EDUCATIONAL ADMINISTRATION PROGRAM

ADMINISTRATION INTERNSHIP HANDBOOK
ED 7313

DEPARTMENT OF EDUCATION

SUL ROSS STATE UNIVERSITY

A Member of the Texas State University System
INTRODUCTION

The Administrative Internship in Educational Administration at Sul Ross State University is a cooperative venture involving the student, the school district, and the Education Department at Sul Ross State University. It provides an opportunity for the student to develop and implement a program of professional improvement under the joint supervision of an experienced, practicing school administrator and a university advisor. Because of the complexity of the job of administering today’s schools, the Educational Administration faculty has established rigorous requirements for the internship. The internship handbook is established in an attempt to provide each of the parties to the internship a thorough understanding of the role and expectations of all of the other parties and thereby insure the best possible internship experience for the student.

I. ADMINISTRATIVE INTERNSHIP PREREQUISITES

The internship is the culminating experience where the student can implement knowledge, skills and attitudes obtained in the program course work and develop a professional improvement program. It is required that a student have completed 15 semester credit hours of the program course work prior to beginning the internship. It is also required that the student:

1.1 obtain written permission of the program advisor to take the course.

1.2 obtain written permission by 9-15 or 2/1 from the school superintendent to complete the internship in the district.

1.3 obtain written permission by 9-15 or 2/1 from the building principal to complete the internship on the campus.

II. ADMINISTRATIVE INTERNSHIP APPLICATION PROCEDURES

When a student knows the internship prerequisite will be met, the student should make formal application to take the internship by completing the following procedures:

Date Completed

2.1 submit a letter of intent to the program advisor.

2.2 secure a letter from the school district’s chief executive officer addressed to the student’s internship advisor indicating consent for the internship and the identification of the administrator(s) of the school campus who will supervise the intern during the internship.

2.3 attend a meeting held during the Fall and Spring registration preceding the actual beginning of each semester.

2.4 register for the internship course, ED 7313 according to the procedure identified in Section III below.
III. BASIC REQUIREMENTS OF THE ADMINISTRATIVE INTERNSHIP

In order for an internship request to be approved by the faculty it must:

3.1 provided the intern with experience in an area that requires administrator certification.

3.2 provide a contribution to the school district.

3.3 have completed 15 semester credit hours in school administration.

3.4 Quality is the prime concern. There are both time considerations (150) hours and quantity consideration (15 competencies). The quality of involvement and reporting of the internship will remain the number one priority of the student and University Supervisor.

IV. ROLE OF THE STUDENT INTERN

It is the responsibility of the student to manage the preparatory program in such a way that, upon its completion, the student will have identified and secured the competencies necessary to assume a position as a school administrator. The efficiency with which the program is managed determines the level of satisfaction, confidence and competency the student takes to an initial position in administration. Specifically the student’s responsibilities for the internship are to:

4.1 meet all the prerequisite identified in Section I of the Internship Handbook.

4.2 secure an internship that meets the basic requirements of the Department of Education.

4.3 attend all of the meetings of the class and the internship group until all students in the group have completed the internship.

4.4 participate in bi-monthly meetings of the internship group. The meeting should contain an in-service component and be planned and evaluated as one would plan and evaluate any professional meeting. Each participant must send minutes of the meeting and a copy of the workshop evaluation to the internship advisor and the school supervisor.

4.5 attend and participate in all internship meetings called by the University advisor plus all internship group meetings.

4.6 develop an acceptable internship plan of not less than 15 competencies. The plan is considered acceptable when agreed to
by the intern, the school supervisor and the university supervisor.

4.7 seek assistance from the university supervisor and school supervisor as needed.

4.8 while time on task is important for successful completion, quality of the task or involvement is of prime consideration.

4.9 maintain a daily log of activities during the course of the internship containing a minimum of 150 hours for the semester.

4.10 submit to the University supervisor, by the tenth working day of each month, reports of the previous month’s activities which have been reviewed and signed by the school supervisor.

4.11 develop and submit a professional resume.

4.12 join at least one professional organization for administrators.

4.13 fulfill successfully all the requirements of the internship plan.

4.14 submit an acceptable internship notebook by the end of each semester.

4.15 spend a minimum of one day each semester “shadowing” a practicing school administrator on a different campus than that of the intern.

4.16 secure a letter from the school supervisor each semester indicating satisfactory completion of the internship.

4.17 Students are required to provide the instructor during ED7313, Administrative Internship, with evidence that they have passed the Certify Teacher Program Practice Principal Examination with a score of 250 or higher. (Note: The Certify Teacher Examination is good practice for the TExES examination but is not an accurate representation of the intensity of the ETS #068 Principal TExES Examination.)

4.18 Students who do not provide evidence of passing the Certify Teacher Principal Examination during the course of ED7313 will receive an incomplete.

4.19 Incompletes will turn into a grade of “F” at the time specified by Sul Ross State University policy.
4.20 Completion of all of the previous steps is necessary to complete the program in School Administration and be recommended to take the TExES #068 Certification Examination.

4.21 Students must take and pass a practice ETS #068 Principal TExES Examination, in ED7313. The ETS Practice Examination for the TExES #068 will be taken by students on the first day of class in ED7313.

4.22 Students who do not pass the ETS Practice Test for the TExES #068 on the first day of class in ED7313 may re-test on the Saturdays of scheduled weekend classes. Re-tests will only be done at the Alpine campus.

4.23 Once students pass the TExES practice examination, they must provide the instructor with evidence that they have passed and may cease attending the scheduled Sunday review sessions for ED7313.

4.24 Review sessions for those students who have not passed the ETS Practice Examination in ED7313 will be held on Sunday on the scheduled weekends from 8:00-12:00 am Alpine time (7:00-11:00 am El Paso time). The Sunday review sessions will be broadcast from Alpine using distance education equipment to Eastwood Middle School, in El Paso. Students may attend at either location: Alpine or El Paso.

4.25 Students are not required to re-take the examination on each Saturday of scheduled class weekends. Students may elect to re-take on any scheduled Saturday. However, Sunday review classes are mandatory for all students who have not yet passed the TExES Practice Examination.

4.26 Students who have not passed the TExES Practice Examination for ED7313 by the last scheduled Saturday class in the semester will receive an incomplete grade for ED7313.

4.27 Incompletes will turn into a grade of “F” at the time specified by Sul Ross State University policy.

4.28 Completion of all of the previous steps is necessary to complete the program in School Administration and be recommended to take the TExES #068 Certification Examination.

4.29 The schedule for the first weekend class in ED7313, Administrative Internship, is as follows:
a. all students must attend this class at the Alpine campus; class will be held on this first weekend on SATURDAY ONLY (Note: All other classes will have a retest on scheduled Saturdays and review sessions on Sunday-8:00 to 12:00 Alpine time)

b. class begins at 9:00 am on Saturday morning

c. there will be 1.5 hours spent establishing cohort groups and discussing the requirements of the course

d. there will be a 1 hour lunch break from 10:30 till 11:30

e. the 5-hour ETS Practice Exam will be administered from 11:30 until 4:30

V. THE ROLE OF THE LOCAL SCHOOL SUPERVISOR(S)

It is important that the local school supervisor understand that the competency areas identified by the student and school supervisor are the central focus of the professional development during the internship. It is hoped that the student’s local school supervisor(s) will refer to the competency areas when planning assignments, duties, and responsibilities of the student. It is also desirable that the local school supervisor(s) suggest other competencies or provide additional experiences when there is evidence that a student need exist.

Each local school supervisor(s) will bring a unique style, set of skills and approaches to supervising the student. Responsibilities of the local school supervisor(s) include:

5.1 provide direction to the student as follows:

a. insist upon the very highest ethical standards, especially as relates to confidential information;

b. encourage the student to read current research and professional journals;

c. emphasize the value in continued graduate course work and independent study;

d. suggest that the student visit other school districts for observations, conduct interviews with other administrators, attend board meetings and participate in professional conferences or workshops;

e. stress the importance of thoughtful planning in carrying out
short and long term supervisory or administrative assignments;

5.2 evaluate student’s planned proposal to insure that the proposed competencies contribute to the professional development of the student while, at the same time, fulfill a need in the district. When the student’s proposal is finalized to the satisfaction of all parties, sign it indicating approval as a plan between the school and the student;

5.3 review and sign the student’s monthly reports, review the daily log and make other periodic observations in order to evaluate the student’s progress and provide regular feedback as needed;

5.4 review the student’s progress in completing each element in the student’s plan and certify or witness its completion;

5.5 provide articulation between the school and the university and meet with the university supervisor when necessary concerning the student’s progress in the internship;

5.6 certify by letter to the university supervisor when the student has satisfactorily completed all of the requirements for the internship.

VI. ROLE OF THE UNIVERSITY SUPERVISOR

Each intern will be assigned to a seminar group. A faculty member (supervisor) will be assigned to supervise the seminar group. Specifically, the university supervisor has the following responsibilities:

6.1 review with each student the requirements and/or expectations for the internship experience;

6.2 meet with the local school supervisor and the student to review the role expectations of the students, the local school supervisor, and the university supervisor;

6.3 critique the proposals (after they have been critiqued by the group and the school supervisor) and, when the proposal is acceptable, sign it indicating its acceptance as a plan between the student and the faculty;

6.4 serve as a resource person to the student and the seminar group;

6.5 meet with the student and the local supervisor as requested
by either party. Give advice and feedback to the student as the student develops a resume and other materials;

6.6 critique the student’s progress throughout the internship and, once the student has met all of the requirements of the plan, certify to the department and the registrar that the internship has been satisfactorily completed.

VII. ROLE OF THE SEMINAR GROUP

The Seminar Group is composed of a number of students who are selected by the university advisor to work together during the internship experience. Specifically, the responsibilities of the group are to:

7.1 attend two group meetings held each semester and hosted by a group member in a school district. Dates for meetings must be by mutual agreement among group members and the university supervisor. 100% group attendance is required (i.e. if someone is absent or misses a significant portion of the meeting, another meeting must be scheduled). In preparation for the meeting the host should discuss with the group some activities of interest and agree on objectives for an in-service workshop for the interns. The agenda for the meeting should include the following:

a. Group discussion regarding the progress of each intern toward the objectives.

b. A brief tour of the school building.

c. A visit with local school administrators (student’s local supervisor and, if possible, the superintendent).

d. An in-service workshop for the internship group.

7.2 review and critique each group member’s internship plan;

7.3 hear and present oral summaries of progress and give feedback that will be of assistance to group members;

7.4 see that minutes and workshop evaluations of each meeting are kept and mailed to all members and the university supervisor;

7.5 work with the university supervisor to develop a calendar
for group meetings;

7.6 review and critique all final student reports.

VIII. CRITERIA FOR STUDENT INTERNSHIP PLAN

The internship plan is first developed as a proposal. The proposal is submitted in the form of a draft. When the first draft is accepted by all parties it becomes the Internship Plan. Each draft must include the following elements:

8.1 A cover page must be attached to all drafts. The cover page must include the following information:
   a. Name of student
   b. Group name
   c. Name of internship/university advisor
   d. Name and position of school supervisor
   e. Name of program (Mid-Management ED 7313)
   f. Date of submission of the current draft

8.2 Signature sheet of the approved plan must include:
   a. A statement certifying that the plan has been read and approved by:
      ---the student
      ---the internship group
      ---the campus supervisor
      ---the university supervisor
   b. Signature lines for:
      ---group members
      ---school supervisor
      ---university supervisor

8.3 Competencies as indicated from a needs assessment will be developed and written in the following format:

1.0 Competency
   1.1; 1.2; etc. Objectives for the competency 1.1.1; 1.1.2; etc. Tasks to fulfill each objective and the criterion and the process for evaluating success in completing the task.

2.0 Competency
   2.1; etc.

8.4 Interns are expected to complete a minimum of 15 competencies and the minimum of at least 150 clock hours.
IX. Internship Notebook Completion Requirements

At the conclusion of the Principal Internship ED 7313, each student must submit a notebook to the University Supervisor. An acceptable notebook must include at least the following:

Notebook Guidelines

9.1 Sturdy three-ring binder;
9.2 Title page which includes same as [a-f] under 8.1;
9.3 “Sign-Off Sheet” containing the signatures of the local site supervisor and the University supervisor certifying that the internship has been completed and the final report [notebook] is acceptable;
9.4 Table of Contents
9.5 Copy of the approved plan
9.6 Supportive data/materials and certification of completion for each task in the internship. Note: a great deal of emphasis is placed upon the “organization of the handbook for ease of reference. For example, the materials/data mentioned above should be organized so that the task, the certification that the task has been completed and the appropriate supportive data are all located together in a group. The individual competencies and behaviors which include the tasks and supportive data/material should be tabbed in the notebook for easy reference.
9.7 Samples of pages from the daily log;
9.8 Copy of monthly logs;
9.9 Copy of meeting agendas;
9.10 Copy of minutes and workshop evaluations from each meeting;
9.11 Appendix [if needed] for additional supportive data;
9.12 Copy of all correspondence from superintendent/supervisor regarding internship, approving internship; certifying completion of internship, etc.; and
9.13 A label on the spine of the notebook including your name and the date of internship
Please note: you should keep a duplicate copy of the notebook for yourself for future reference and/or job application. Students may pick up the notebook within one month after grading by the University supervisor, otherwise, the notebook may be discarded.

Approval/Acceptance Procedure

When the student believes all requirements for the internship have been completed and the notebook meets the guidelines spelled out above, the notebook must be submitted for review and modification or approval by the following people in the order listed.

1. Seminar Group [review only]
2. School/Site Supervisor
3. University Supervisor

Due date to submit the notebook to the University Supervisor:

Fall Semester  December 1
Spring Semester  May 1

Mid-Management Internship Competencies
ED 7313I

In obtaining certification at the Principal/Mid-Management level (any administrative position other than the superintendency), the administrative student is gaining certification at the secondary level and the elementary level; therefore, all listed activities should be understood from both the elementary and the secondary perspectives. The mid-management internship plan shall be developed from (PM, CL, MS, OS, PPS, and SCR) competencies such as those listed below. Others are encouraged as may be appropriate.

Interns are expected to complete not less than 15 competencies. Required competencies are marked with an asterisk (*). When each competency is completed, the student will indicate in writing the connection of the competency to one or more of the Domains and Competencies for the Standards for the Principal Certificate as established by the State Board for Educator Certification.

1.1 PLANT MANAGEMENT

PM1.1 Describe the process by which maintenance work assignment and schedules are made in your building and document your involvement in the process.

PM1.2 Describe the process by which custodial work assignments and schedules are made in your building and document your involvement in the process.

PM1.3 Describe the procedures for the care and use of maintenance and custodial equipment in the school district and the involvement in it.
PM1.4 Describe the procedures for the acquisition of maintenance and custodial supplies and materials in your building.

PM1.5 Prepare a maintenance work order and document the date each step in the process to the completion of the task.

PM1.6 Interview the person in charge of district maintenance in order to:
   a. List the major responsibilities as they are reported;
   b. Identify the major maintenance problems; and,
   c. Describe how this process could be improved on your campus.

PM1.7 Other (please describe objective)

2.0 CURRICULUM LEADERSHIP

CL2.1 Describe the status for the campus efforts to develop curriculum guides or scope and sequence charts for the appropriate grade levels. What are your suggestions to improve this process?

CL2.2* Describe the process by which curricula for special programs (Special Education, Vocational Education, Gifted and Talented Education, Bilingual Education, etc.) are developed for the campus, paying particular attention to district, state and federal program requirements. How can this process be improved?

CL2.3 Describe the curriculum evaluation process for your campus and list short and long-range plans for curriculum improvement. If there are no plans for improvement, give your recommendations to improve the process.

CL2.4 Interview the building principal and the principal of the school from which your students come, or to which your students go, to determine the mechanism which is in place for accomplishing curriculum articulation between those schools; describe the mechanism. Provide an evaluation of the process and your recommendations for improvement.

CL2.5 Other (please describe objective).

3.0 INSTRUCTIONAL LEADERSHIP

IL3.1 Participate in the report on at least three clinical supervision episodes which include a pre-observation conference, an observation, and a post-observation conference; include in the report the supervisory orientation used and the significance of the teacher’s developmental levels.
IL3.2 Plan and conduct all or a portion of a district level staff meeting and analyze your use of group dynamics techniques which either helped or hindered the accomplishment of your objective.

IL3.3 Determine at least one staff development need for the teachers in the building and plan an in-service program to meet this need. Provide evaluation of the program and suggested improvements for the next meetings.

IL3.4 Work with a teacher to develop alternatives for managing student discipline as part of the teacher’s classroom management system and document your involvement.

IL3.5 Submit a proposal for initiating or expanding a professional library in the building.

IL3.6* Describe the following steps in the handling of textbooks in the building and document your involvement in one or more of the steps:
   a. Textbook adoption schedules and deadlines
   b. Methods of textbook inventory
   c. Process of textbook distribution
   d. Procedures for fulfilling textbook accountability requirements.

IL3.7* Participate in at least one Admission, Review, and Dismissal (ARD) Committee meeting and describe the administrator’s role in the ARD process.

IL3.8 Participate on the campus planning committee and describe the administrator’s role in the campus planning committee.

IL3.9 Other (please describe objective)

4.0 MANAGEMENT SKILLS

MS4.1* Describe the process for developing the master schedule in the building and document your involvement in the process.

MS4.2 Describe the process by which teacher extra-duty schedules are developed in the building and document your involvement in the process.

MS4.3* Document your participation in at least three due process procedures in the building.

MS4.4 Describe the process for developing the building level budget and document each step in which you were involved.

MS4.5 Select two special federal or state funded programs in the building and describe how implementation of those programs affects the principal’s jobs.
MS4.6  Participate in at least two discipline referrals and document the action taken from referral to culmination.

MS4.7  Participate in at least one parent conference related to a discipline infraction which has been referred to the principal and relate the results of the conference.

MS4.8  Participate in at least one discipline referral from a bus driver and describe the action taken from referral to completion of the case.

MS4.9  List the federally required forms used in the building and describe the mechanism by which data is collected for the completion of these forms.

MS4.10 Process the receipt of new equipment and supplies in your building and show how they are added to the inventory and how obsolete equipment is removed from the inventory.

MS4.11 Other (please describe objective).

5.0 ORGANIZATION AND STRUCTURE

OS5.1  Attend at least three board meetings and record any actions which affect the management personnel’s responsibility.

OS5.2  Select from the board policy book three policies which significantly affect the building principal’s job and briefly describe these policies and their effect.

OS5.3  Describe the steps in the line-staff organization in the district through which a student’s complaint concerning a grade received would pass on its way to a board decision.

OS5.4  Analyze the relationships between the building principal’s job description and the central office personnel job descriptions, to include the superintendent, assistant superintendent, personnel director, business manager, supervisors, and coordinators to the extent that these positions exist.

OS5.5  Other (please describe objective).

6.0 PUPIL PERSONNEL SERVICES

PPS6.1  Describe the enrollment procedure for students in the building and document your involvement in it.

PPS6.2  Interview the person in your building responsible for attendance accounting and summarize the attendance accounting process described.

PPS6.3* Examine five students’ permanent records: describe the extent to which the
contents satisfy the Family Rights and Privacy Act and describe the procedure for handling requests for records from students, parents, teachers, etc.

PPS6.4 Describe the program which the campus has to ease the transition of students from one campus to another as they are promoted. How would you improve the process?

PPS6.5 Submit a plan for a guidance program developed by working with counselor(s) in the building.

PPS6.6 Describe the process used on the campus for handling habitual student absentees and truants, including in the description the relationship of that process to the family code and the juvenile court, and document your involvement in the process.

PPS6.7 Describe the process for completing the Principal’s Annual Report on the Superintendent’s Report (PIEMS Data and document your involvement in the process).

PPS6.8 Describe the process of planning and implementing student activities and document your participation in the supervision of at least two of them.

PPS6.9 Describe the principal’s role in securing special services (i.e. transportation, cafeteria, health, etc.) in the building. What are your recommendations to improve the process?

PPS6.10* Describe the accounting process used in the building for activity or revolving funds to include receipt of funds, writing of checks, and keeping records of expenditures. What are your recommendations to improve the accounting process?

PPS6.11 Other (please describe objective).

7.0 SCHOOL-COMMUNITY RELATIONS

SCR7.1 Describe ways by which the internal communication system of the district can be improved.

SCR7.2 Describe ways by which the internal communication system of the building can be improved.

SCR7.3 Submit a proposal for a way to improve communication between the school and the school patrons.

SCR7.4 Other (please describe objective).
SUL ROSS STATE UNIVERSITY
INTERNSHIP CHECKLIST

NAME

*ATTENDANCE AT MEETINGS
   ___(6 POINTS)
*DEVELOP AN INTERNSHIP PLAN WITH AT LEAST 15 COMPETENCIES
   ___ACCEPTED BY SCHOOL SUPERVISOR (SIGNATURE REQUIRED) (10 POINTS)
   ___ACCEPTED BY UNIVERSITY SUPERVISOR (SIGNATURE REQUIRED) (10 POINTS)
*MAINTAIN A DAILY LOG WITH A MINIMUM 150 CLOCK HOURS DOCUMENTED
   ___(4 POINTS)
*MONTHLY REPORTS (DUE BY THE 10th WORKING DAY) FOR SEPTEMBER-APRIL (3 POINTS EACH)
   ___SEPTEMBER
   ___OCTOBER
   ___NOVEMBER
   ___DECEMBER
   ___JANUARY
   ___FEBRUARY
   ___MARCH
   ___APRIL
*DEVELOP A PROFESSIONAL RESUME
   ___(6 POINTS)
*DEVELOP A CRITIQUE OF THE SHADOWING OF A PRINCIPAL FOR EACH SEMESTER ___(3 POINTS)
*JOIN A PROFESSIONAL ORGANIZATION
   ___(4 POINTS)
*FINAL LETTER FROM SCHOOL SUPERVISOR
   ___(10 POINTS)
*FINAL NOTEBOOK
   ___TITLE PAGE (2 POINTS)
   ___SIGN-OFF SHEET (4 POINTS)
   ___TABLE OF CONTENTS (2 POINTS)
   ___COPY OF PLAN (2 POINTS)
   ___SUPPORTIVE DATA (2 POINTS)
   ___MINUTES OF MEETINGS (2 POINTS)
   ___MEETING EVALUATIONS (2 POINTS)
*QUALITY
   ___(10 POINTS)

TOTAL POINTS:_______
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HOURS_____________________
CUMULATIVE HOURS_____________________

*Use decimal system
1.00 HOUR=1 hour
.50 HOUR=1/2 hour
.25 HOUR=1/4 hour

COOPERATING ADMINISTRATOR_________________________
Standards for the Principal Certificate

In this course, the Domains and Competencies for the Principal will be addressed:

**Domain I School Community Leadership**

*Competency 001*

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

*Competency 002*

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote success.

*Competency 003*

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Domain II Instructional Leadership**

*Competency 004*

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment and promote the use of varied assessments to measure student performance.

*Competency 005*

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional development.

*Competency 006*

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III Administrative Leadership

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.