

Item 10:
Proposed Revisions to 19 TAC Chapter 241, Certification as Principal

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose revisions to 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal. The proposed revisions would implement House Bill (HB) 159, 87th Texas Legislature, Regular Session, 2021, to update the educator standards for the Principal as Instructional Leader certificate to reflect the qualifications of certification as a principal. The proposed revisions would also repeal outdated Subchapter B, Principal Certificate, and would provide technical edits where needed.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a); 21.040(2); 21.041(b)(1) (4); 21.046(b), as amended by HB 159, 87th Texas Legislature, Regular Session, 2021, (c),

TEC, §21.046(d), states that the SBEC shall consider competencies developed by relevant national organizations and the State Board of Education (SBOE).

TEC, §21.054(a) and (e), require the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements, including particular continuing education requirements for principals.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: If approved for filing as proposed in July 2022 and if adopted, subject to SBOE review, at the September 30, 2022 meeting, the proposed effective date of the proposal would be December 29, 2022 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: The SBEC last amended 19 TAC Chapter 241, Certification as Principal, effective December 23, 2018. Section 241.41 was last amended July 21, 2019.

to TEC, §21.046(b)(3), by adding the phrase, "including curriculum and instruction management for students with disabilities," to the educator standard regarding campus curriculum.

Ethics, Equity, and Diversity Educator Standard

The proposed amendment to §241.15(g)(7) would implement HB 159's amendment to TEC, §21.046(b)(3), by adding the phrase, "including instructional and curricular supports for students with disabilities," to the educator standard regarding special instructional programs and services. The proposed amendment to §241.15(g)(10) would implement HB 159's amendment to TEC, §21.046(b)(1), by adding the phrase, "to create an inclusive school environment," to the educator standard regarding developing strong, positive relationships with all members of the community.

Chapter Reorganization and Technical Edits

The proposed revisions to Chapter 241 would reorganize the chapter as outlined below.

Subchapter B, Principal Certificate, would be repealed to allow for the removal of the outdated Principal certificate that is no longer issued. This would provide clarity to the field on the current SBEC-issued certification as principal.

The title and distinction for Subchapter A, Principal as Instructional Leader Certificate and Endorsement, would be deleted since it would no longer be necessary to distinguish it from the defunct Principal certificate requirements, given that all the requirements for the current certificate and endorsement are reflected in the chapter.

The proposed amendment would provide a technical edit to the certificate naming convention in §§241.1, 241.5, 241.20, and 241.30.

The proposed amendment to §241.20 would remove outdated language regarding the piloted Principal as Instructional Leader examination. This will provide clarity to the field that the only examination for the certificate is the one noted in 19 TAC Chapter 230, Professional Educator Preparation and Certification, regarding the assessment of educators. The proposed amendment would also provide a technical edit to fine-tune the cross reference to 19 TAC Chapter 153, Subchapter CC, and to §241.10.

The proposed amendment to §241.30 would update the title and subsection (a) to include the Principal certificate to clarify the provisions for individuals to renew a Principal certificate as prescribed in 19 TAC Chapter 232, Certificate Renewal and Continuing Professional Education Requirements. This will provide clarity to the field with the repeal of Subchapter B, Principal Certificate, to ensure individuals have the proper information regarding renewing their Principal certificate.

The proposed amendment to §241.35(a) would remove outdated language and reorder the section accordingly.

FISCAL IMPACT: Texas Education Agency (TEA) staff has determined that there are potential fiscal implications to state and local governments and small businesses as a result of the proposal. The proposed new requirements for principal candidates to be qualified regarding educating students with disabilities may require EPPs to create new curriculum, leading to

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 241. Certification as Principal

~~Subchapter A. Principal as Instructional Leader Certificate and Endorsement~~

§241.1. General Provisions.

- (a) The Principal as Instructional Leader certificate ~~[Certificate]~~ may be issued no earlier than December 1, 2018, and Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.
- (b) The holder of the Principal as Instructional Leader certificate ~~[Certificate]~~ issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

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

- (a) Prior to admission to an educator preparation program (EPP) leading to the Principal as Instructional Leader certificate ~~[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 as Instructional Leader certificate ~~[Certificate]~~ as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

§241.15. Standards Required for the Principal as Instructional Leader Certificate.

- (a) Principal as Instructional Leader Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program (EPP) 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 as Instructional Leader certificate ~~[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 as Instructional Leader Certificate).
- (b) School Culture. The principal:

- (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 creates an inclusive school environment ; and
 - (13) ensures that parents and other members of the community are an integral part of the campus culture and fosters parent involvement .
- (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)

(3)

- (1) successfully complete ~~[either]~~ the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators) ~~[-or a piloted examination developed for the Principal as Instructional Leader Certificate]~~ ;
- (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 Part 2 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 for ~~the~~ Principal as Instructional Leader Certificate), §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader 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).

§241.30. Requirements to Renew the Standard Principal as Instructional Leader Certificate and Principal Certificate .

- (a) An individual who holds a standard Principal as Instructional Leader certificate

- ~~(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.~~
- ~~(e) A candidate must meet the requirements for the Principal Certificate by August 31, 2019. All applications must be complete and received by the Texas Education Agency by October 30, 2019.]~~

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- ~~(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~~

- ~~(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) coache

~~(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)~~

- ~~(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).]~~

§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)