



Department of Educational Leadership

**Master of Education in Educational Administration (EDAD)
&
Principal Certification Program**

STUDENT HANDBOOK

2016-2017

*Note: This handbook is subject to change without prior notification and updates will be available in the Educational Leadership Department. This handbook does not constitute a catalog and does not carry catalog privileges. ******

Revised March 2016



Department of Educational Leadership

Texas A&M University-Commerce

P.O. Box 3011

Young Education North 113

Commerce, Texas 75429

903.886.5520

Future and Current Students:

Thank you for your interest in the online Educational Administration Principal Certification Program. Whether you are pursuing the 30-hour *Master's Degree in Educational Administration with Principal Certification* or the 21-hour *Principal Certification Only* track, we strive to provide you with the necessary skills that will prepare you to become an effective school administrator within today's educational climate. Our 7-week sub terms emphasize quality interaction between the instructor and student and are tailored to the demands of today's busy professional educator and graduate student.

This handbook includes the following information:

1. Admission procedures and requirements
2. Degree plans and course listings
3. Student orientation and advising
4. Principal certification internship requirements
5. TExES Examination process
6. Principal Readiness to test requirements

Should you have any programmatic questions regarding the Master's Degree or Principal Certification Program, please contact Dr. Melissa Arrambide at Melissa.Arrambide@tamuc.edu.

Once again, we appreciate your interest in the Educational Administration Master's Degree and Principal Certification Program at Texas A&M University at Commerce.



Department of Educational Leadership

The online Educational Administration Master's Degree and Principal Certification Program is empowered by experienced faculty dedicated to the mission and vision of the department. Each of our faculty is passionate about your education, learning, and success.

Our Mission

The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service, and leadership roles in a variety of educational, business, government, and industry contexts.

Our Vision

The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary online programs that challenge highly qualified students to excel in their respective disciplines and career. We will achieve this vision by engaging students in a rigorous and transformative learning environment. The curriculum includes theory-based, real-world activities that expand the knowledge base of the learner, the profession, and the respective academic disciplines.



Department of Educational Leadership Master's Degree and Principal Certification Program Faculty

The faculty of the Educational Administration Master's Degree and Principal Certification Program are professional educators who bring their Texas public school leadership experiences to the program. Our faculty has served as assistant principals, principals, coordinators, assistant superintendents, and superintendents in various school districts. These field-based understandings coupled with active research agendas make for the best possible learning experiences as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

William (Chuck) Holt, Ed.D.

Associate Professor

Interim Department Head, Department of Educational Leadership

Lamar University

Chuck.Holt@tamuc.edu

Melissa Arrambide, Ed.D.

Assistant Professor

Master's/ Prin. Program Coordinator

Texas A&M University-Commerce

Melissa.Arrambide@tamuc.edu

Julia Ballenger, Ph.D.

Professor

University of Texas Austin

Julia.Ballenger@tamuc.edu

Arthur Borgemenke, Ed.D.

Associate Professor/Doctoral Coordinator

University of Texas at El Paso

Art.Borgemenke@tamuc.edu

Shari Farris, Ed.D.

Assistant Professor

University of Washington

Shari.Farris@tamuc.edu

Deborah Goodwin, Ed.D.

Assistant Professor

Arkansas State University

Deborah.Goodwin@tamuc.edu

Kriss Kemp-Graham, Ph.D.

Assistant Professor

Certification Coordinator

New York University

Kriss.Kemp-Graham@tamuc.edu

Ava Munoz, Ph.D.

Assistant Professor

Certification Coordinator

University of Texas-Pan American

Ava.Munoz@tamuc.edu

Warren Ortloff, Ed.D.

Assistant Professor

Texas A&M University

Warren.Ortloff@tamuc.edu

Nate Templeton, Ed.D.
Assistant Professor/Co-Director Meadows
Liberty University
Nate.Templeton@tamuc.edu

Ray Thompson, Ed.D.
Assistant Professor
Superintendents Coordinator
Stephen F. Austin University
Ray.Thompson@tamuc.edu

James Vornberg, Ph.D.
Professor Emeritus
University of Arizona
James.Vornberg@tamuc.edu

Mary Ann Webb, Ed.D.
Assistant Professor
Arkansas State University
Mary.Webb@tamuc.edu

Jackie Jones, Ed.D.
Ad Interim Professor
Texas A&M University-Commerce
Jackie.Jones@tamuc.edu

Paul Sullivan, Ed.D.
Ad Interim Professor
University of Georgia
Paul.Sullivan@tamuc.edu

The Educational Administration Master's Degree and Principal Certification Program at Texas A&M University-Commerce has a rich history, and the University is dedicated to the creation of educational leaders.

Though the name of our university has changed along the way, its role in creating educators of excellence has not changed. Professor Mayo's founding creed of "**ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others**" continues to this day.

Since 1996, the university has been a part of the Texas A&M University System. TAMUC, with its unique online delivery of instruction, continues to grow throughout Texas and strives to provide students with a quality education that serves as a springboard to careers and lives that make a difference through public and private education systems.

The Educational Administration Master's Degree and Principal Certification Program is a *fully online* program with our offices located in the Department of Educational Leadership in the College of Education and Human Services at Texas A&M University-Commerce.

The Department of Educational Leadership is located on the Commerce campus in the Young Education North Building, Room 113. The mailing address and other contact information are listed below.

Department of Educational Leadership
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429
MAIN: 903.886.5520
FAX: 903.886.5507

ADMISSION PROCESS

Admission to the Master's Degree with Principal Certification is a two-part process. First, applicants must apply to and meet the general admission requirements of the Graduate School at TAMUC. Please apply through the ApplyTexas application (www.ApplyTexas.org).

TAMUC GRADUATE SCHOOL ADMISSION

Students must be admitted by **both** the TAMUC Graduate School **and** the Educational Administration Master's Degree and Principal Certification Program to be fully admitted to the program regardless of whether a candidate is pursuing the 30-hour *Master's Degree in Educational Administration with Principal Certification* or the 21-hour *Principal Certification Only* option. Students are not fully admitted in the EDAD Program until **both** application processes are complete.

First, students are to apply to the TAMUC graduate school for admittance. **Next**, applicants must complete the Principal Certification Program Application. Contact Wendy Nutt in the Educator Certification Office at 903-886-5630 or e-mail at Wendy.Nutt@tamuc.edu. You may access the Educator Certification Office at the following link for additional requirements.

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>

Applicants who pursue the 21-hour Principal Certification Only program must apply for Non-Degree Principal (PRSU) Certification through the graduate school application link. The 21-hour Principal Certification Only program is for those students who have earned a Master's Degree from an accredited institution or completing another master's program at TAMUC.

REQUIRED DOCUMENTS & CRITERIA FOR ADMISSION TO GRADUATE SCHOOL

- Application
- \$50 application fee
- Undergraduate degree from a regionally accredited institution
- Minimum overall undergraduate GPA of a 2.75, or 3.00 overall on the last 60 hours of the undergraduate degree, or an overall 3.00 on a completed master's degree from a regionally accredited institution
- Proof of a current valid teacher certification
- Teaching Service Record with a minimum of (1) year of teaching experience
- One of the following:
 - Official GRE Scores *or*
 - Completed master's degree from an accredited institution with at least a 3.00 GPA *or*
 - Undergraduate GPA of 3.00 or higher overall *or*
 - Proof of a current valid teacher or principal certificate.

Full Admission Status is granted for those students who have completed the application process and have no further requirements for our program's admission criteria rubric.

Screening Process for Master's Degree with Principal Certification and Principal Certification Only Applicants

In addition to submitting the graduate and principal applications, applicants must complete a screening process below:

- **Respond to online admission program questions that are in the ApplyTexas application.**
- **Pass (i.e., Meets Expectation or Higher) a follow-up telephone interview with program faculty.**
- **Submit signed Invitation Program Letter.**

DEGREE PLANS AND COURSE LISTINGS

Official degree plans will be completed by each student during their first course (EDAD 615) and should be scanned and emailed to Judy Allen at Judy.Allen@tamuc.edu. She will obtain the appropriate signatures and forward a copy of the degree plan to the Educator Certification office.

Whether a student pursues the 30-hour online Master's Degree in Educational Administration with Principal Certification or the 21-hour online Principal Certification Only Plan, EDAD 615 must be taken during the first semester of course work. The recommended sequence of EDAD courses is shown in Tables 1 and 2.

Table 1: Sequence of Courses

Master's Degree in Educational Administration with Principal Certification Courses

- EdAd 615—Leading Effective Schools (*first course to enroll within program*)
- EdAd 595—Using Research for Best Practice
- EdAd 626—Using the Law in Educational Practice
- EdAd 656—Building Capacity for Effective Learning
- EdAd 619—Designing Curriculum for Effective Instruction
- EdAd 607—Using Evaluation and Data to Improve Learning
- EdAd 508—Facilitating Learning for Diverse Students
- EdAd 561—Multicultural Education
- EdAd 554—Leading the Learning Community **
- EdAd 610—Leading the Learning Community Practicum **

** taken together in the final semester

Table 2: Sequence of Principal Certification Courses

<u>Principal Certification Only Courses</u>
<ul style="list-style-type: none"> • EdAd 615—Leading Effective Schools (<i>first course to enroll within program</i>) • EdAd 619—Designing Curriculum • EdAd 626—Using the Law in Educational Practice • EdAd 508— Facilitating Learning for Diverse Students • EdAd 607—Using Evaluation and Data to Improve Learning • EdAd 554—Leading the Learning Community** • EdAd 610—Leading the Learning Community Practicum** <p style="text-align: center;">** taken together in the final semester</p>

The courses EDAD 554 and EDAD 610 shall be completed at the conclusion of the program. *The EDAD 610 Principal Practicum lasts for the entire semester.*

The Principal Certification Only plan is for students who have already earned a Master’s Degree from an accredited institution or are currently completing another master’s program at TAMU-Commerce. The Master’s degree need not be in Educational Administration. Students may also consider earning a second Master’s degree along with their principal certification. If so, please review the requirements for Master’s degrees and certification within the previous section.

Table 3: Sample Departmental Calendar

Departmental Calendar	
Fall Sub term 1	First 7 weeks of Semester
Fall Sub term 2	Last 7 weeks of semester
Spring Sub term 1	First 7 weeks of Semester
Spring Sub term 2	Last 7 weeks of semester
Summer 1 term	Regular University schedule-5 weeks
Summer 2 term	Regular University schedule-5 weeks

The courses in the EDAD program are focused on the roles and responsibilities of principals and are necessary to prepare our students to become an administrator as well as to pass the Master’s Comprehensive Exam and Principal (068) TExES exam. However, applicants seeking a Master’s degree occasionally request consideration of prior graduate coursework for the requirements of their Master’s degree. No course work outside of the University will be accepted. Students wishing to request transfer of credit for EDAD 595 only, (if taken within the College of Education at TAMUC) should complete the [Transfer/Substitution Request Form](#) and

submit to Dr. Jane Clark (Jane.Clark@tamuc.edu). Official transcript (showing the course requested to be transferred) and course description must be supplied for evaluation.

All transfers of credit must be ultimately approved by the Graduate School. No transfer/substitutions can be made for EDAD 554 or EDAD 610. Potential transfer work of EDAD 595 cannot be over 6 years old at program completion without the approval of the graduate school.

Six-Year Timeline for Course Completion. A student has six years to complete all course work to earn a Principal Certification and have the approval to take the Principal (068) TExES exam. Please note that no course may be older than six years at the time a student attempts the Principal (068) TExES exam. Students who do not complete the program within this time period will not be approved to take the Principal (068) TExES exam and may be required to complete additional coursework or satisfy other requirements to receive such approval.

The Graduate Catalog states: *All work for the master's/specialist degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation requires specific written departmental justification and approval by the Dean of Graduate Studies to be counted toward a master's/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course.*

STUDENT PROGRAM ORIENTATION AND ADVISING

An orientation session is scheduled during the first sub-term of the semester. This orientation includes:

1. Information about the history of the university
2. TExES preparation resources
3. Educational Administration Program Personnel
4. Requirements for completion of the Master's degree with Principal Certification and Principal Certification Only Programs
5. The value, benefits, and expectations of the program; scholarly writing, and
6. Library access.

Dr. Jane Clark is the Coordinator of Enrollment & Retention. She may be contacted at Jane.Clark@tamuc.edu. Questions about enrollment and registration questions beyond the scope of this Handbook should be directed to Dr. Clark. Judy Allen, Department Administrative Assistant, may be contacted for general questions about the program at Judy.Allen@tamuc.edu or 903-886-5577. For program specific questions, contact Dr. Melissa Arrambide, Master's Program and Principal Certification Coordinator at Melissa.Arrambide@tamuc.edu. For specific questions regarding courses, please contact the course leads.

COURSE LEADS

EDAD 508
Facilitating Learning for Diverse Students
Dr. Ava Munoz
Ava.Munoz@tamuc.edu

EDAD 554
Leading the Learning Community
Dr. Ava Munoz
Ava.Munoz@tamuc.edu

EDAD 607
Using Evaluation & Data to Improve Learning
Dr. Melissa Arrambide
Melissa.Arrambide@tamuc.edu

EDAD 615
Leading Effective Schools
Dr. Kriss Kemp-Graham
Kriss.Kemp-Graham@tamuc.edu

EDAD 626
Using the Law in Educational Practice
Dr. Melissa Arrambide
Melissa.Arrambide@tamuc.edu

EDAD 561
Multicultural Education
Dr. Kriss Kemp-Graham
Kriss.Kemp-Graham@tamuc.edu

EDAD 595
Using Research for Best Practice
Dr. Nate Templeton
Nate.Templeton@tamuc.edu

EDAD 610
Leading the Learning Community Practicum
Dr. Jackie Jones
Jackie.Jones@tamuc.edu

EDAD 619
Designing Curriculum for Effective Instruct
Dr. Warren Ortloff
Warren.Ortloff@tamuc.edu

EDAD 656
Building Capacity for Effective Learning
Dr. Julia Ballenger
Julia.Ballenger@tamuc.edu

THE PRINCIPAL PRACTICUM

The Principal Practicum, required by state law, is an integral part of the educational experience of the Principal Preparation Program. Students must complete at least one full 16 week semester enrolled in EDAD 610 incurring a minimum of 160 clock hours of practicum experiences. The practicum is designed to bridge the gap between theory and practice by building on the student's academic foundation with in-school experiential learning. The practicum is aligned with the state standards, domains, and competencies.

Students planning to take the practicum should complete an application found in the [Principal Practicum Handbook](#) by **July 1st** (for the Fall semester) or by **November 1st** (for the Spring semester). Application packets should be sent to EducationalLeadership@tamuc.edu in PDF format by the due date for the semester in which the student intends to begin the practicum.

The practicum experiences are designed to be accrued during the semester of the practicum. The Principal or Site Supervisor will be directing the campus activities and interacting meaningfully with the student concerning these field experiences.

Examples of the Master's Degree and Principal Certification Plan and the Principal Only Certification Plan are on the next two pages.

COMPREHENSIVE EXAM REQUIREMENTS (MASTER'S DEGREE)

By University policy, all master's degree candidates must complete a comprehensive examination. There are four ways students can demonstrate their learning through the comprehensive exam process: written exam, oral exam, professional portfolio, or a combination of the three. In the Department of Educational Leadership, students will be required to complete a take home exam to be administered during the last semester of program enrollment. The exam may consist of M/C, T/F, Essay, or any combination thereof. Exam performance must demonstrate that students have a mastery of all work covered in the program including the Texas Principal Standards:

- ❖Learner-centered values and ethics of leadership
- ❖Learner-centered leadership and campus culture
- ❖Learner-centered human resources leadership and management
- ❖Learner-centered communication and community relations
- ❖Learner-centered organizational leadership and management
- ❖Learner-centered curriculum, planning and development

At the conclusion of each course, students will be required to complete a Critical Assignment designed to assess student mastery of one or more Principal Standards. Students must receive a score of 80% or higher on each critical assignment in order for the assignment to be accepted. A score of 79 or less on any critical assignment will result in a student being required to complete an alternate assignment.

According to Final Comprehensive Exam policy as stated in the 2015-16 Graduate Catalog, "A candidate who fails this examination must complete whatever further courses or additional study are stipulated by the advisory committee or by the major department to correct the weaknesses or deficiencies revealed by the examination. The candidate who fails the examination may retake it when the department head deems it appropriate. Should the candidate fail the examination upon the second attempt, a third/final attempt may be taken only with the recommendation of the advisory committee or major department and approval of the Dean of Graduate Studies. "

Question about the comprehensive exam can be addressed to Dr. Ava Munoz at Ava.Munoz@tamuc.edu.



Master's Degree and Principal Certification Plan
Texas A&M University-Commerce
Educational Leadership

Effective Summer 2016

Comprehensive Exams Passed
on: Date: _____
Approved by: _____

Name	E-mail address	CWID	SSN
Mailing address	City	State	Zip
	Home Phone #	Work Phone #	
Bachelor's Degree	Major	Institution	Date Received
BA, BS			
Master's Degree	Major	Institution	Date Received
MS, MA, MEd			
Teaching Experience	_____ to _____		
	_____ to _____		
Position and Title	Dates	Institution	
Certificates Held	_____ State		

Hrs. Needed	Courses
<i>Core Courses</i>	<i>EDAD 615 (prerequisite to all other courses)</i>
3	EdAd 615 Leading Effective Schools (<i>first course to enroll in within program</i>)
3	EdAd 595 Using Research for Best Practice
3	EdAd 626 Using the Law in Educational practice
3	EdAd 656 Building Capacity for Powerful Learning
3	EdAd 619 Designing Curriculum for Effective Instruction
3	EdAd 607 Using Evaluation and Data to Improve Learning
3	EdAd 508 Facilitating Learning for Diverse Students
3	EdAd 561 Multicultural Education
3	EdAd 554 Leading the Learning Community **
3	EdAd 610 Leading Learning Communities Practicum (<i>full 16 week semester</i>)

** Enroll in course the second to last term in conjunction with the full semester EDAD 614 internship at end of program.
One requirement to receive approval to take TExES Exam is completion of the 068 practice exam with an 80% or higher.

Please check the appropriate choice below.

- I am seeking a master's degree only; I am not seeking to qualify to take the TExES Principal Certification exam.
 I am seeking a master's degree and, upon completion of requirements, qualification to take the TExES Principal Certification exam.

Advisor _____ Date _____ Plan Expires _____ Month/year (Expires 6 years after earliest course)
 Dept. Head _____ Date _____ Certification Officer _____ Date _____

I understand that the Master's Degree Plan is for planning purposes to assist in the selection of coursework. Students are responsible for knowing and understanding the requirements in the A&M-Commerce *Graduate Catalog*. In addition to the completion of the work prescribed on this plan, the student must have (a) a provisional or professional teacher's certificate, and (b) two years successful teaching experience to apply for 068 Principal Certification Exam. Application for admission to the program is made to the Graduate School. The Texas Education Agency requires satisfactory completion of the appropriate TExES examination. This form must be signed by the department head and certification officer and filed, along with all necessary documentation. Coursework older than 6 years at the time of graduation will not be counted. Coursework older than 6 years at the time of TExES exam administration will not be counted.

Signature of Applicant

Date

Effective Summer 2016



Principal Certification Only Plan
Texas A&M University-Commerce
Educational Leadership

Name:	E-mail address	CWID:	SSN
Mailing address	City	State	Zip
			Home Phone #
			Work Phone #
Bachelor's Degree	BA, BS	Major	Institution
			Date Received
Master's Degree	MS, MA, MEd	Major	Institution
			Date Received
Teaching Experience	_____ to _____		_____
	_____ to _____		_____
Position and Title	Dates	Institution	
Certificates Held	_____		State

Hrs. Needed	Courses
Core Courses are prerequisite to all other courses (take core courses in the order listed below).	
3	EdAd 615 Leading Effective Schools <i>(first course to enroll in within program)</i>
3	EdAd 626 Using the Law in Educational Practice
3	EdAd 508 Facilitating Learning for Diverse Students
3	EdAd 619 Designing Curriculum for Effective Instruction
3	EdAd 607 Using Evaluation and Data to Improve Learning
3	EdAd 554 Leading the Learning Community **
3	EdAd 610 Leading Learning Communities Practicum ** <i>(last full semester of program)</i>

** Enroll in course the second to last term in conjunction with the full semester EDAD 614 internship at end of program.
One requirement to receive approval to take TExES Exam is completion of the 068 practice exam with an 80% or higher.

___ I am seeking Principal certification-only status; I have already earned a master's degree.

Advisor: _____	Date _____	Plan Expires: _____	Month/year (Expires 6 years after earliest course)
Dept. Head _____	Date _____	Certification Officer _____	Date _____

I understand that the Certification Plan is for planning purposes to assist in the selection of coursework. Students are responsible for knowing and understanding the requirements in the A&M-Commerce *Graduate Catalog*. In addition to the completion of the work prescribed on this plan, the student must have (a) a master's degree, (b) a provisional or professional teacher's certificate, and (c) two years successful teaching experience to apply for 068 Principal Certification Exam. Application for admission to the program is made to the Graduate School. The Texas Education Agency requires satisfactory completion of the appropriate TExES examination. This form must be signed by the department head and certification officer and filed, along with all necessary documentation. Coursework older than 6 years at the time of certification will not be counted. Coursework older than 6 years at the time of TExES exam administration will not be counted.

Signature of Applicant

Date

**APPLICATION PROCEDURE FOR CLEARANCE TO TAKE
PRINCIPAL (068) TExES EXAM**

Beginning September 1, 2015, candidates will be limited to a total of five attempts to take the TExES certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015.

Students who want to be approved for taking the **PRINCIPAL (068) TExES EXAM** must meet eligibility requirements specified in the TExES registration bulletin. In addition, principal certification students (whether earning certification with a Master's degree or as certification only) seeking to be eligible to take the certification exam must:

1. Be admitted to the certification program, at <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/professionalCertification/principalCertification.aspx>

AND

2. Have successfully completed the Practice Test (068) with an 80% ***or*** higher OR have attended a TExES 068 Review Seminar provided by a TAMUS educational administration program AND be currently enrolled in EDAD 614 Internship.

OR

3. Have completed the program.

To initiate the approval process for the TExES Principal Exam, please contact Dr. Ava Munoz, Principal Certification Liaison, at Ava.Munoz@tamuc.edu.

Clearance will only be provided for ONE testing attempt per request. Students seeking clearance for retakes must engage in remediation prior to receiving approval. Remediation is determined by the Principal Certification Liaison, Dr. Ava Munoz, and/or the Master's and Principal Certification Coordinator, Dr. Melissa Arrambide.

State Board for Educator Certification Website

Please refer to the State Board for Educator Certification's website - <http://www.tea.state.tx.us/portals.aspx?id=2147484909> - to access general information that pertains to competencies for certificates, TExES tests, and current issues.

The TExES Principal (068) Study Manual provides assistance and is available at http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf. **This document is free. It should be downloaded and studied.** It contains all the domains and competencies which are the theoretical framework upon which the Principal (068) TExES exam is built. It also includes multiple practice questions with answers. Students should bring this document to every preparation seminar they attend.

Probationary Certification

Principal Probationary Certifications are available to students in good standing, who have a degree or certification plan on file, and who have completed at least 12 semester hours. In addition, students must provide proof that they have been offered employment as an assistant principal or principal by a school district. Students requesting probationary certification must provide a letter of employment from the superintendent (or designee) verifying the employment position and the offer of the position.

IMPORTANT!!! *In accordance with TEA guidelines every certification candidate on a probationary certificate must be supervised for the duration of their probationary status. The certification candidate must register for EDAD 614 (Leading the Learning Community-Internship) and be visited by a University Supervisor each semester they are on a probationary certificate. During this time, if a student is successful on the TExES 068 exam, he/she must remain enrolled in EDAD 614 and will not be eligible to seek Standard Principal Certification until the Probationary certificate expires. If a student is not successful on the TExES 068 exam and is under Probationary Certification status, he/she MUST remain enrolled in the EDAD 614 course.*

Probationary certificates are valid for only **one year** but are **twice** renewable when completing the annual progress required; that is, the student must be actively enrolled, and be working to complete the certification requirements in a timely manner in anticipation of taking the Principal (068) TExES exam as soon as possible. Click [here](#) for Probationary Certification application.

Renewal of Standard Principal Certificate

Individuals who are issued the Standard Principal Certificate on or after September 1, 1999, are subject to Certificate Renewal and Continuing Professional Education Requirements, which are elaborated in Title 19, Texas Administrative Code, Chapter 232. All individuals holding a valid Texas professional administrator certificate prior to September 1, 1999, and who are employed as principals or assistant principals must complete the assessment described in Title 19, Texas Administrative Code, § 241.35.

Provisional Principal Certificate: Initially, successful certificate candidates completing all requirements are issued a Provisional Principals certificate by the TEA/SBEC. The Standard Principal certificate is issued after completing an induction period of one year in an assistant principal or principal position. Individuals seeking to enter this induction period more than 5 years after the issuance of the provisional certificate must be approved by the educator preparation program, which recommended the provisional certificate.

**Educational Administration Crosswalk of Standards – Texas Competencies,
Principal Curriculum Standards (Section 241.15) and Principal Standards
(Chapter 149)**

Course Number/Title	Critical Assignments	TAC Principal Curriculum Stds. (Section 249.15)	TAC Stds. For Principal Chapter 149	Texas Competencies
EDAD 615/Leading Effective Schools	CA-1	2-Learner-centered leadership and campus culture	4 -School campus culture	1 -Campus culture
EDAD 508 Facilitating Learning for Diverse Students	CA-2	4 – Learner-centered communication and community relations	2 - Human Capital 3 - Executive Leadership	2 -Communicate and collaborate, respond to diverse interests and needs
EDAD 626 Using the Law in Educational Practice	CA-3	1 – Learner-centered values and ethics of leadership	3 - Executive Leadership	3 -Ethical and legal manner
EDAD 619 Designing Curriculum for Effective Instruction	CA-4	6 – Learner-centered curriculum, planning and development	1 - Instructional Leadership	4 - Curriculum, planning, and instruction
EDAD 607 Using Evaluation and Data to Improve Learning and EDAD 595 – Using Research for Best Practices	CA-5	7 – Learner-centered instructional leadership and management	1 - Instructional Leadership 3 - Executive Leadership 4 - School Culture	5 - Advocate, sustain, instructional program and campus culture for student learning and growth
EDAD 574 Designing Quality Instructional Programs	CA-6	3 – Learner-centered human resources leadership and management	1 – Instructional Leadership 2 – Human Capital	6 - Staff evaluation and development. System for supervision and staff development

Course Number/Title	Critical Assignments	TAC Principal Curriculum Stds. (Section 249.15)	TAC Stds. For Principal Chapter 149	Texas Competencies
EDAD 554 Leading the Learning Community	CA-7	5 – Learner-centered organizational leadership and management	1-Instructional Leadership 5 – Strategic Operations	7 - Organizational, decision making and problem solving skills
EDAD 656 Building Capacity for Effective Learning	CA-9	3 – Learner-centered human resources leadership and management	2 – High-quality teachers and staff in every classroom and throughout the school	8 – Leadership and management for budgeting personnel, etc.
EDAD 614/Leading the Learning Community Internship	Electronic Final Portfolio 1-9	Electronic Final Portfolio1-7	Electronic Final Portfolio 1-5	Electronic Final Portfolio 1-9

Master of Education in Educational Administration (EDAD) Courses

EDAD 508. Facilitating Learning for Diverse Students. 3 Hours.

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Programs addressed include special education, gifted education, bilingual education/English Language Learners, early childhood, school safety, career and technology education, counseling, and alternative education. The course will also inform students about the diverse needs of all individuals within the community related to race, color, national or ethnic origin, ancestry, age, religion, disability or handicap, gender, sexual orientation, or any other characteristics protected under applicable federal, state or local law. Prerequisites: EDAD 615, 626 and 656.

EDAD 554. GLB/Leading the Learning Community. 3 Hours.

This capstone course is designed to prepare candidates for exemplary school leadership as evidenced by student knowledge, dispositions, and performance ability to promote the success of all students. The course will include real-world situations and problem-based learning projects to enable the candidates to develop visionary, collaborative, instructional, organizational, and political leadership for the twenty-first century. Prerequisites: EDAD 615, EDAD 619, EDAD 607, EDAD 626 and EDAD 656.

EDAD 561. Multicultural Education. 3 Hours.

The purpose of this course is to examine the variables, which affect behavior, beliefs and perceptions of the many cultures and races that comprise our society. Special focus will include the role of socio-economic status, gender, religion, age, and language. Major demographic changes in the United States, Texas and the Dallas-Fort Worth Metroplex will be examined. Emphasis will also be placed on those newcomer populations and their countries of origin, ethnic contributions, and cultural influences that impact on our institutions, both public and private. Design and implementation of a program evaluation of a current bilingual school or district program followed by design and implementation of a long-term program improvement plan to include professional development, family involvement, and instructional design is a requirement of this course.

EDAD 595. Using Research for Best Practice. 3 Hours.

This course provides an overview of quantitative and qualitative research designs used in the field of education in order to implement instructional best practices. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for best practices through the creation of a research proposal.

EDAD 607. Using Eval and Data to Imp Lea. 3 Hours.

This course provides school leaders with the skills and knowledge necessary to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research based decisions in planning for instructional and organizational improvement. Prerequisites: EDAD 615.

EDAD 610. Leading the Learning Community Practicum. 3 Hours.

One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in real settings. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective research paper that serves as a comprehensive program examination of preparedness for school building leadership. Prerequisites: EDAD 508, 561, 595, 607, 615, 619, 626 & 656. Corequisite: EDAD 554.

EDAD 615. Leading Effective Schools. 3 Hours.

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

EDAD 619. GLB/Designing Curriculum. 3 Hours.

This Course focuses on the development of and designing of curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated. Prerequisites: EDAD 574, EDAD 615, EDAD 626, and EDAD 656.

EDAD 626. Using the Law in Educational Practice. 3 Hours.

This leadership course serves as an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools. Prerequisites: EDAD 615.

EDAD 656. Building Capacity for Powerful Learning. 3 Hours.

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development,

resource acquisition and allocation, the accounting code system, and the school finance system. Prerequisites: EDAD 615 and EDAD 595.

EDAD 614. Leading Learning Communities Internship. 3 Hours. (For Probationary Principals Only)

One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge in actual school settings while collaboratively planning and being guided by a practicing school leader/mentor. Over two semesters of internship activities, students collect artifacts that are used to create a professional portfolio to demonstrate preparedness for leading learning communities. Prerequisites: EDAD 615, EDAD 626, EDAD 656, and EDAD 619.

Principal Program Standards

Texas Administrative Code

Rule TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 241 PRINCIPAL CERTIFICATE

RULE §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 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 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 Certificate).
- (b) **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
- a. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - b. Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - c. Model and promote the continuous and appropriate development of all learners in the campus community;
 - d. Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
 - e. Articulate the importance of education in a free democratic society.
- (c) **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
- a. Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
 - b. Ensure that parents and other members of the community are an integral part of the campus culture;
 - c. Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
 - d. Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

- e. Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;
 - f. Facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;
 - g. Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
 - h. Align financial, human, and material resources to support the implementation of the campus vision;
 - i. Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
 - j. Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and
 - k. Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.
- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
- a. Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;
 - b. Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
 - c. Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;
 - d. Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
 - e. Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
 - f. Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
 - g. Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.
- (e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
- a. Demonstrate effective communication through oral, written, auditory, and nonverbal expression;
 - b. Use effective conflict management and group consensus building skills;

- c. Implement effective strategies to systematically gather input from all campus stakeholders;
 - d. Develop and implement strategies for effective internal and external communications;
 - e. Develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
 - f. Provide varied and meaningful opportunities for parents to be engaged in the education of their children;
 - g. Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and
 - h. Respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
- a. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
 - b. Gather and organize information from a variety of sources for use in creative and effective campus decision making;
 - c. Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
 - d. Develop, implement, and evaluate change processes for organizational effectiveness;
 - e. Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
 - f. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
 - g. Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
 - h. Collaboratively plan and effectively manage the campus budget;
 - i. Use technology to enhance school management; and
 - j. 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; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

- a. Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
 - b. Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
 - c. Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
 - d. Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and
 - e. Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.
- (h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
- a. Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;
 - b. Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;
 - c. Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);
 - d. Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
 - e. Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;
 - f. 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;
 - g. Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and
 - h. Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Principal 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) Implement a rigorous curriculum aligned with state standards;

(III) Analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) Model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) Routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) Treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) Ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) Are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) Ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) Facilitate professional learning communities to review data and support development;

(VI) Create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) Use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) Are committed to ensuring the success of the school;

(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 challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) Establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(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 are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of

their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) With their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) Develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) Are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(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.

SBEC Principal Competencies

SBEC/TEXES Framework for Principal Certification

The following SBEC Principal Domains, Competencies and supporting standards represent the knowledge, skills and dispositions principal candidates should master as practitioners. The information provides the framework to prepare for the TExES Principal exam.

Domain I—School Community Leadership (approximately 33% of the test)

Domain II—Instructional Leadership (approximately 44% of the test)

Domain III—Administrative Leadership (approximately 22% of the test)

The above percentages have evolved out of the Effective Schools, Generations 1 and 2, research, and effective principals/administrators should be able to divide their time to match the above goals.

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- Ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members – all stakeholders!

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP**Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for Supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III – ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).