

Texas Education Agency (TEA) staff met in October and December 2016 with staff from Educational Testing Service (ETS), the current state contractor for educator certification testing, to discuss options for a more comprehensive principal assessment that would include components that allowed principal candidates to more authentically demonstrate the knowledge and skills expected of a school leader. From those discussions, TEA staff and ETS staff began moving forward with a new principal assessment that will include multiple components, including 1) constructed-response items; 2) multiple-choice items on the computer-administered test; and 3) a performance assessment. The performance assessment will be composed of three authentic tasks that are aligned with the principal standards and submitted through an online system for scoring. The addition of constructed-response items and a performance assessment will better meet the requirements of TEC 21.046 to provide a more comprehensive assessment to ensure that a principal possesses the knowledge, skills, and leadership capabilities necessary for success as an instructional leader.

A principal committee met in late January 2017 to finalize the test design of the new principal assessment. Future test development work includes item writing, item reviews, piloting constructed-response items, principal committee reviews of items, creating operational test forms and preparation materials, principal committee review of piloted items and complete test forms, and standard setting. It is anticipated that the performance assessment online submission period would be in the fall of 2018, and the revised computer-administered test would be given for the first time in December 2018.

FISCAL IMPACT: Texas Education Agency (TEA) staff has determined there will be fiscal implications as a result of the new principal assessment. Principal candidates will bear the costs associated with the new principal examination structure, which are expected to be approximately \$185 for the TExES Principal (268) computer-administered test and approximately \$400 for the performance assessment

- (4) facilitates the use of sound research-

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- (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)

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

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.**

- 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.

