TEXAS PRINCIPAL LEADERSHIP ACADEMY
Texas Principal Leadership Academy Brief History

The Texas Principal Leadership Academy has a nearly 70-year history of preparing high-quality school leaders and, based on the best research in the field. It offers a program of study addressing both the individual needs of program candidates as well as the needs of schools and communities. Our goal is to build on the partnerships we have established with school districts across Texas to collaboratively prepare high-quality, equity-oriented, and effective school leaders. The Texas Principal Leadership Academy is housed within the No. 2 ranked (among public universities) program for Educational Leadership and Policy according to U.S. News & World Report.

2019 U.S. News and World Report Graduate School Ranking

- **Administration and Supervision**: 2nd among public universities, 3rd overall
- **College of Education**: 4th among public universities, 10th overall
- **Program in Higher Education and Leadership**: 9th among public universities, 15th overall
PROGRAM SYNOPSIS

The Texas Principal Leadership Academy is uniquely designed and customized to meet the needs of school districts across Texas. Our program prepares aspiring principals of urban schools who are committed to increasing student achievement and addressing educational inequities in student outcomes and educational systems through effective leadership. This 15-month program, which includes 39 credit hours, will culminate in a master’s degree in Educational Leadership and Policy and principal certification. Students will be prepared to lead equitable and high-achieving schools. In working with our partner districts, our goal is to help them recruit, prepare, and retain a diverse group of effective school leaders who are reflective of the student demographics in their districts.
PROGRAM COMPONENTS

The combination of research, theory, and practice, coupled with the Texas Principal Standards and national school leadership standards, prepares candidates to successfully lead schools and have longevity in their leadership positions.

Joint and Rigorous Candidate Selection Process

We will select candidates for the program with our district partners with a focus on preparing urban school leaders from a diversity of backgrounds. Candidates will be rigorously selected after having: 1) recommendation from a current principal, 2) leadership experience in school and/or district, displaying qualities of an effective and equitable school leader, 3) taught for a minimum of 2 years, and 4) successfully completed the Assessment Center that includes a data presentation, interview, and teacher evaluation session reviewed by a panel of faculty, program graduates, and practitioners.

District-Specific Curricula

We will co-develop rigorous curricula with our district partners to ensure that candidates are learning content and skills that are relevant for their district and school.

Leadership Internships and Simulations:

In collaboration with each partnering district, candidates will be placed in clinical internships with jointly selected exemplary leaders. Through coursework, candidates will participate in simulations of key special education and bilingual education meetings, including Admission, Review, and Dismissal, Manifestation Determination Reviews, and Language Proficiency Assessment Committees. Candidates will also conduct school needs assessments, develop a professional development plan, and implement the plan on a school site over the course of the program.

Collaborative Inquiry through Equity-Based Research

Candidates will conduct ongoing inquiry projects that can be applied to their current school settings, which are aimed at eliminating educational inequities and opportunity gaps for all students, especially those who have been traditionally undeserved. Students will conduct a collaborative case study of an urban school as a cohort, equity audit, and community audits of their individual school/community setting. The goal of these projects is for students to gain practical experience in collecting, analyzing, and making equity-centered decisions about data to improve student outcomes.

Multi-Tiered Levels of Support

In collaboration with the partnering district, candidates will have several levels of support to advance their learning and build their leadership capacity. Candidates will have a university advisor, current mentoring principal from their home district, and an alumnus—all who will share the role of supporting the candidates’ learning and growth as an equity-centered school leader through on-the-job coaching and mentorship.

Cohort Structure

Candidates will be part of a cohort of learners who are also committed to improving student outcomes and school systems through equitable and effective school leadership.
COURSEWORK

Nationally recognized, highly-qualified faculty members as well as key leaders in the school district will teach courses. Candidates will complete 39 credit hours over a 15-month period. See chart below for specific courses. All courses are aligned to Texas State Principal Standards and are intended to build the leadership capacity of school principals to equitably improve student outcomes and school systems.
PARTNERSHIP COMMITMENTS

The partnership between the Texas Principalship Leadership Academy and each district will agree to the following:

- Identify and recruit a diverse cohort of candidates for the program who are reflective of the school district’s student demographics.
- Mentor and coach candidates throughout the course of the program.
- Locate funding opportunities to provide candidates with tuition support.
- Collaboratively teach courses in the program with current and former practitioners with unique local insight.
- Co-design program curriculum and deliver instruction that is customized and unique to the school district’s needs.
- Conduct formative and summative evaluation of candidates’ growth.
- Hire candidates in the district after program completion.
- Co-develop capacity-building plan for each school leader after program completion.
CONTACT US

Wally Longlastname
Fancy position/title here
(123) 456-7890
wallylonglastname@utexas.edu

Stacy Longlastname
Fancy position/title here
(123) 456-7890
stacylonglastname@utexas.edu

David DeMatthews, Ph.D.
Program Director

Pedro Reyes, Ph.D.
Program Faculty

Debra Cantu, Ph.D.
Program Faculty

Sylvia Reyna, Ph.D.
Program Faculty

Terrance L. Green, Ph.D.
Program Faculty

Victor Saenz, Ph.D.
Department Chair

Ruben Olivarez, Ph.D.
Program Faculty