-perceived competencies on the KSM in a scale of 0 to 5 (with 0 = the lowest level and 5 = the highest level) among the principal competencies and 63 sub-descriptors. The internal consistency of the KSM assessment was calculated based on Cronbach’s alpha for our participants. The results showed that Cronbach’s alpha reliability coefficient for each leadership competency scale was between 0.83 and 0.97. According to Pallant (2010), reliability coefficients above 0.70 are acceptable. The table below depicts Cronbach's alpha indices for all eleven competencies.

Table 2

Cronbach’s Reliability Indices of 11 Leadership Competencies

Principal Competency	Cronbach’s Alpha
Competency 1. The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	0.97

Competency 2. The beginning principal knows how to work with stakeholders as key partners to support student learning.	0.84
Competency 3. The beginning principal knows how to collaboratively develop and implement high-quality instruction.	0.89
Competency 4. The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	0.89
Competency 5. The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision and knows how to reflect on his/her own practice and strives to grow professionally.	0.83
Competency 6. The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	0.85
Competency 7. The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for audiences.	0.96
Competency 8. The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	0.89
Competency 9. The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	0.90
Competency 10. The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	0.93
Competency 11. The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	0.94

Note. Range of 11 Leadership Competencies showing Cronbach’s Reliability Indices.

The Interview Protocol

We interviewed each participant individually via GoToMeeting, and all participants took part in the interview phase. The interview protocol had 13 questions focused on leadership knowledge and skills gained in the practicum experience, instructional leadership practices, and the greatest strengths and challenges of being a summer program principal. Interview questions were reviewed and adjusted by educational administration experts, and each participant interview lasted 30-45 minutes.

The interview questions included: (a) the experience the participants learned from implementing the summer school program, (b) the leadership skills they gained from the summer school program, (c) the ways they supported their teachers during the summer program, (d) their reflection on the outcome of a lesson during the summer program, (e) the ways they assisted their teachers in establishing classroom management, (f) the most successful aspects of the curriculum, (g) the greatest leadership strength during the summer practicum, (h) the greatest leadership challenge during the summer practicum, (i) the most valuable topics in VMC sessions during the summer practicum, (j) the ways they addressed urgent topics in the VMC, (k) the overall summer residency experience with iEducate, and (l) their suggestions and recommendations to improve the future summer residency program. These questions were considered as a starting point; the principal candidates were encouraged to share and discuss their personal perspectives and real concerns about the summer residency program.

Data Collection Procedures and Analysis

Quantitative Phase

Principal candidates submitted KSM assessments before and after the summer residency program to determine their developmental progress. An effective set of instructions was provided to all participants prior to completing the pre- and post-assessment. Participants' ratings from the pre- and post-assessment were recorded and organized based on different leadership competencies. Their perceived developmental progress was determined by the differences in their ratings before and after the residency program. Descriptive statistics including measures of central tendency, variability, and frequency counts were conducted using SPSS version 25. Mean scores were calculated based on the main subscale indicators.

Qualitative Phase

The qualitative component of the study included semi-structured interviews of all participants immediately following the summer principal residency. The semi-structured interview data collection method maintains a focused structure for the discussion and allows for follow-up exploration based on interviewers' responses (Rubin & Rubin, 2005). Interviews were conducted remotely and were recorded using the online conferencing software GoToMeeting. All participants were asked their permission to record their interviews.

The qualitative data were guided by Marshall and Rossman's (2011) seven phases of analytical procedures: organizing the data, immersion in the data, generating categories and

themes, coding the data, offering interpretations, searching for alternative understanding, and writing the report. First, the interviews were transcribed and checked for accuracy. Three researchers then read the transcripts multiple times to ensure a full understanding of the information. After that, each interview was coded for dominant themes. According to Creswell (2008), “the identification of themes provides the complexity of a story and adds depth to the insight about understanding individual experiences” (p. 521). To obtain a thorough interpretation, a matrix was developed to help categorize and identify the relationships among various themes. The three researchers also recorded reflective memos during the coding process, which were subsequently compared and discussed for any alternative interpretations of participants’ narratives. Finally, the analytical report was written by integrating interconnected narratives from different participants.

Credibility and Trustworthiness

To ensure credibility, which concerns the trustworthiness of the interpretation of participant views (Polit & Beck, 2012), an audit trail was used in the study. Practicum activities, time logs, reflective reports, and interview notes were recorded. Member checking was also conducted to enhance credibility. In addition, data triangulation (Creswell & Plano Clark, 2017) was used to address validity, which is defined as “a judgment of the appropriateness of a measure for specific inferences, decisions, consequences, and use of the result from the scores that are generated” (McMillan & Schumacher, 2006, p. 130). We collected and evaluated both quantitative and qualitative data from the same group of participants. This substantially enhanced the validity of the study (Lodico et al., 2006).

Results and Discussion

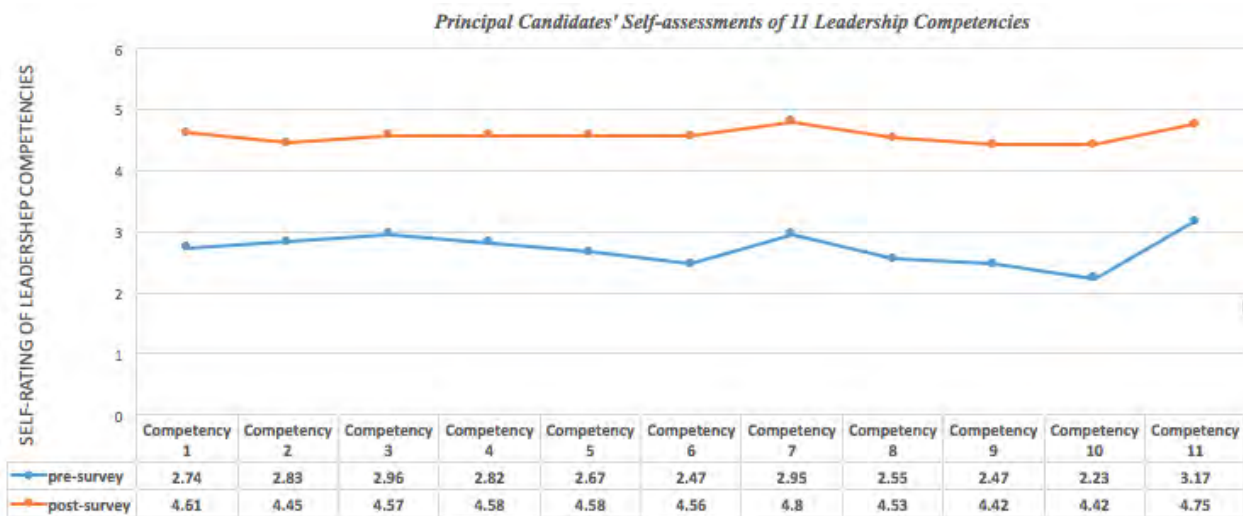
In this mixed-methods concurrent triangulation study, we analyzed principal candidates’ perceptions of their summer residency practicum experience. We concurrently collected quantitative and qualitative data collection, conducting separate quantitative and qualitative analyses. To address the first research question, the quantitative findings were evaluated through the principal candidates’ self-assessment of their proficiency in principal leadership competencies, and the qualitative findings were examined from the principal candidates’ virtual semi-structured interviews. Next, the findings from these analyses were combined to interpret a complete understanding of principal candidates’ perceptions of their summer residency practicum experience. To address the results of the second research question, we provided qualitative findings from the principal candidates’ semi-structured interviews.

RQ1. What leadership skills did the principal candidates report that they gained from the summer residency practicum program?

The principal candidates reported leadership development across all 11 different principal competencies over time. The average score of various leadership skills increased from 2.71 on the pre-assessment to 4.57 on the post-assessment. The greatest leadership development was found in Strategic Operations (Competency 10): The beginning principal knows how to provide

administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment, ($M_{\text{difference}} = 2.19$), followed by Human Capital (Competency 6): The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth ($M_{\text{difference}} = 2.09$), and followed third by Executive Leadership (Competency 008): The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management ($M_{\text{difference}} = 1.98$). Figure 2 depicts the perceived self-evaluation of summer residency leadership competencies from 0 to 5 on a pre- and post-self-report assessment.

Figure 2
Principal Candidates' Self-assessments of 11 Leadership Competencies



Note: Leadership competencies as stated in Texas Administrative Code §241.15.

Thus, the summer residency program experience facilitated the principal candidates' leadership development across all 11 Texas principal competencies; in fact, the scores for the post-survey across the competencies were more stable as opposed to the pre-survey scores. The greatest principal leadership development was observed in Strategic Operations (Competency 10), Human Capital (Competency 6), and Executive Leadership (Competency 8), respectively.

The principal candidate interview responses were analyzed with respect to the summer residency program's impact on participants' knowledge and leadership skills. In agreement with the quantitative findings, the following leadership themes emerged: (a) Strategic Operations (Competency 10), (b) Human Capacity (Competency 6), and (c) Executive Leadership (Competency 8), as shown in Table 3.

Table 3

Qualitative Findings: Texas Principal Certificate Standards and Competency Examples

Texas Principal Certificate Standards	Competency Examples as Outlined in Texas Administrative Code §241.15.
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Strategic Operations (Competency 10)	Coordination of School Operations Resource Allocation
Human Capital (Competency 6)	Coaching and Feedback Professional Development of Campus Staff
Executive Leadership (Competency 8)	School and Community Collaboration Organizational Effectiveness

Note. Texas Principal Certificate Standards as found in Texas Administrative Code §241.15.

Strategic Operations (Competency 10)

Strategic Operations (Competency 10) refers to the allocation of resources and coordination of school operations to support teacher effectiveness and student learning. The summer residency practicum provided an opportunity for principal candidates to assume the role of a school administrator. As such, they were required to plan instructional resource appropriation, carry out school district policies, and oversee daily school operations to ensure a safe and conducive learning environment. For example, Serena commented that the ability to manage and allocate resources is a leadership skill she acquired in the summer residency:

Managing resources and allocating them to the classrooms was one [of the leadership skills] because you know, we had the curriculum ...iEducate provided [the curriculum], but then it was just getting those materials that the teachers needed and making sure they had them by when they had to use them and having enough and you know, just managing that and then managing duty schedules.

Carmen elaborated and added how she had coordinated her summer residency program in synchronous collaboration with other summer programs on her campus.

I was the one who would have to go and manage the timing and the schedules and the logistics of duty and logistics of parent pick-up and school bus drop-offs. And so, I worked with the migrant program at our school. We had the bilingual program at our school and then ours. We had the special ed program going on. So, four programs all going at one campus and so managing between the four facilitators, five, because there was another [principal candidate] who was with me.

Andrea shared that her summer residency program exposed her to the coordination of multiple school programs, something she would have never witnessed as a teacher.

The summer school program was probably the best experience I've had out of all my

educational years. I knew a lot goes into the summer program, but like...being on the flip side, as a principal, you know, I not only had to train the staff, I had to make sure the busses were coordinated, and the cafeteria was coordinated, and parents were informed, and the kids were happy, and they're in attendance every day, and setting up for the having the end in mind with an awards ceremony and having all that coordinated. So I learned to be a teacher, and turn my roles, reversed, or on the flip side.

Thus, principal candidates developed leadership competency in Strategic Operations (Competency 10) through the summer residency practicum. In the principal role, they planned instructional resource allocation, carried out school district policies, and monitored daily school operations in a real-world school environment.

Human Capital (Competency 6)

The principal candidates were trained in human resource capacity skills during the summer residency practicum. In the role of a principal, the principal candidates were responsible for hiring, training, and scheduling teachers for the summer residency program. The principal candidates had the unique opportunity to step outside of their teacher role and oversee personnel from the principal's perspective. Linda commented:

The hiring [process] was probably the biggest eye-opener and I've done that before I was a children's minister for 12 years ... but on this level it was different. You see what principals do while you're in the classroom, so it was interesting to be on the other side of it.

Jamie reported experiences with hiring teachers, observing instruction, and building teacher capacity, a role beyond their realm of the teaching classroom:

It puts you in a different leadership role, having to recruit the teachers, interview the teachers, hire the teachers, work with their payroll, and reach out to parents but not as the classroom teacher ... being the observer of the teachers, and leading and guiding them through their curriculum. All those things put me in a different role.

In addition, the principal candidates examined the execution of lesson plans, conducted debriefing and reflective meetings with teachers, supervised teachers with classroom management, and guided teachers in meeting the specific needs of English learners (ELs) and children with learning challenges. For example, Farrah expressed that her greatest takeaways from the summer residency program were the classroom observations and instructional coaching experiences:

So, I did walk in a lot, and they were very receptive to your advice and to your coaching pieces. I did walk in often and talk to them about how things were being implemented in the classroom, what would work better, and what I have seen that works. So that's got to be the biggest piece that I gained from the summer school.

Many participants noted that the summer residency program fostered the development of their communication and collaboration skills by allowing them to take ownership in the success of the summer school program. For example, Maribel commented:

I can collaborate with the teachers. I always told them, you know, whenever I would go into classrooms, I always told them that don't act like I'm here to try to see what you're

doing wrong. I'm here to help you and for me to grow as well. . . I perceived [that] as my greatest strength.

Hence, the principal candidates developed human resource capacity leadership skills in their coordination of hiring, training, and scheduling teachers for the summer residency program. The principal candidates had a unique opportunity to observe instruction and provide instructional coaching to enhance teacher professional development.

Executive Leadership (Competency 8)

In the simulated role of a principal, the principal candidates focused on effective communication and collaboration with internal and external stakeholders. Jamie stated that she learned how to collaborate with different colleagues on campus as well as district-wide stakeholders to organize the entire summer program:

It [the residency program] threw you into a leadership role ... It forced me to contact people who are high up in our district. It forced me to contact and work with our bus barn and work with our summer school assistant ... It made me reach out to other people in the district that I wouldn't normally have reached out to and worked with.

Moreover, the summer residency practicum program trained principal candidates in establishing partnerships with the community. For example, Farrah commented on learning the importance of community engagement in her summer residency experience.

It's just a great opportunity to learn about community involvement [and] how important that is in forming a good school because, without good community involvement, it's difficult to have a successful school. And getting just completely different than the open house is getting my teachers to collaborate and it's easy for them to kind of go, 'I know what I'm going to do, you know in my room,' but getting them to collaborate. And so, towards the end I wanted them to all pick a science unit and then a unit to showcase at the open house and just watch and kind of learn to work together and learn to communicate and talk to one another and say no this is what I'm going to do, or I'd rather do it this way. And those were good experiences to watch and kind of guide instead of being in the mix, just kind of making myself step back and let the process take place naturally and then guided as it needed.

Overall, the principal candidates stated that the summer residency practicum program experience helped them develop a real-world understanding of the relationship between school and community to support student learning. By the end of the program, the principal candidates felt much more confident in their ability to engage with the community and felt prepared for their future roles as school principals.

In our quantitative findings, we interpreted how the principal candidates perceived their leadership growth across all 11 Texas principal competencies. In agreement with previous studies (Barton & Cox, 2012; Christian, 2011; Stevenson et. al., 2008), the summer residency principal candidates self-reported leadership growth before and after the practicum residency experience. Specifically, the principal candidates in this summer residency experienced the greatest principal leadership development over three Texas principal competencies: Strategic Operations (Competency 10), Human Capital (Competency 6), and Executive Leadership (Competency 8), respectively. These three Texas principal competencies also emerged from the qualitative data,

thus encompassing leadership skills gained by Anas-May et al. (2011) and confirming that principal practicums should provide opportunities to build relationships with staff and lead instruction for positive student outcomes. With an extended practicum and opportunity for immersive, field-based experiences, practicum candidates will be better equipped as they transition into first-year principal roles.

RQ2. What did the principal candidates perceive as their greatest leadership challenge during the summer intensive residency practicum program?

For the second research question, we present two qualitative findings from the principal candidates' interview responses: providing instructional feedback and engaging in critical conversations.

Providing Instructional Feedback

Providing instructional feedback was perceived as the greatest leadership challenge in coordinating the summer residency program. For instance, one principal candidate expressed difficulty with delivering constructive feedback out of concern that it could be interpreted as too harsh. Jane elaborated on her experience of providing feedback to teachers, reflecting on her choice of words and her lack of experience providing instructional feedback:

It is hard to come to those teachers and give them constructive feedback because, for me, sometimes it can be taken harshly, and you just have to be careful about how you word it. And I haven't had to experience that yet.

Teresa revealed similar struggles addressing instructional issues with teachers after conducting formal classroom observations. She further described giving constructive feedback as the most challenging leadership skill area:

So, when I did their observations, I had to do a formal observation. I don't like to have to tell you about an area of challenge growth for you, would be trying to say it in a way that doesn't sound like I am looking or picking on you or looking for something, but I needed to address a couple of things that I saw that would be worked on and that's probably the hardest area for me. Like I don't want to come across as I'm telling you something negative about you, but this is an area of growth and it's something that you could do to make yourself even better. So, I guess I like to tell you the good things. So, it's hard to tell you the things that you need to work on in a way. You know what I mean? I mean, I just don't want to come across as a negative, very challenging area.

This principal candidate voiced an intention to offer suggestions for the teacher's professional development without coming across negatively. Hence, providing instructional feedback to teachers was perceived as the greatest leadership challenge in implementing the summer residency program.

Engaging in Critical Conversations

Another emergent theme across the principal candidate interviews was having critical conversations with staff members. For example, one of the principal candidates recounted approaching a staff member about expectations for dressing professionally. She also had to address attendance and punctuality with another staff member. Carmen expanded on her experiences:

It's the human element part. It's the kids [teacher leaders/college tutors] that showed up with the ripped jeans, even though I told them not to. You know, and then must have those conversations where they have to go home and change. Or being late to duty and you must have those difficult conversations about you know, 'I was at your duty station you weren't there. You need to be there; [that is] how important it is. I think that was the most challenging part.

Thus, this principal candidate considered these critical conversations to be difficult.

Eliza outlined challenges with engaging in difficult conversations in her administrator role and balancing her ability to navigate relationships with her staff. She questioned where to draw the line between being an administrator and a co-worker:

My biggest challenge was to keep myself at a distance to find the balance between where I wanted to be as a leader and as part of the group to find my place. Since I've never been in that position, it's very easy to want to be friends. That's not the relationship that I wanted as the authority figure that I wanted to create for myself and in my future situations. So, trying to figure out the balance of how deep to develop relationships and where to draw the line between administrator, friend, and co-worker. . . How do I balance this?

This principal candidate's struggles with navigating her new leadership role and relationships with coworkers reflect other principal candidates' challenges implementing the summer residency in the areas of: (a) providing instructional feedback and (b) engaging in difficult conversations.

Discussion of Research Question Two

The principal candidates' stated challenges of providing instructional feedback to teachers and engaging in difficult conversations to support research conducted by Salazar et al. (2013) regarding the significance of principal residencies providing applicable learning experiences such as building relationships, conducting critical conversations, acquiring conflict resolution skills, and providing effective feedback to teachers. Leskiw and Singh (2007) concluded that action-oriented opportunities are crucial for leadership development and further bridge connections between theory and practice. In addition, Thessin and Clayton (2013) stressed the need for full-time administrative practicum experiences and the importance of establishing partnerships between university and school districts to support full-time principal practicums. Chandler et al. (2013) cited embedded field experiences as maximizing efficiency in connecting theory and practice. As Tubbs and Holiday (2009) addressed logistical challenges to implementing a principal residency in the workplace, our intensive summer residency practicum model provided students an opportunity to apply theory to practice in a real-world environment without the logistical constraints of principal candidates' regular work duties. Similarly, Orr (2011) noted challenges in implementing a principal residency on a full or part-time basis apart from the candidate's regular

duties. We addressed these challenges by partnering with school districts and a non-profit agency to provide a full-time residency experience across four weeks.

Implications for Principal Summer Residency

The principal summer residency provided a real-world leadership experience beyond the stand-alone principal practicum offered in traditional principal preparation programs. To replicate our online principal residency model, we recommend the following:

1. Establish a school district partnership to collaborate on implementing an online summer residency. We concluded that coordinating a successful online summer residency across the state of Texas, with small schools to large schools, required a school district partnership to ensure the principal candidate would experience the simulation of a full-time, job-embedded principal residency.
2. Employ an iEducate program or a similar one in which high school and college students are in the summer residency program. Through a non-profit agency, our principal candidates recruited, interviewed, ran criminal background checks on, and employed college and high school students to mentor the elementary students under the leadership and coordination of our principal candidates.
3. Include a VMC component to guide principal candidates in their summer program implementation. In our VMC model, we require that the virtual mentor/coach has the extensive principal experience and the ability to help the principal candidate navigate the leadership expectations of leading a summer school program.
4. Engage parents and the community in summer residency programs. After the summer residency program, the principal candidates should invite parents and other community members to a student showcase. The principal candidates should partner with the local community to donate goods and services to the student showcase event.

The results can inform education policymakers and leading principal preparation faculty about a principal residency practicum model that can be successfully run during the summer months. The results of this study may inform principal preparation programs as they review their respective residency practicum program designs. As school districts recruit principal candidates for their campuses, they may be able to compare the residency program experiences across different university principal preparation programs to recruit the most highly qualified principal candidates who are equipped with rich, in-depth, field-based leadership experiences.

We have provided data on the perceptions of principal candidates regarding their summer residency practicum experiences. These principal candidates were engaged in elementary school placements serving emergent bilingual and/or economically challenged students. The summer residency practicum consisted of six weeks. This principal residency model serves to provide a real-world environment where the principal candidate can apply multiple leadership skills in a real-life context.

Considerations for Future Study

Based on the results of this study, we considered the outcomes of a six-week summer principal residency experience. Since the summer school setting operates at a reduced staff and student building capacity, a calendar year residency would simulate a more real-world experience; however, if there can be no year-long residency, a simulated principalship residency in the summer appears to be able to provide support for building leadership capacity. However, studying the differences between the summer residency experience described in this paper and a year-round residency experience would add to the body of knowledge about training principal candidates to be successful in the field.

We would also recommend extending the scope of the residency from strictly elementary school placement to placements in middle schools, high schools, and alternative schools such as disciplinary alternative education placements (DAEP), optional flexible school day programs, and early college campuses. Principal candidates' simulated experiences at these alternative school campuses may further enhance their leadership development.

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Appendix A

Summer Residency Program Background

Part of the principal preparation program includes a summer residency for principal candidates to practice their leadership skills in a school setting. Most of the summer residencies were four weeks of instruction adhering to each school district's summer program schedule. Project A-PLUS also partnered with iEducate, a non-profit organization that identifies and brings together motivated undergraduate college students and high school students to help elementary school students in underserved and underperforming schools strengthen their math and science concepts and to nurture, educate and inspire future generations of doctors, engineers, scientists, and artists. College and high school students engaged in a 3-1 ratio with a total of 48 K-2 elementary students in a summer bridge/enrichment school. The organizational model is as follows:

- 4 college students as lead teachers per classroom
- 4 high school students (juniors and seniors) as co-teachers per classroom
- 12 elementary students per classroom for a total of 48 elementary student participants per summer residency campus site

This past summer, 16 summer practicum residencies were implemented in the following school districts:

1. Bryan ISD (two residency placements)
2. Buffalo ISD
3. Calallen ISD
4. Eagle Pass ISD
5. Gainesville ISD
6. Hearne ISD
7. Heritage Academy Charter Schools
8. Huffman ISD
9. La Feria ISD
10. Little Elm ISD
11. Mount Pleasant ISD
12. Navasota ISD
13. San Felipe Del Rio Consolidated ISD (two residency placements)
14. Tornillo ISD

Appendix B

Principal Candidate Assessment of Texas Principal Competencies and Skills

Intern Name/Date:	Rating 0 to 5
DOMAIN I —SCHOOL CULTURE (School and Community Leadership)	
Competency 001	
The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	
Knowledge and Skills	
A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals	
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision	
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	
D. Aligns financial, human, and material resources to support the implementation of a campus vision and mission	
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision	
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture	
G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment	
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture	
I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students	
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale	
Competency 002	
The beginning principal knows how to work with stakeholders as key partners to support student learning.	
Knowledge and Skills	
A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision	

B. Implements strategies to ensure the development of collegial relationships and effective collaboration	
C. *Uses consensus-building, conflict-management, communication, and information gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning	
D. *Ensures that parents and other members of the community are an integral part of the campus culture	
DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)	
Competency 003	
The beginning principal knows how to collaboratively develop and implement high-quality instruction.	
Knowledge and Skills	
A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research	
B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs	
C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment	
D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards	
E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning	
Competency 004	
The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	
A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction	
B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)	
C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement	
D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap	

E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions	
DOMAIN III — HUMAN CAPITAL (Human Resource Management)	
Competency 005 The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her practice, and strives to grow professionally	
Knowledge and Skills	
A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff	
B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities	
C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data	
D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources	
E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow	
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision-making and works collaboratively with campus and district leadership	
Competency 006 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	
Knowledge and Skills	
A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes	
B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies to improve teaching and learning in the school	
C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment	
D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff	
DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)	
Competency 007	

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	
Knowledge and Skills	
A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences	
B. *Develops and implements strategies for systematically communicating internally and externally	
C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies	
D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals	
Competency 008 The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	
Knowledge and Skills	
A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning	
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem-solving to guide effective campus decision-making	
C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions	
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision	
E. *Uses effective planning, time management, and organization of work to support the attainment of school district and campus goals	
DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)	
Competency 009 The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	
Knowledge and Skills	
A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans	
B. *Establishes structures that outline and track the progress using multiple data points and make adjustments as needed to improve teacher effectiveness and student outcomes	
C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning	

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment	
Competency 010 The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	
Knowledge and Skills	
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment	
B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan	
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)	
D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management about accounts, bidding, purchasing, and grants	
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)	
F. Facilitates the effective coordination of campus curricular, curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students	
G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)	
DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY	
Competency 011 The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	
Knowledge and Skills	
A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)	
B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors	
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community	
D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn	

E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)	
F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs, and services (e.g., health, guidance, and counseling programs) to meet individual student needs	
G. *Applies legal guidelines (e.g., about students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities	
H. Articulates the importance of education in a free, democratic society	

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

1. ***Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals**
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
7. ***Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment**
8. ***Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture**
9. ***Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students**
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. ***Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning**
4. ***Ensures that parents and other members of the community are an integral part of the campus culture**

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

1. ***Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research**
2. ***Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs**
3. ***Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment**
4. ***Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards**
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

1. ***Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction**
2. ***Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)**

3. ***Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement**
4. ***Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap**
5. ***Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions**

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

1. ***Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff**
2. ***Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities**
3. ***Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data**
4. ***Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources**
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

1. ***Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes**
2. ***Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies to improve teaching and learning in the school**
3. ***Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment**
4. ***Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff**

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007: The entry-level principal knows how to develop relationships with candida teal and external stakeholders, including selecting appropriate communication strategies for audiences.

1. ***Understands how to effectively communicate a message in different ways to meet the needs of various audiences**
2. ***Develops and implements strategies for systematically communicating internally and externally**
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. ***Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions**
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. ***Uses effective planning, time management, and organization of work to support attainment of school district and campus goals**

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

1. ***Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans**
2. ***Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes**
3. ***Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning**

4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. ***Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan**
3. ***Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)**
4. ***Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management about accounts, bidding, purchasing, and grants**
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs about other school district programs to fulfill the academic, developmental, social, and cultural needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. ***Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)**

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

1. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors
3. ***Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community**
4. ***Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn**

5. ***Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)**
6. ***Facilitates and supports special campus**
7. **programs that provide all students with quality, flexible instructional programs, and services (e.g., health, guidance, and counseling programs) to meet individual student needs**
8. ***Applies legal guidelines (e.g., about students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities**
9. Articulates the importance of education in a free, democratic society