

## Chapter 149. Commissioner's Rules Concerning Educator Standards

### Subchapter BB. Administrator Standards

#### §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, an

- (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



- (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

- (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.*