

1. Vision
2. Mission
3. Goals

4. Objectives
5. Strategies

School Leadership Standards

1. Vision
2. Mission
3. Goals
4. Objectives
5. Strategies
6. Evaluation

7. Leadership

8. Management

9. Instruction
10. Assessment
11. Professional Development

12. Communication

13. Collaboration
14. Leadership

15. Evaluation

Appraisal and Professional Development System

1. Vision
2. Mission
3. Goals
4. Objectives

5. Leadership

6. Management

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Sec. 21.3541. APPRAISAL AND PROFESSIONAL DEVELOPMENT SYSTEM FOR PRINCIPALS.

(a) The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals.

(b) The commissioner may establish a consortium of nationally recognized experts on educational leadership and policy to:

(1) assist the commissioner in effectively researching and developing the comprehensive appraisal and professional development system described by Subsection (a); and

(2) evaluate relevant research and practices and make recommendations to the commissioner to improve the quality of the training, appraisal, professional development, and compensation of principals.

(c) If the commissioner establishes the consortium, the commissioner shall select a presiding officer of the consortium. The presiding officer:

(1) must be an expert on educational leadership and policy;

(2) must have a demonstrated ability to lead a statewide school leadership reform initiative; and

(3) may not be employed by a school district in this state.

(d) The commissioner shall establish school leadership standards and a set of indicators of successful school leadership to align with the training, appraisal, and professional development of principals.

(e) In carrying out the commissioner's powers and duties under this section, the commissioner may use only money available from private sources that may be used for that purpose.

(f) In appraising principals, each school district shall use either:

(1) the appraisal system and school leadership standards and indicators developed or established by the commissioner under this section; or

(2) an appraisal process and performance criteria:

(A) developed by the district in consultation with the district -level and campus -level committees

established under Section (der)]/Tw 7.]TJ (wTd [(a)-10(nd)]TJ 0 Tc 0 Tw c][BDC (-)Tj [9]10(ve

Attachment 2: Principal Standards Advisory Committee

Name	Stakeholder Group	Organization	Position
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Attachment 3: Administrator Standards

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)

- (II) motivate the school community by modeling a relentless pursuit of excellence;
 - (III) are reflective in their practice and strive to continually improve, learn, and grow;
 - (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
 - (V) keep staff inspired and focused on the end goal even as they support effective change management;
 - (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
 - (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
 - (VIII) treat all members of the community with respect and develop strong, positive relationships with them.
- (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and 6.6(s) 104(p)-418(e i)-9a and 6.6(s) 1rs and c1.8(he

- (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (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 structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and reo remm w-0.006(u)oa n sc o oguln1

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- (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.

Attachment 4: Principal Evaluation Advisory Committee

Name	Stakeholder Group	Organization	Position
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