Department of Educational Leadership

Master of Education in Educational Administration (EDAD)
&
Principal Certification Program

STUDENT HANDBOOK

2020-2021

Note: This handbook is subject to change without prior notification and updates will be available in the Educational Leadership Department. This handbook does not constitute a catalog and does not carry catalog privileges. **************

Revised: December 7, 2020

Department of Educational Leadership
Texas A&M University-Commerce
P.O. Box 3011
Young Education North 113
Commerce, Texas 75429
903.886.5520

Future and Current Students:

Thank you for your interest in the online Educational Administration Principal Certification Program. Whether you are pursuing the 30-hour *Master's Degree in Educational Administration with Principal Certification* or the 21-hour *Principal Certification Only* track, we strive to provide you with the necessary skills that will prepare you to become an effective school administrator within today's educational climate. Our 7-week sub terms emphasize quality interaction between the instructor and student and are tailored to the demands of today's busy professional educator and graduate student.

This handbook includes the following information:

1. Admission procedures and requirements
2. Degree plans and course listings
3. Student orientation and advising
4. Principal certification internship requirements
5. TExES Examination process
6. Principal Readiness to test requirements

Should you have programmatic or course related questions regarding the Master's Degree, please contact Dr. Nate Templeton @ Nate.Templeton@tamuc.edu. For questions related to the principal certification program, contact Dr. Teresa Farler @ Teresa.Farler@tamuc.edu

Once again, we appreciate your interest in the Educational Administration Master's Degree and Principal Certification Program at Texas A&M University at Commerce.

Dr. Nathan R. (Nate) Templeton   Dr. Teresa Farler
Master's Program Coordinator   Principal Certification Coordinator

Department of Educational Leadership

The online Educational Administration Master's Degree and Principal Certification Program is empowered by experienced faculty dedicated to the mission and vision of the department. Each of our faculty is passionate about your education, learning, and success.

Our Mission

The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service, and leadership roles in a variety of educational, business, government, and industry contexts.

Our Vision

The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary online programs that challenge highly qualified students to excel in their respective disciplines and career. We will achieve this vision by engaging students in a rigorous and transformative learning environment. The curriculum includes theory- based, real-world activities that expand the knowledge base of the learner, the profession, and the respective academic disciplines.

Department of Educational Leadership
Master's Degree and Principal Certification Program Faculty

The faculty of the Educational Administration Master's Degree and Principal Certification Program are professional educators who bring their Texas public school leadership experiences to the program. Our faculty has served as assistant principals, principals, coordinators, assistant superintendents, and superintendents in various school districts. These field-based understandings coupled with active research agendas make for the best possible learning experiences as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

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The Educational Administration Master's Degree and Principal Certification Program at Texas A&M University-Commerce has a rich history, and the University is dedicated to the creation of educational leaders.

Though the name of our university has changed along the way, its role in creating educators of excellence has not changed. Professor Mayo's founding creed of "**ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others**" continues to this day.

Since 1996, the university has been a part of the Texas A&M University System. TAMUC, with its unique online delivery of instruction, continues to grow throughout Texas and strives to provide students with a quality education that serves as a springboard to careers and lives that make a difference through public and private education systems.

The Educational Administration Master's Degree and Principal Certification Program is a *fully online* program with our offices located in the Department of Educational Leadership in the College of Education and Human Services at Texas A&M University-Commerce.

The Department of Educational Leadership is located on the Commerce campus in the Young Education North Building, Room 113. The mailing address and other contact information are listed below.

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Department of Educational Leadership
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429
MAIN: 903.886.5520
FAX: 903.886.5507

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ADMISSION PROCESS

Admission to the Master's Degree with Principal Certification and/or Certification Only Program is a two-part process. First, students must apply to the TAMUC Graduate School for admission to the Master's Degree or Non-degree Principal Certification program. Second, a separate application must be submitted to the Certification office Principal Certification Program.

1. GRADUATE SCHOOL ADMISSION

The admission criteria for the Master of Education in Educational Administration _or_ the Certification Only Program are below. Please provide all credentials listed to the Graduate office in order to complete your application packet.

- Application
- $50 application fee
- Undergraduate degree from a regionally accredited institution (Master's degree from a regionally accredited institution is required for the Certification Only Program)
- Minimum overall undergraduate GPA of a 2.75, or 3.00 overall on the last 60 hours of the undergraduate degree, or an overall 3.00 on a completed master's degree from a regionally accredited institution.
- Proof of a current valid teacher certification
- Teaching Service Record with a minimum of one (1) year of teaching experience
- Resume
- Statement of educational and professional goals of 500 words or l

2. CERTIFICATION OFFICE (CECAS) APPLICATION

PRIOR to being fully admitted to the Principal Certification portion of the program, you will need to complete the following requirements:
NOTE: This is an **ADDITIONAL APPLICATION** and **FEE** and is not combined with the Graduate School application and fee.

- Complete Principal Certification Application. This process is online www.tamuc.edu/teacher.
  - SELECT "professional Certification Programs"
  - SELECT "principal"
  - SELECT "Professional Certification Application" or use the following link: https://teachcert.tamuc.edu/teacher/forms/professional_newform.asp
  - PRINT "Application Confirmation" page
  - PRINT AND SIGN FERPA/Code of Ethics
  - _(Copy of Teacher Service Record, Teacher Certification, and official transcript(s) will be obtained from the Graduate School. Make sure you supply the above documents to the Graduate School)._
  - SELECT "Pay Online" or "Online Credit Card Payment"
  - SUBMIT Educator Professional Fee $50 via Marketplace
- *** PACKET CONTENTS TO BE SENT TO EDUCATOR CERTIFICATION OFFICE ***
  - Application Confirmation Page
  - Signed FERPA/Code of Ethics form

- Mail or scan & email packet to Sherri Harwell
  (Sherri.Harwell@tamuc.edu)

Center for Educator Certification & Academic Services
Texas A&M-Commerce
PO Box 3011, Commerce Tx.
75429-3011

If you have questions concerning the CECAS application, please contact Sherri Harwell at 903- 886-8186.

3. **PRINCIPAL PROGRAM ADMISSION**

Once the screening process is complete and you have met the admission requirements for the principal certification program, you will be emailed an 'Admission Letter' that will need to be signed, scanned and emailed back to Judy Allen (Judy.Allen@tamuc.edu). Once our office has received your signed Admission Letter, you will receive an official acceptance to our Master's Degree with Principal Certification *or* Principal Certification Only Program with your registration information for the following semester.

If you have program questions, please call Judy Allen at 903.886.5577 or Dr. Nate Templeton 903.886.5895.

Screening Process for Master's Degree with Principal Certification
and
Principal Certification Only Applicants

In addition to submitting the graduate and principal applications, applicants must complete a screening process below:

- **Respond to online admission program questions that are in the ApplyTexas application.**
- **Pass (i.e., Meets Expectation or Higher) a REVIEW by program faculty.**
- **Submit signed Invitation Program Letter.**

DEGREE PLANS AND COURSE LISTINGS

Official degree plans will be completed by each student during their first course (EDAD 615) and should be scanned and emailed to Judy Allen at Judy.Allen@tamuc.edu. She will obtain the appropriate signatures and forward a copy of the degree plan to the Educator Certification office.

Whether a student pursues the 30-hour online Master's Degree in Educational Administration with Principal Certification or the 21-hour online Principal Certification Only Plan, EDAD 615 must be taken during the first semester of course work. The recommended sequence of EDAD courses is shown in Tables 1 and 2.

Table 1: Sequence of Courses

Master's Degree in Educational Administration with Principal Certification Courses

- EDAD 515—Leading Effective Schools *(first course to enroll within program)*
- EDAD 595—Using Research for Best Practice
- EDAD 526—Using the Law in Educational Practice
- EDAD 556—Building Capacity for Effective Learning
- EDAD 519—Designing Curriculum for Effective Instruction
- EDAD 561—Multicultural Education
- EDAD 569—Administering Instructional Practices
- EDAD 507—Using Evaluation and Data to Improve Learning
- EDAD 554—Leading the Learning Community **
- EDAD 510—Leading the Learning Community Practicum **

    ** taken together in the final semester after ALL prerequisites completed

Table 2: Sequence of Principal Certification Courses

Principal Certification Only Courses

- EdAd 515—Leading Effective Schools *(first course to enroll within program)*
- EdAd 519—Designing Curriculum
- EdAd 526—Using the Law in Educational Practice
- EdAd 569—Administering Instructional Practices
- EdAd 507—Using Evaluation and Data to Improve Learning
- EdAd 554—Leading the Learning Community**
- EdAd 510—Leading the Learning Community Practicum**

** taken together in the final semester after ALL prerequisites completed

The courses *EDAD 554 and EDAD 510* shall be completed at the conclusion of the program, and *EDAD 610 last for the entire semester.*

The Principal Certification Only plan is for students who have already earned a Master's Degree from an accredited institution or are currently completing another master's program at TAMU-Commerce. The Master's degree does not have to be in Educational Administration. Students may also consider earning a second Master's degree along with their principal certification. If so, please review the requirements for Master's degrees and certification within the previous section.

Table 3: Sample Departmental Calendar

Departmental Calendar	
Fall Sub term 1	First 7 weeks of Semester
Fall Sub term 2	Last 7 weeks of semester
Spring Sub term 1	First 7 weeks of Semester
Spring Sub term 2	Last 7 weeks of semester
Summer 1 term	Regular University schedule-5 weeks
Summer 2 term	Regular University schedule-5 weeks

The courses in the EDAD program are focused on the roles and responsibilities of principals and are necessary to prepare our students to become an administrator as well as to pass the Master's Comprehensive Exam and Principal (268) TExES/PASL exam. However, applicants seeking a Master's degree occasionally request consideration of prior graduate coursework for the

requirements of their Master's degree. No course work outside of the University with the exception of EDAD 595 will be accepted. Students wishing to request transfer credit for EDAD 595 only, (if taken within the College of Education at TAMUC) should complete the Transfer/Substitution Request Form and submit to Dr. Nate Templeton (Nate.Templeton@tamuc.edu). Official transcript (showing the course requested to be transferred) and course description must be supplied for evaluation. Potential transfer of EDAD 595 cannot be over 6 years old at program completion without the approval of the graduate school.

Six-Year Timeline for Course Completion. A student has six years to complete all course work to earn a Principal Certification and have the approval to take the Principal (268) TExES/PASL exam. Please note that no course may be older than six years at the time a student attempts the Principal Certification exam. Students who do not complete the program within this time period will not be approved to take the Principal Certification exam and may be required to complete additional coursework or satisfy other requirements to receive such approval.

The Graduate Catalog states: ***All work for the master's/specialist degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation requires specific written departmental justification and approval by the Dean of Graduate Studies to be counted toward a master's/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course.***

STUDENT PROGRAM ADVISING

Dr. Nate Templeton is the Master's Program Coordinator and will oversee the advising processes.

Master's degree students are assigned to Faculty Advisors in the Department of Educational Leadership based on the first letter of the last name:

A-F	Dr. Sharonda Pruitt	Sharonda.Pruitt@tamuc.edu
G-J	Dr. Pam Winn	Pam.Winn@tamuc.edu
K-Z	Ava Munoz	Ava.Munoz@tamuc.edu
Principal Cert Only	Dr. Teresa Farler	Teresa.Farler@tamuc.edu

For program specific or general questions, including those beyond the scope of this Handbook, contact Dr. Nate Templeton at Nate.Templeton@tamuc.edu. For questions related to Principal Certification and certification exam clearances, please contact Dr. Teresa Farler, Principal Certification Coordinator at Teresa.Farler@tamuc.edu. For specific questions regarding courses, please contact the designated course leads:

COURSE LEADS

EDAD 569 Administering Instructional Practices	Nate Templeton		EDAD 510 Leading Learning Community Practicum	Melissa Arrambide
EDAD 554 GLB/Leading the Learning Comm	Ava Munoz		EDAD 515 Leading Effective Schools *Required first course*	Ava Munoz
EDAD 561 GLB/Multicultural Education	Kriss Kemp Graham		EDAD 519 GLB/Designing Curriculum	Pam Winn
EDAD 595 Using Res for Best Practice	Nate Templeton		EDAD 526 Using the Law in Edu Practice	Ray Thompson
EDAD 507 Using Eval and Data to Improve Learning	Melissa Arrambide		EDAD 556 Build Cap for Pow Learning	TJ Farler

THE PRINCIPAL PRACTICUM

The Principal Practicum, required by state law, is an integral part of the educational experience of the Principal Preparation Program. Students must complete at least one full 16-week semester enrolled in EDAD 610 incurring a minimum of 160 clock hours of practicum experiences. The practicum is designed to bridge the gap between theory and practice by building on the student's academic foundation with in-school experiential learning. The practicum is aligned with the state standards, domains, and competencies.

Students planning to take the practicum should complete an application found in the Principal Practicum Handbook by **July 1st** (for the Fall semester) or by **November 1st** (for the Spring semester). Application packets should be sent to EducationalLeadership@tamuc.edu in PDF format by the due date for the semester in which the student intends to begin the practicum.

The practicum experiences are designed to be accrued during the semester of the practicum. The Principal or Site Supervisor will be directing the campus activities and interacting meaningfully with the student concerning these field experiences.

COMPREHENSIVE EXAM REQUIREMENTS (MASTER'S DEGREE)

By University policy, all master's degree candidates must complete a comprehensive examination. There are four ways students can demonstrate their learning through the comprehensive exam process: written exam, oral exam, professional portfolio, or a combination thereof. The Master's Comprehensive Exam will be administered between sub session during the student's final semester of enrollment (Fall or Spring). Be advised that the exam will not be rescheduled nor will alternate testing dates or formats be honored. Students will be timely notified of the exam format prior to the opening of the exam window. Typically, students should allow approximately six hours to complete the exam. Once accessed, the exam must be completed in the same setting and within the allotted time. Please ensure adequate internet connectivity, as the exam will not be reset for technical issues.

The exam may consist of M/C, T/F, Essay, or any combination thereof. Departmental faculty will determine the most appropriate exam format that aligns with institutional and accountability expectations for measuring student learning outcomes (SLOs). Exam performance must demonstrate that students have a mastery of all work covered in the program including the Texas Principal Standards. In an effort to prepare students for the comprehensive exam, each course will require completion of a Pillar Assignment. In order to prepare for this high-stakes exam, students are encouraged to save all instructional materials, including books, PowerPoints, and supplemental materials.

Students who are enrolled in the 21-hour certification only program are not required to take the Master's Comprehensive Exam.

Please note the following statements of "FINAL EXAMINATION FOR THE MASTER'S/SPECIALIST DEGREE" as stated in the 2016 Graduate Catalog:

2.1 All candidates must satisfactorily pass a comprehensive examination covering all the work within their master's/specialist degree programs. In addition, an acceptable defense of the thesis will be required of those students pursuing a thesis program. The Final Examination Report for the Master's/Specialist Degree is to be submitted to The Graduate School at least three weeks prior to graduation.
2.2 The student's advisory committee or major department will administer the examination according to established practice in that field. The examination will entail one or more of the following components: written, oral, creative (artistic), performance, or portfolio. The advisory committee will administer the defense of the thesis. A candidate who fails this examination must complete whatever further courses or additional study are stipulated by the advisory committee or by the major department to correct the weaknesses or deficiencies revealed by the examination.
2.3 The candidate who fails the examination may retake it when the Department Head/(Associate) Director deems it appropriate. The Department of Educational Leadership does not offer exam retakes within the same semester. Should the candidate fail the examination upon the second attempt, a third and final attempt may be taken only with the recommendation of the Department Head/(Associate) Director and approval of the Dean of Graduate Studies.

Question about the comprehensive exam can be addressed to Dr. Nate Templeton at Nate.Templeton@tamuc.edu.

APPLICATION PROCEDURE FOR CLEARANCE TO TAKE PRINCIPAL (268) TExES/PASL EXAM

As of September 1, 2015, candidates are limited to a total of five attempts to take the Principal Certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015.

Students seeking approval to take the **Principal Certification Exam (TExES 268/PASL)** must meet the eligibility requirements denoted below:

1. Be admitted to the certification program, at http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertific ationAcademicServices/Available%20Programs/professionalCertification/prinicpalCe rtification.aspx

   AND

2. Have successfully completed all required course work (Master's Seeking Students: EDAD 615, EDAD 569, EDAD 626, EDAD 561, EDAD 595, EDAD 619, EDAD 656, EDAD 607) (Principal Certification Only Students: EDAD 615, EDAD 619, EDAD 626, EDAD 569, EDAD 607)

   AND

3. Completed EDAD 554 and enrolled in EDAD 610.

   AND

4. Successful completion of Interactive Principal Practice Exam and the two Mental Health Training Modules (both available in EDAD 554)

All students meeting the above qualifications will automatically be cleared to take the Principal Certification Exam. Please direct further questions regarding the Principal Certification Exam to Dr. Teresa Farler @ Teresa.Farler@tamuc.edu.

Clearance will only be provided for ONE testing attempt. Students seeking clearance for retakes may be required to engage in remediation prior to receiving additional clearances.

State Board for Educator Certification Website

Please refer to the State Board for Educator Certification webpage to access general information regarding to certification.

The TExES Principal (268)Study Manual and PASL manuals should be downloaded and studied. The manuals can be accessed using the following links:

Principal As Instructional Leader - Preparation Manual

PASL Handbook

COVID Related Provisions

TEA and the SBEC continue to work through necessary provisions related to the current COVID 19 pandemic.
No final provisions have been adopted. The link below contains information regarding proposed accommodations and adoptions that may be necessary in the event that schools do not return to a traditional face to face instructional setting. The Department of Education Leadership will do our best to update as decisions become finalized.

TEA - SBEC

Renewal of Standard Principal Certificate

Individuals who are issued the Standard Principal Certificate on or after September 1, 1999, are subject to Certificate Renewal and Continuing Professional Education Requirements, which are elaborated in Title 19, Texas Administrative Code, Chapter 232. All individuals holding a valid Texas professional administrator certificate prior to September 1, 1999, and who are employed as principals or assistant principals must complete the assessment described in Title 19, Texas Administrative Code, § 241.35.

Provisional Principal Certificate: Initially, successful certificate candidates completing all requirements are issued a Provisional Principals certificate by the TEA/SBEC. The Standard Principal certificate is issued after completing an induction period of one year in an assistant principal or principal position. Individuals seeking to enter this induction period more than 5 years after the issuance of the provisional certificate must be approved by the educator preparation program, which recommended the provisional certificate.

MED Educational Administration and Principal Certification Retention and Dismissal Policy

1. **Admission:** After admission, courses taken more than six years prior to the semester of degree completion cannot be used to meet graduate degree requirements or towards principal certification requirements.

2. **In accordance with the TAMUC Graduate School policy (13.99.99.R0.39 Graduate Academic Probation, Retention and Suspension).** Students with full admission status who fail to achieve and maintain an overall graduate GPA of 3.00 after the completion of twelve semester hours of graduate enrollment will be placed on academic probation. A student who fails to achieve a 3.00 overall graduate GPA by the end of the next semester of enrollment will be placed on academic suspension for a period of two semesters (Two summer terms count as one semester). After the academic suspension is served, the student may be allowed to re-enroll only upon the recommendation of the major Department Head and with the approval of the Dean of the Graduate School. Failure to achieve an overall 3.00 graduate GPA during any subsequent semester of enrollment will result in suspension, and the student will not be allowed to pursue further graduate study in a degree program for 3 years.

3. **Six-Year Timeline for Course Completion**. A student has six years to complete all course work to earn a Principal Certification and have the approval to take the Principal (268) TExES/PASL exam. Please note that no course may be older than six years at the time a student attempts the Principal Certification exam. Students who do not complete the program within this time period will not be approved to take the Principal Certification exam and may be required to complete additional coursework or satisfy other requirements to receive such approval.

   The Graduate Catalog states: All work for the master's/specialist degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation requires specific written departmental justification and approval by the Dean of Graduate Studies to be counted toward a

master's/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course.

4. **Valid Teacher Certificate:** Students must maintain a valid teaching certification throughout program enrollment.

5. **Student Code of Conduct:** Students must be in good standing with the university in accordance with the guidelines delineated in the Student Code of Conduct.

6. **In accordance with the Graduate School Policy:** 1.6 .The candidate who fails the comprehensive examination(s) may retake the exam when the department head or equivalent deems appropriate. Should the candidate fail the examination upon the second attempt, a third and final attempt may be taken only with the recommendation of the department head or equivalent and approval of the Dean of the Graduate School in accordance with University Procedure *11.99.99.R0.13 Examinations for Graduate Degrees*

7. **In Accordance with the Graduate School Policy:** 1.7. Individual departments may reserve the right to suspend from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

8. **In accordance with Texas A&M University-Commerce Procedure 13.99.99.R0.10 (Academic Honesty):** A student may be suspended or expelled for academic dishonesty, including, but not limited to, cheating, falsifying assignments, and plagiarism. If the student disagrees with the charge or level of penalty related to academic honesty, University procedure 13.99.99.R0.10 provides the appeals process. *University Procedure* 11.04.99.R0.16 (Graduate Academic Probation, Retention and Suspension) states "individual departments may reserve the right to suspend from their programs, students who, in their judgment, would not meet the professional expectations of the field for which they are training" (Revised April 2004). Therefore, a student who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member may be required by the department to seek remediation including, but not limited to, repeating a clinical skills course and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who violates ethical standards, may be removed from the program.

9. **Readmission**: Dismissed students may initiate a readmission application into the Educational Leadership degree and/or certification program through re-applying to the Graduate School. The Educational Leadership Curriculum Committee will be presented with the re-application file/request and determine acceptance or denial of readmission.

Educational Administration Crosswalk of Standards and Courses

Course	Texas Administrative Code Chapter 241 Rule TAC 241.15	Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards	TExES 268 Domains/Competencies
EDAD 607	**(f) Strategic Operations. The principal:** (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning; (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment; (6) implements strategies that enable the physical	**Standard 5--Strategic Operations**. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. (A) Knowledge and skills. (i) Effective leaders of strategic operations: (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans; (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective; (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review; (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and 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 V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 009**

plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment; (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; (8) collaboratively plans and effectively manages the campus budget; (9) uses technology to enhance school management; (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.	(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff. (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals. **(B) Indicators.** (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development. (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals. (iv) Policy implementation and advocacy. The principal collaborates with district	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. 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 makes 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

		staff to implement and advocate for district policies that meet the needs of students and staff.	
EDAD 619	**(c) Leading Learning. The principal:** (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (2) prioritzes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention	**Standard 1--Instructional Leadership**. The principal is responsible for ensuring every student receives high-quality instruction. (A) Knowledge and skills. (i) Effective instructional leaders: (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings. (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 003** **The beginning principal knows how to collaboratively develop and implement high-quality instruction.** 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, cocurricular, 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	

	decisions to maximize instructional effectiveness and student achievement; (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap; (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.	students actively engaged in cognitively challenging and differentiated activities. **(B) Indicators.** (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards. (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning. (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.	
EDAD 626	**(g) Ethics, Equity, and Diversity. The principal:** (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; (4) models and promotes the continuous and appropriate development of all learners in the campus community; (5) ensures all students have access to effective educators and continuous learning opportunities; (6) promotes awareness and appreciation of diversity throughout the campus community; (7) implements special campus programs to ensure that all students are provided	**Standard 2--Human Capital**. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. (A) Knowledge and skills. (i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to	This course will support many pillars and domains. Focus: Special Populations (Instructional and Legal Focus) Mental Health Suicide Prevention Safety Dyslexia etc.

quality, flexible instructional programs and services to meet individual student needs;

(8) articulates the importance of education in creating engaged citizens in a free democratic society;

(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates

review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

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	responsibilities to staff and administrators on the leadership team; (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and (10) plans for and adopts early hiring practices.	(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.	
EDAD 615	(b) School Culture. The principal: (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (4) supports the implementation of the campus vision by aligning financial, human, and material resources; (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;	Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. (A) Knowledge and skills. (i) Effective culture leaders: (I) leverage school culture to drive improved outcomes and create high expectations; (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school; (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and (V) treat families as key partners to support student learning, creating structures	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). 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 implementation of a campus vision and mission E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
(9) develops and uses effective conflict-management and consensus-building skills;
(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
(13) ensures that parents and other members of the community are an integral part of the campus culture.

for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
(B) Indicators.
(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
(iii) Intentional family and community engagement. The principal engages families and community members in student learning.
(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while

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

DOMAIN I — SCHOOL CULTURE (School and Community Leadership) Competency 002
The beginning principal knows how to work with stakeholders as key partners to support student learning.
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 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.
A. Understands how to effectively communicate a message in different

		implementing a variety of student discipline techniques to meet the needs of individual students.	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
EDAD 569	**(c) Leading Learning. The principal:** (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (2) prioritzes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;	**Standard 2--Human Capital**. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. (A) Knowledge and skills. (i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development; (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and 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 own practice, and strives to grow professionally.

	(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap; (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.	complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff. (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school. **(B) Indicators.** (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff. (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities. (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.	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 **DOMAIN III — HUMAN CAPITAL (Human Resource Management) 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. 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 in order 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
EDAD 554	**(e) Executive Leadership. The principal:** (1) reflects on his or her practice, seeks and acts on feedback, and strives to	**Standard 3--Executive Leadership.** The principal is responsible for modeling a consistent focus on and commitment to improving student learning.	EDAD 554 will remain the capstone course and will include test taking strategies specific to the PASL 268.

| | continually improve, learn, and grow;
(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
(9) develops, implements, and evaluates change processes for organizational effectiveness;
(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
(11) keeps staff inspired and focused on the campus | (A) Knowledge and skills.
(i) Effective executive leaders:
(I) are committed to ensuring the success of the school;
(II) motivate the school community by modeling a relentless pursuit of excellence;
(III) are reflective in their practice and strive to continually improve, learn, and grow;
(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
(V) keep staff inspired and focused on the end goal even as they support effective change management;
(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
(VIII) treat all members of the community with respect and develop strong, positive relationships with them.
(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from | |

	vision while supporting effective change management.	students' families in support of improved student outcomes. **(B) Indicators.** (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes. (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes. (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships. (iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.	
EDAD 595	**(c) Leading Learning. The principal:** (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;	**(1) Standard 1--Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction. (A) Knowledge and skills. (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.	**DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 004** 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 **DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 003** **The beginning principal knows how to collaboratively develop and implement high-quality instruction.** B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

EDAD 656	(f) Strategic Operations. The principal:	(1) Standard 1-- Instructional Leadership.	DOMAIN III — HUMAN CAPITAL (Human Resource Management) Competency 6
	(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning; (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment; (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment; (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; (8) collaboratively plans and effectively manages the campus budget; (9) uses technology to enhance school management;	The principal is responsible for ensuring every student receives high-quality instruction. (A) Knowledge and skills. (i) Effective instructional leaders: (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings. (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities. (B) Indicators.	The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. 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 in order 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 8** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management. 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 attainment of school district and campus goals.

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

d) Human Capital. The principal:
(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)
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.
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 in relation to 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, cocurricular, 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)

	based on staff appraisal trends, goals, and student information; (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and (10) plans for and adopts early hiring practices.		
EDAD 561	**(g) Ethics, Equity, and Diversity. The principal:** (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; (4) models and promotes the continuous and appropriate development of all learners in the campus community; (5) ensures all students have access to effective educators and continuous learning opportunities; (6) promotes awareness and appreciation of diversity throughout the campus community; (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; (8) articulates the importance of education in creating		**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. 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., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

	engaged citizens in a free democratic society; (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and (10) treats all members of the community with respect and develops strong, positive relationships with them.		H. Articulates the importance of education in a free, democratic society **DOMAIN I — SCHOOL CULTURE (School and Community Leadership) Competency 002** The beginning principal knows how to work with stakeholders as key partners to support student learning. 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
EDAD 610	**(e) Executive Leadership. The principal:** (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies; (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen	**Standard 3--Executive Leadership.** The principal is responsible for modeling a consistent focus on and commitment to improving student learning. (A) Knowledge and skills. (i) Effective executive leaders: (I) are committed to ensuring the success of the school; (II) motivate the school community by modeling a relentless pursuit of excellence; (III) are reflective in their practice and strive to continually improve, learn, and grow; (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;	EDAD 610 will remain the full semester practicum course.

	programs and support campus goals; (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; (9) develops, implements, and evaluates change processes for organizational effectiveness; (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and (11) keeps staff inspired and focused on the campus vision while supporting effective change management.	(V) keep staff inspired and focused on the end goal even as they support effective change management; (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and (VIII) treat all members of the community with respect and develop strong, positive relationships with them. (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes. **(B) Indicators.** (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes. (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes. (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships. (iv) Ethical behavior. The principal adheres to the	

		educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.	

Master of Education in Educational Administration (EDAD) Courses

Course Descriptions can be accessed in the Graduate School Catalog via the following link:

Graduate School Catalog - Educational Administration Course Descriptions

Principal Program Standards

Chapter 241. Certification as Principal
Subchapter B. Principal Certificate

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §§21.003(a); 21.040(4); 21.041(b)(1)-(4); 21.046(b)-(d); and 21.054(a), (e), and (e-2).

§241.41. General Provisions.

(a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.

(b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.

(c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.

(d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

Source: The provisions of this §241.1 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.45. Minimum Requirements for Admission to a Principal Preparation Program.

(a) Prior to admission to an educator preparation program (EPP) leading to the Principal Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.

(b) An EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.

(c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

Source: The provisions of this §241.45 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.50. Preparation Program Requirements for Principal Certificate.

(a) The standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.55 of this title.

(b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

(c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.55 of this title for part of the preparation requirements.

Source: The provisions of this §241.50 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.55. Standards Required for the Principal Certificate.
(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.70 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:
(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
(4) supports the implementation of the campus vision by aligning financial, human, and material resources;
(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
(9) develops and uses effective conflict-management and consensus-building skills;
(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:
(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and

alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community

that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;

(4) models and promotes the continuous and appropriate development of all learners in the campus community;

(5) ensures all students have access to effective educators and continuous learning opportunities;

(6) promotes awareness and appreciation of diversity throughout the campus community;

(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;

(8) articulates the importance of education in creating engaged citizens in a free democratic society;

(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with

them.

Source: The provisions of this §241.55 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.60. Requirements for the Issuance of the Standard Principal Certificate.

To be eligible to receive the standard Principal Certificate, a candidate must:

(1) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators);

(2) hold, at a minimum, a master's degree from an accredited institution of higher education that, at the time, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;

(3) hold a valid classroom teaching certificate;

(4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and

(5) successfully complete a principal preparation program that meets the requirements of §241.50 of this title (relating to Preparation Program Requirements), §241.55 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

Source: The provisions of this §241.60 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.65. Requirements for the First-Time Principal in Texas.

(a) A principal or assistant principal employed for the first-time as a campus administrator (including the first
time in the state) shall participate in an induction period of at least one year.

(b) The induction period should be a structured, systemic process for assisting the new principal or assistant
principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

Source: The provisions of this §241.65 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.70. Requirements to Renew the Standard Principal Certificate.

(a) An individual who holds a standard principal or mid-management administrator certificate is subject to
Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

(b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing
professional education every five years directly related to the standards in §241.55 of this title (relating to
Standards Required for the Principal Certificate).

(c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1,
1999, may voluntarily comply with the requirements for continuing professional education in this section.

Source: The provisions of this §241.70 adopted to be effective December 23, 2018, 43 TexReg 8114.

Principal Standards

Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter BB. Administrator Standards

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§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) Prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) Implement a rigorous curriculum aligned with state standards;

(III) Analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) Model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) Routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) Treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) Ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) Are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) Ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) Facilitate professional learning communities to review data and support development;

(VI) Create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) Use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) Are committed to ensuring the success of the school;

(II) Motivate the school community by modeling a relentless pursuit of excellence;

(III) Are reflective in their practice and strive to continually improve, learn, and grow;

(IV) View unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) Keep staff inspired and focused on the end goal even as they support effective change management;

(VI) Have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) Are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) Treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions

of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) Establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) Establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) Focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) Treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of

their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) With their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) Develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) Are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) Treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.

Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

Electronic Version can be accessed at: Chapter 149. Commissioner's Rules Concerning Educator Standards

TExES 268
Principal as Instructional Leader
Domains and Competencies

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**).

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

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 entry-level principal knows how to collaboratively develop and implement high-quality instruction.

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, cocurricular, 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 entry-level 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 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.

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

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 in order 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 entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

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

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 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.

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 makes 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 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.

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 in relation to 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, cocurricular, 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 entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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., in relation to 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