Item 22:

Discussion of 19 TAC Chapter 241, <u>Principal Certificate</u>, §241.15, <u>Standards Required for the Principal Certificate</u>

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss 19 TAC Chapter 241, <u>Principal Certificate</u>, §241.15, <u>Standards Required for the Principal Certificate</u>, in response to stakeholder recommendations. The rule changes would update the standards required for principal certification, including those standards taught by principal preparation programs and tested on the state certification examination.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §241.15 is the Texas Education Code, §§21.003(a), 21.041(b)(4), and 21.046(b)-(d).

BOARD RESPONSE: This item is presented for review and comment.

PREVIOUS BOARD ACTION: The SBEC last amended 19 TAC §241.15 effective October 25, 2009.

FUTURE ACTION EXPECTED: The rule changes to 19 TAC §241.15 would be presented to the SBEC for filing as proposed at the February 2016 SBEC meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Section 241.15 establishes the standards required for the issuance of the principal certificate.

In December 2014, Texas Education A Tmues

ATTACHMENT I

ATTACHMENT II
Text of 19 TAC

Chapter 241. Principal Certificate

§241.15. Standards Required for the Principal Certificate.

(a)   Principal Certificate Standards. The knowledge and skills identified in this section must be used by an
        educator preparation program

(1)   implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(2)   gather and organize information from a variety of sources for use in creative and effective campus decision making;

(3)   frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(4)   develop, implement, and evaluate change processes for organizational effectiveness;

(5)   implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(6)   apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7)   acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8)   collaboratively plan and effectively manage the campus budget;

(9)   use technology to enhance school management; and

(10)   use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

(g)   Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment;

(4)   use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5)   facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6)   facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

(7)   facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8)   acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

    (1)   reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

    (2)   engages in ongoing, meaningful, and professional growth activities to further develop necessary 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 the current needs of his or her campus, 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 schools' strategic plans;

    (2)   outlines and tracks clear 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 that are proving ineffective;

    (5)   implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;