

Item 22:

Discussion of 19 TAC Chapter 241, Principal Certificate, §241.15, Standards Required for the Principal Certificate

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss 19 TAC Chapter 241, Principal Certificate, §241.15, Standards Required for the Principal Certificate, in response to stakeholder recommendations. The rule changes would update the standards required for principal certification, including those standards taught by principal preparation programs and tested on the state certification examination.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §241.15 is the Texas Education Code, §§21.003(a), 21.041(b)(4), and 21.046(b)-(d).

BOARD RESPONSE: This item is presented for review and comment.

PREVIOUS BOARD ACTION: The SBEC last amended 19 TAC §241.15 effective October 25, 2009.

FUTURE ACTION EXPECTED: The rule changes to 19 TAC §241.15 would be presented to the SBEC for filing as proposed at the February 2016 SBEC meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Section 241.15 establishes the standards required for the issuance of the principal certificate.

In December 2014, Texas Education Agency (TEA) staff held a stakeholder meeting to discuss the rules in 19 TAC Chapter 241 as part of the rule review process. During the review process, the stakeholder group determined that the principal certificate standards in 19 TAC §241.15 needed to be modernized and aligned with the principal appraisal standards.

The stakeholder group met again in April 2015 to develop recommended changes to the principal standards. The stakeholder group has subsequently worked with TEA staff to provide additional feedback prior to presenting suggested rule changes to the SBEC. The recommended changes would better align the standards with the knowledge and skills required for today's principals and with the principal appraisal standards.

The principal standards currently in effect in 19 TAC §241.15 are shown in Attachment II. The draft rule changes are shown in Attachment III.

FISCAL IMPACT: An assessment of fiscal impact can be made after the SBEC gives guidance to TEA staff.

PUBLIC AND STUDENT BENEFIT: The rule changes to 19 TAC §241.15 would result in the alignment of principal preparation and certification standards with contemporary principal

practices and principal appraisal and professional development standards, which will lead to better development of principals throughout their careers.

PROCEDURAL AND REPORTING IMPLICATIONS: An assessment of procedural and reporting implications can be made after the SBEC gives guidance to TEA staff.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: An assessment of locally maintained paperwork requirements can be made after the SBEC gives guidance to TEA staff.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible: Tim Regal, Director
Educator Evaluation and Support

Attachments:

- I. Statutory Citations
- II. Text of 19 TAC Chapter 241, Principal Certificate, §241.15, Standards Required for the Principal Certificate
- III. Draft Text of Proposed New 19 TAC Chapter 241, Principal Certificate, §241.15, Standards Required for the Principal Certificate

ATTACHMENT I**Statutory Citations Relating to 19 TAC Chapter 241, Principal Certificate, §241.15, Standards Required for the Principal Certificate****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code, §21.041, Rules; Fees (excerpt):

- (b) The board shall propose rules that:
 - (4) specify the requirements for the issuance and renewal of an educator certificate;

Texas Education Code, §21.046, Qualifications for Certification As Superintendent or Principal (excerpts):

- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
 - (1) instructional leadership;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:
 - (1) each candidate for certification as a principal is of the highest caliber; and
 - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.

ATTACHMENT II
Text of 19 TAC

Chapter 241. Principal Certificate

§241.15. 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 §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).
- (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) model and promote the continuous and appropriate development of all learners in the campus community;
 - (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
 - (5) articulate the importance of education in a free democratic society.
- (c) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
- (1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
 - (2) ensure that parents and other members of the community are an integral part of the campus culture;
 - (3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
 - (4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;
 - (5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;
 - (6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;
 - (7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
 - (8) align financial, human, and material resources to support the implementation of the campus vision;
 - (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

- (10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and
 - (11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
- (1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;
 - (2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
 - (3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;
 - (4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
 - (5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
 - (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
 - (7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.
- (e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
- (1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;
 - (2) use effective conflict management and group consensus building skills;
 - (3) implement effective strategies to systematically gather input from all campus stakeholders;
 - (4) develop and implement strategies for effective internal and external communications;
 - (5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
 - (6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;
 - (7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and
 - (8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
 - (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
 - (3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
 - (4) develop, implement, and evaluate change processes for organizational effectiveness;
 - (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
 - (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
 - (7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
 - (8) collaboratively plan and effectively manage the campus budget;
 - (9) use technology to enhance school management; and
 - (10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.
- (g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
 - (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
 - (3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
 - (4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and
 - (5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.
- (h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;
 - (2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;
 - (3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

- (4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
- (5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;
- (6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;
- (7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and
- (8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

ATTACHMENT III
Draft Text of Proposed New 19 TAC

§241.15. 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 §241.30 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) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
 - (10) develops and uses effective conflict management and group consensus building skills;
 - (11) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
 - (12) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
 - (13) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
 - (14) 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 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 to 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 teachers 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) implements collaborative structures and provides leadership opportunities for effective teachers;
 - (8) 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;
 - (9) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
 - (10) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
 - (11) 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, meaningful, and professional growth activities to further develop necessary 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 the current needs of his or her campus, 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 schools' strategic plans;
 - (2) outlines and tracks clear 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 that are proving ineffective;
 - (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 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) models and promotes the continuous and appropriate development of all learners in the campus community;
 - (4) ensures all students have access to effective educators and continuous opportunities to learn;
 - (5) promotes awareness and appreciation of diversity throughout the campus community;
 - (6) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);
 - (7) articulates the importance of education in a free democratic society;
 - (8) 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
 - (9) treats all members of the community with respect and develops strong, positive relationships with them.