
(c)

TEC, §21.046(b), requires the SBEC to allow outstanding teachers to substitute approved experience and professional training for part of the educational requirements in lieu of classroom hours.

TEC, §21.046(c), requires the SBEC to ensure that principal candidates are of the highest caliber and that there is a multi-level screening process, along with assessment programs, and flexible internships to determine whether a candidate has the necessary skills for success.

TEC, §21.046(d), stat t in l57.6 (n 85 TD [(T)-10.6 (E)2 (C)2eC.2)-6.6 ()]TJ 0 Tc 0 Tw 0.837 0 Td 11.6 ()and

THE CHANGING ROLE OF THE PRINCIPAL FROM 2002-2018

At the March 2018 SBEC meeting, Texas Education Agency (TEA) staff presented the SBEC with a comprehensive approach to a principal certification redesign that includes 1) a new certificate name that better reflects current reality along with a new principal certification assessment; 2) an optional tiered process for obtaining standard certification; and 3) an endorsement for currently certified principals and assistant principals.

The following is a description of the proposed repeal and new rules for the SBEC's discussion and consideration to implement the principal certification redesign.

New Certificate Name: Principal as Instructional Leader

Given the changes in the principal's role from the prior years until now, the proposed new principal certification would be named Principal as Instructional Leader.

Principal Endorsement

Currently certified principals and assistant principals would be given the opportunity to strengthen their current certification through the completion of the performance assessment component of the new examination and attainment of the Principal as Instructional Leader Endorsement. The anticipated date for the performance assessment is fall 2019. As an added incentive, the time spent on successfully completing the performance assessment would qualify for continuing professional education hours.

- To ensure clarity and differentiate between the current Principal Certificate and the proposed new Principal as Instructional Leader Certificate, the title of the chapter would change from Chapter 241, Principal Certificate, to Chapter 241, Certification as Principal, to allow the new certificate to reside in the chapter without confusion between the two certificates.
- Proposed new Subchapter A, Principal as Instructional Leader Certificate and Endorsement, would be added to include all the requirements for the proposed new certificate and proposed new endorsement. The proposed new rules would also:
 - follow the same process in place for the current Principal Certificate;
 - allow for test development (The new rules would clarify that the proposed new Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and the proposed new Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.); and
 - in proposed new §241.10(d), exempt a candidate's scores on the piloted examination, used to develop the examination for the Principal as Instructional Leader Certificate, from the calculations used to determine an EPP's accountability rating. The exemption is intended as an incentive for EPPs to recommend candidates to take the piloted examination so that the agency can get the best data possible for the purposes of developing and improving the examination.
- Proposed new Subchapter B, Principal Certificate, would include the rules for the current principal certificate.

Attachment III presents the proposed repeal of 19 TAC Chapter 241, Principal Certificate.

No changes are recommended to the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal, but additional changes may be recommended at the time of the meeting based on public comment.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to entities required to comply with the proposed repeal and new rules. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed repeal and new rules do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking and have determined that, during the first five years the proposed rulemaking would be in effect, it would both create a new regulation and repeal existing regulations. The new regulation is Subchapter A of 19 TAC Chapter 241, Principal as Instructional Leader Certificate and Endorsement, which sets out the new admission, preparation and ()Tj Meu(t)-6.6 (i)2. (e T)-10.5 (c)1.1 (P)- sati3 -8TJ ET 72 140.52 2 >h11.2 ()

ATTACHMENT I**Statutory Citations Related to Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal****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, §21.040, General Powers and Duties of Board (excerpt):

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

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

- (b) The board shall propose rules that:
- (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (2) specify the classes of educator certificates to be issued, including emergency certificates;
 - (3) specify the period for which each class of educator certificate is valid;
 - (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.

- (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)

§241.35. Requirements for the Issuance of the Principal as Instructional Leader Endorsement.

- (a) The Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.
- (b) To be eligible to receive the Principal as Instructional Leader Endorsement, a candidate must:
 - (1) hold a valid certificate to serve in the role of principal; and
 - (2) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators).

Subchapter B. Principal Certificate**§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.

§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 instit

- (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 com-11.1 (uni)-5.1 (c)-7.89.2 a3r520.9 (en) (c)-7.89.2 a3r520.9

- (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.

§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);

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- (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.

~~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 a plan that~~

- ~~[(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.]~~

§241.20. 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 B, 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 §241.10 of this title (relating to Preparation Program Requirements), §241.15 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).]~~

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

- ~~[(a) A principal or assistant principal emplolo.8 (l o)(rs)5.5 (t(5)8 (.)-1 82T 0.304(in)5 (c)-1-7 (a)-1)3.8 (e F)-1.5 (i)2.1lm2]~~

~~[(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 §241.15 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.]~~