Principal Preparation Programs Handbook

Alliance for Educational Leadership
Instructional Leadership Collaborative
Principal Preparation Partnership Program

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Description of Programs

Alliance for Educational Leadership (AEL) – Education Service Center Region XI provides a one-year principal preparation program for candidates who have previously earned a master’s degree. Probationary principal certificates are approved for active principal candidates upon campus/district request. Principal candidates must be placed in campus-based administrator positions or practicums. It is expected that principal candidates will complete meaningful administrative activities throughout the school year. Certain duties/experiences are required in order to be consistent with the AEL program objectives, allow for the development of skill necessary for the principalship, and meet state certification requirements.

Initial training takes place during the months of June and July. Post-assignment training sessions continue each month during the school year, and the program concludes with the end of the school year. Principal candidates engage in ongoing assessments and receive support through a mentor and program consultant. At the end of the program, contingent upon successful completion of all program benchmarks, principal candidates are recommended to SBEC for certification by the ESC Region XI program director.

Instructional Leadership Collaborative (ILC) – Education Service Center Region XI, in collaboration with Tarleton State University and regional school districts, provides the Instructional Leadership Collaborative (ILC) Principal Certification Program as a two-year program for obtaining principal certification and a master’s degree in Curriculum and Instruction. Relevant training is provided through the program along with support of a mentor principal and ILC program staff.

During the first year of the program, individuals progress through the university coursework, which emphasizes the application of knowledge and skills relevant to the authentic challenges of administrative practice. During this time, principal candidates gain knowledge regarding campus leadership.

During the second year, principal candidates participate in campus-based administrative positions or practicums. Certain duties/experiences are required in order to be consistent with the ILC Principal Preparation Program objectives, allow for the development of skills necessary for the principalship, and meet state certification requirements.

Principal Preparation Partnership Program (PPPP) – Education Service Center Region XI, in collaboration with Midwestern State University and regional school districts, prepare today’s leaders for tomorrow’s schools by helping districts develop principals through a two-year program. Principal candidates obtain principal certification and a master’s degree in Educational Administration through MSU. Relevant training is provided through the program along with support of a mentor principal and Region XI program staff.

During the first year of the program, individuals progress through university coursework, which emphasizes the application of knowledge and skills relevant to the authentic challenges of administrative practice. During this time, principal candidates gain knowledge regarding campus leadership.

During the second year, principal candidates complete campus-based administrative positions or practicums. Certain duties/experiences are required in order to be consistent with the Principal Preparation Partnership Program objectives, allow for the development of skills necessary for the principalship, and meet state certification requirements.
State Certification Rules and Information

Texas Administrative Code

(a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.

(b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.

(c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.

(d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

Source Note: The provisions of this §241.1 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective July 13, 2204, 29 TexReg 6646; amended to be effective October 25, 2009, 34 TexReg 7200

Texas Administrative Code

(a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program.
preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate’s progress and needed growth throughout the educator preparation program based on the standards identified in §241.15 of this title.

(b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

(c) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.

**Source Note:** The provisions of this §241.10 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective October 25, 2009, 34 TexReg 7200

**Texas Administrative Code**

**Title 19**
**PART 7**
**CHAPTER 241**
**RULE 241.15**
**EDUCATION**
**STATE BOARD FOR EDUCATOR CERTIFICATION**
**PRINCIPAL CERTIFICATE**
**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:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making actions, and behaviors;

2. implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators’ Code of Ethics);

3. model and promote the continuous and appropriate development of all learners in the campus community;

4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

5. 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:

1. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

2. ensure that parents and other members of the community are an integral part of the campus culture;

3. use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

4. respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

5. 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;

6. facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

7. facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

8. align financial, human, and material resources to support the implementation of the campus vision;

9. establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

10. support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

11. 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:

1. 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;
(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate contents, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

\textbf{(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:

1. demonstrate effective communication through oral, written, auditory, and nonverbal expression;

2. use effective conflict management and group consensus building skills;

3. implement effective strategies to systematically gather input from all campus stakeholders;

4. develop and implement strategies for effective internal and external communications;

5. develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

6. provide varied and meaningful opportunities for parents to be engaged in the education of their children;

7. establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

8. respond to pertinent political, social, and economic issues that exist in the internal and external environment.

\textbf{(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 understand, values, and is able to:
(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 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:

(1) 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;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) 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:

(1) 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;

(2) 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;

(3) 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);

(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.

Source Note: The provisions of this §241.15 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective October 25, 2009, 34 TexReg 7200

Texas Administrative Code

Title 19  EDUCATION
PART 7  STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 241  PRINCIPAL CERTIFICATE
RULE §241.20  Requirements for the Issuance of the Standard Principal Certificate
To be eligible to receive the Standard Principal Certificate, a candidate must:

(1) successfully complete the appropriate examination required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);

(2) hold, at a minimum, a master’s degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized the Texas Higher Education Coordinating Board;

(3) hold a valid classroom teaching certificate;

(4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner’s Rules on Creditable Years of Service) and the Texas Education Code, §5.001 (2); and

(5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

Source Note: The provisions of this §241.20 adopted to be effective October 25, 2009, 34 TexReg 7200

Texas Administrative Code

Title 19  
PART 7  
CHAPTER 241  
RULE §241.25

EDUCATION  
STATE BOARD FOR EDUCATOR CERTIFICATION  
PRINCIPAL CERTIFICATE  
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) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

Source Note: The provisions of this §241.25 adopted to be effective October 25, 2009, 34 TexReg 7200
(a) It is the responsibility of the education profession as a whole to attract candidates and to retain educators who demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

(b) Educator preparation programs should collaborate with local school districts pursuant to the Texas Education Code, §22.083, to examine the criminal history of all educator preparation candidates prior to participation in educator preparation activities that occur in a school.

Source Note: The provisions of this §227.1 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective December 14, 2008, 33 TexReg 10011
roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.

(c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the educator preparation program to meet all standards set by the SBEC, and shall be accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification.

(d) All educator preparation programs must be implemented as approved by the SBEC as specified in §228.10 of this title. An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.

(e) Proposed amendments to an educator preparation program shall be submitted to the TEA staff and approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(b) of this title, must be approved by the SBEC. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already implemented significant amendments to its original approved proposal as of January 1, 2009, those amendments are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the significant amendments within 60 days of the adoption of this subsection.

Source Note: The provisions of this §228.20 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective December 14, 2008, 33 TexReg 10016

Texas Administrative Code

| Title 19 | EDUCATION |
| PART 7 | STATE BOARD FOR EDUCATOR CERTIFICATION |
| CHAPTER 228 | REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS |
| RULE §228.35 | Preparation Program Coursework and/or Training |

(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or that is directly aligned to the state standards for the applicable certification field.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock hours.
(f) On-going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate’s campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

Source Note: The provisions of this §228.35 adopted to be effective December 14, 2008, 33 TexReg 10016; amended to be effective December 26, 2010, 35 TexReg 11239 14

Texas Administrative Code

Title 19
PART 7
CHAPTER 228
RULE §228.40

(a) To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program.

(b) An educator preparation program shall determine the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct. An educator preparation program shall not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program.
(c) For the purposes of educator preparation program improvement, an entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments.

(d) An educator preparation program shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.

Source Note: The provisions of this §228.40 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective December 14, 2008, 33 TexReg 10016

Texas Administrative Code

Title 19  EDUCATION
PART 7  STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 232  GENERAL CERTIFICATION PROVISIONS
SUBCHAPTER B  CERTIFICATE RENEWAL AND CONTINUING PROFESSIONAL EDUCATION REQUIREMENTS
RULE §232.820  Renewal date for Certificates

(a) The renewal date of a standard certificate shall be five years after the last day of the certificate holder's next birth month.

(b) If an educator holds multiple certificates, all certificates will be renewed concurrently and are subject to renewal after the last day of the certificate holder's birth month in the year in which the earliest certificate was issued.

(c) If an educator holds an educational aide certificate and qualifies for a standard classroom teaching certificate, the expiration date of the new standard teaching certificate shall be five years after the last day of the certificate holder's next birth month.

Source Note: The provisions of this §232.820 adopted to be effective January 1, 1999, 23 TexReg 8677; amended to be effective June 22, 2008, 33 TexReg 4668
(b) Holders of the Standard Principal Certificate must complete 200 clock hours of continuing professional education every five years. Specific requirements are contained in §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

Source Note: The provisions of this §232.851 adopted to be effective June 7, 2000, 25 TexReg 5332; amended to be effective February 6, 2003, 28 TexReg 933; amended to be effective June 4, 2006, 31 TexReg 4423
GENERAL GUIDELINES

**Assessments** – Principal candidates are expected to complete all class assessments to receive credit for the class.

**Attendance** – Attendance in all training sessions is required for successful completion of the program. Principal candidates are expected to attend all training sessions as scheduled. If a principal candidate is ill or cannot attend for any reason, the Principal Preparation Programs office is to be notified of the reason prior to the training. Because of the limited time frame for training, if a principal candidate misses more than one day of training without prior approval of the director, the principal candidate may be dismissed from the program. The sign-in sheets are auditable by the State Board for Educator Certification (SBEC) and are part of the requirements for certification.

Principal candidates are expected to attend the entire training session. It is expected that principal candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Principal candidates are expected to be active participants during training.

Should an absence occur, principal candidates are expected to complete and submit a Make-up Proposal Form within 7 days of the absence. It is the responsibility of the principal candidate to arrange to attend a similar training or other appropriate activity(ies). Approval must be received from Principal Preparation Program staff prior to attending or completing make up activities. Possible make-up may include, but is not limited to Education Service Center workshops, book studies, review of literature, etc. Make-up must be complete prior to the end of the program. Failure to complete make-up will result in program extension and an extension fee will be assessed. (See payment schedule.)

Three hours of “grace time” will be extended to principal candidates. Missed time up to 3 hours will not be subject to makeup.

**Benchmarks** – It is extremely important that all required forms are completed and submitted by the due dates. This requirement is necessary for principal candidate certification documentation.

**Breaks** – All training sessions include scheduled breaks. Excessive time out of training will result in the need for makeup training. Remember, the training is planned to help the principal candidate prepare for an administrative role and the certification test; therefore, it is in the best interest of the principal candidate to give full attention to the training.

**Children** – Due to limited space, safety concerns, and the need for principal candidates to focus on the training, children are not permitted in training. Please make other arrangements for them.

**Communication** – Principal candidates need to stay abreast of all program activities. There are several means of communication available to the principal candidate including the master calendar, e-mail, website, Moodle, and telephone. Please do not hesitate to ask for assistance; the staff is here to support all principal candidates.
**Dress** – Dress may be casual for training, but respectful. Caps or hats should not be worn. Sessions are designed as professional leadership training and presenters are often from area districts. While in the schools, principal candidates should dress as professionals. If in doubt, check with a staff member.

**Electronic Devices** – Technology is to be prepared for learning. Laptops and/or iPads may be used for viewing handouts and taking notes. Cell phones are to be placed on vibrate or turned off during training. Please limit use of phones during training to emergencies only. Morning and afternoon breaks will be provided in order to make and return calls.

**Fees** – All principal candidates will complete a Financial Arrangement Form (FAF) documenting the manner in which the program fee will be paid. The principal candidate will receive a FAF at the beginning of the practicum. The FAF is to be returned to the Certification office within 30 days. If the FAF is not returned within 30 days, the principal candidate will be invoiced individually. Principal candidates are expected to remain current with payments. Accounts 90 days overdue will be referred to a collection agency. The complete program fee must be submitted prior to being recommended for the standard principal certificate. For specific fees related to each program, see appropriate section at the end of this handbook. If payroll deduction will be used, it is the principal candidate’s responsibility to make arrangements with their school district. For questions and information regarding financial arrangements, payments, billing, etc., principal candidates should contact Cheryl Caudill in the business office. (See contact information on page 4.)

**Food/Beverages** – Principal candidates may bring food or drinks into the training rooms provided they do not interfere with the learning process and principal candidates are still able to participate in the training activities.

**Inclement Weather** – In case of inclement weather or other event that may cause closure of ESC Region XI, information will be posted on the website at www.esc11.net. Additionally, a phone message will be available at (817) 740-3600.

**Moodle** – Moodle is the course management system used by the Principal Preparation Program for program organization and submission of assignments. It is the principal candidate’s responsibility to ensure benchmarks/assignments are uploaded in the correct place.

**Participation** – Principal candidates are expected to be active participants during training sessions; please do not attempt to conduct other business during this time. Handouts for classes will be available online. It is the principal candidate’s responsibility to come to class prepared with appropriate handouts. Handouts may be viewed via a laptop or iPad, or a hard copy may be printed and brought to class. Each principal candidate is expected to have individual access to handouts either in electronic or paper form. There is no printer or copier available at ESC Region XI. (Note: Some handouts may be required in a hardcopy format. If so, this will be communicated.)

**Probationary Certification** – The probationary principal certificate is a one-year certificate and may be renewed up to two times. The need for probationary certification is left to the discretion of the principal candidate and district. Should the principal candidate require probationary
certification, a *Certification Request Form* with an accompanying written request from a district representative is to be submitted to the Principal Preparation Program office.

In order to be eligible for a probationary certificate, a candidate must be up to date on all training, benchmarks and fees (AEL) or a minimum of 12 semester hours (PPPP/ILC) and be up to date on program fees.

Application for probationary certification is completed online by the principal candidate with the State Board of Educator Certification.

**Professionalism** – Principal candidates are expected to conduct themselves as professionals at all times. Treat others with the same respect and courtesy with which you want to be treated.

**Representative Form (Practice Test)** – In preparation for the state required Texas Examination of Educator Standards (TExES) exam, principal candidates will be required to take the representative form of the test for principal certification. Any principal candidate scoring below 75% on the practice test may be required to attend additional review sessions. Non-attendance will prevent a principal candidate from registering for the test.

**Sign-In** - Each principal candidate must sign in for each training session. If a principal candidate is more than 10 minutes late, it is necessary to write the time of arrival. Consistent tardiness may result in dismissal from the program. Do not sign in or out for anyone else. Your signature is a professional and ethical statement of your presence. The sign-in sheets are auditable by the State Board for Educator Certification and are part of the requirements for certification. Make-up training will be required. Please see *Attendance* on page 18.

**Standard Certification** – Principal candidates are eligible for Standard Principal Certification upon: 1) successful completion of all benchmarks and assessments; 2) successful completion of the practicum; 3) passing score on the TExES (068); 4) recommendation of the mentor; 5) recommendation of the field supervisor; 6) required attendance and make-up; and 7) payment of all fees.

Upon the completion of the above, a *Certification Request Form* is to be completed by the principal candidate and submitted to the Principal Preparation Programs office.

**Tardies** – Principal candidates are expected to be on time for all training sessions. Allow extra time for traffic and parking. Principal candidates are required to makeup all tardies (10 or more minutes late) and early exits (10 or more minutes prior to the end of class).

**TExES** – Information uploaded by ESC Region XI to Educational Testing Service represents permission from the program to register for a certification test. Uploads will be done after the principal candidate has completed the test preparation for the Standard Principal Certification exam. Additionally, principal candidates must be up to date with all benchmarks and program fees before being granted permission to register for the TExES.
The Support System

The Principal Preparation Program Staff/Field Supervisors

As a linking component, the staff will support the principal candidate by:

• Monitoring the principal candidate’s progress.
• Recommending programmatic modifications as needed.
• Collecting documents on all program benchmarks.
• Maintaining the principal candidate’s documentation folder for certification.

The Mentor

As an experienced administrator and/or instructional leader to whom the principal candidate is assigned, the mentor also plays a vital role in the support system. The mentor will assist the principal candidate by:

• Completing the online mentor training.
• Working with the principal candidate to determine an appropriate collaborative action research project that aligns with the campus improvement plan. (AEL only)
• Communicating weekly with the principal candidate to provide information, guidance, and feedback.
• Communicating with the Principal Preparation Program staff during site visits.
• Notifying the Principal Preparation Program Staff immediately of concerns related to the performance of the principal candidate when efforts to remediate problems on campus have not been successful.
• Making a recommendation for principal certification near the end of the school year.
Principal Candidate Responsibilities

- The principal candidate will observe and work with an outstanding mentor principal where high student academic achievement and the building of a learning community are the primary goals.

- The principal candidate will bring to the school and to the program a commitment to learning how to function as an effective leader.

- The principal candidate will be assigned to a campus-level practicum/administrative position during the program. The position must require the principal candidate to engage in a campus-level administrative role during the practicum.

- The principal candidate is expected to meet at least once a week with the mentor for a “face to face” session for candid appraisal and feedback on his/her performance. The principal candidate should observe and work with the mentor principal across a range of leadership/administrative activities, which will help him/her gain knowledge and insight into the principal’s roles and responsibilities.

- The principal candidate will be expected to complete all tasks on time and at a quality level.

- The principal candidate will attend all sessions and have individual access to all required handouts.

- The principal candidate will serve as a role model for staff and students.

- The principal candidate will be expected to maintain complete academic integrity. Assignments are to be completed on an individual basis unless otherwise indicated by ESC Region XI staff. Plagiarism in any form is to be avoided and will not be tolerated.

- The principal candidate is responsible for all fees. See fee schedule on appropriate program page. Questions or information regarding financial arrangements, payments, billing, etc. should be directed to Cheryl Caudill in the business office. (See contact information on page 4.)

Failure to abide by any of the above responsibilities may result in the principal candidate's status in the program being reviewed and possible dismissal.

Note: A Principal Candidate Agreement Form stating the above responsibilities must be signed by the principal candidate to be kept on file in the Principal Preparation Programs office.
Texas Administrative Code

Title 19
PART 7
CHAPTER 247
RULE §247.2

EDUCATION
STATE BOARD FOR EDUCATOR CERTIFICATION
EDUCATORS’ CODE OF ETHICS
Code of Ethics and Standard Practices for Texas Educators

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
(A) Standard 2.1. The educator shall not reveal confidential health or personal information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.
(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg
**Program Benchmarks**

<table>
<thead>
<tr>
<th>Methodology to Assess Principal candidate Growth</th>
<th>Assessment Tool</th>
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</thead>
<tbody>
<tr>
<td>Complete On-line Orientation as scheduled</td>
<td>On-line Course Activity Report</td>
</tr>
<tr>
<td>Demonstrate professionalism, participation, and successful completion of assessments.</td>
<td>Observation by PPP faculty, assessments for each pre-assignment training topic</td>
</tr>
<tr>
<td>Completion of Required Training</td>
<td>Sign-in sheets; training card, assessments</td>
</tr>
<tr>
<td>Collaborative Action Research (AEL)</td>
<td>Submitted analysis report and presentation</td>
</tr>
<tr>
<td>Practicum Reflections</td>
<td>Scheduled Online Forum Reflections (OFRs)</td>
</tr>
<tr>
<td>Book Studies correlated to training</td>
<td>Application of knowledge and participation in professional discussions</td>
</tr>
<tr>
<td>Practicum</td>
<td>Administrative Practicum Log</td>
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<tr>
<td>Ongoing competency development in all domains</td>
<td>Portfolio Artifact Reflections</td>
</tr>
<tr>
<td>Internal/External Communication Analysis (2)</td>
<td>Submitted Analyses</td>
</tr>
<tr>
<td>Public School Law</td>
<td>Online Activity Report</td>
</tr>
<tr>
<td>Grievance Policy Analysis</td>
<td>Submitted Analysis</td>
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<tr>
<td>AEIS Self Study</td>
<td>Submitted Study</td>
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<tr>
<td>Budget Field Project</td>
<td>Submitted Project</td>
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<tr>
<td>School Board Meeting Analysis</td>
<td>Submitted Analysis</td>
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<tr>
<td>Portfolio</td>
<td>Submitted Final Product</td>
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<tr>
<td>Site Visits Project</td>
<td>Submitted Reports</td>
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<tr>
<td>Self-Selected Training Hours (12)</td>
<td>Submitted Certificates/Documentation</td>
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<tr>
<td>TXBESS Mentoring Course</td>
<td>Online Activity Report</td>
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<tr>
<td>Feedback from Mentor</td>
<td>Administrative Practicum Log &amp; Field Supervisor Reports</td>
</tr>
<tr>
<td>Feedback from Field Supervisor Visits (3)</td>
<td>Field Supervisor Reports</td>
</tr>
<tr>
<td>Passing score on TExES</td>
<td>TExES Results &amp; Reflection</td>
</tr>
<tr>
<td>Recommendation for certification by Mentor, Field Supervisor, and Program Director</td>
<td>Certification Recommendation Form</td>
</tr>
</tbody>
</table>
Description of Benchmarks

- All assignments must be typed, double-spaced, and look professional. Professional style is a requirement for school administration. Benchmarks will be evaluated on content, context, and form.

Collaborative Action Research Project (AEL only): Under the direction of a campus/district administrator, the principal candidate will participate in the development, implementation, presentation, and submission of an action research project within their campus or district. The focus of the collaborative action research should align with the campus improvement plan. A 5-7 page typewritten report stating the purpose, design, implementation, results, and recommendations will be completed. The principal candidate will prepare a 10-12 minute presentation to the class.

On-line Forum Reflections (OFR): Reflections will be submitted to allow the principal candidate to demonstrate development of the Learner-Centered Principal Standards and the TExES principal competencies, evaluate self-growth, assess application of the concepts necessary for an educational leader, and focus on the strengths and weaknesses of the experience as a focus of the inner-reflection for professional development. A reflection will be due each month during the fall and spring. The principal candidate is expected to submit a reflection on the given topic each month and write a brief, constructive reply to two other principal candidate reflections on that topic. Topics will include reflections of field experiences, SBDM meetings, ARD meetings, LPAC meetings, dyslexia meetings, at-risk meetings, shadowing of the TAKS coordinator, etc. Reflections should include a brief summary of the experience and connection(s) to the standards and competencies. Additionally, the principal candidate should address: What went well? Strengths? Weaknesses? What elements attributed to the success? Suggestions for improvement? Suggestions for accomplishing the improvement target? Reflections should be written in a positive, professional manner and should not include names of those involved.

Field Supervisor: An ESC Region XI field supervisor will visit the principal candidate at his/her campus a minimum of three times during the practicum. The first visit will be scheduled during the first six weeks of the practicum. Additional visits may be made if deemed necessary by ESC Region XI program staff or the mentor. It will be the responsibility of the principal candidate to work with the field supervisor in scheduling times that works for the principal candidate, the field supervisor, and the mentor.

Book Studies: The principal candidate will complete the assigned reading correlated to training prior to attending class. Principal candidates will also complete a group book study on an assigned title. A group presentation will be made to the entire class.

Practicum / Field Experiences: The principal candidate will engage in a campus-based practicum throughout the school year. The principal candidate will complete a minimum of 160 hours based on standards and competencies required for Texas principal certification. The practicum will span two semesters. An Administrative Practicum Log will be kept throughout the practicum documenting experiences correlated with the standards and competencies. In order to ensure a rich practicum
experience, there are mandatory activities in each area. The log is to be made available to the field supervisor during visits. The entire original log will be turned in upon completion of the practicum.

A **Mentor/Principal Candidate Communication Log** will be kept throughout the practicum documenting weekly contact between the principal candidate and mentor.

**Internal/External Analysis:** The principal candidate will collect articles of news events concerning school issues. The articles will be summarized and analyzed to articulate an understanding of the critical issues present in today’s political, economic, and social climate affecting education, and how to buffer the internal and external systems, culture/climate, and personnel. The news article will be submitted with the summary. Two analyses will be completed.

**Public School Law:** The principal candidate will complete an online study including case law scenarios, terms, legal names, and legal authorities concerning the legal aspects of education.

**Grievance Policy Analysis:** The principal candidate will review the district’s grievance policies. The policy is to be analyzed and the steps of the district’s grievance procedure are to be discussed.

**AEIS Self-Study:** The principal candidate will analyze, interpret, disaggregate, and develop goals based on the campus AEIS report.

**Budget Field Project:** The principal candidate will interview the building principal and/or administrator in charge of finance about the local campus budget. A set of guided questions will be provided to the principal candidate for the interview. The interview will be synthesized and evaluated into a report that discusses the implications for each of the guided questions related to resource management. The project should include a copy of the district’s budget calendar.

**School Board Meeting Analysis:** The principal candidate will attend a minimum of one school board meeting. A set of guided questions will be provided to the principal candidate to develop the analysis of the board decision-making process, which will be synthesized into a report. A copy of the board agenda, as legally posted, must be included.

**Portfolio:** The principal candidate will develop a portfolio containing a collection of performance-based artifacts related to each of the Learner-Centered Standards for Principals and the TEES competencies. Possible artifacts to collect may include school data analysis, agendas, meeting minutes, newsletters, memos, crisis management plans, surveys, policies, and any other artifact that can be used to provide evidence of competency development. These artifacts should represent the activities recorded on the *Administrative Practicum Log*. Artifacts and accompanying reflections will be due throughout training as ongoing development of the portfolio.

**Site Visit Project:** The principal candidate will participate in at least **three** visits to campuses with demographics that are significantly different from the one where the principal candidate works. Visits are structured as “fact finding” with emphasis on: learner-centeredness, discipline management, diversity, technology, innovative programs, and communications. Specific criteria for visits will be shared with principal candidates to ensure exposure to a variety of campuses.
**Self-Selected Training Hours:** The principal candidate is required to complete 12 hours of self-selected professional development aligned with the Principalship competencies. The hours must be earned from an SBEC approved provider. Written documentation of the connection of the professional development to the appropriate competency(ies) must accompany training certificates or other documentation. Suggested training topics will be offered.

**TExES Reflection:** Upon passing the TExES for standard principal certification, principal candidates will complete a reflection addressing their performance on the exam including strengths and weaknesses and plans for future professional development based on this data.
## Standards for Principal Certification

**I. 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:

1. Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (Code of Ethics)
2. Model and promote the continuous and appropriate development of all learners in the campus community
3. Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community
4. Articulate the importance of education in a free democratic society

### Test Framework Competencies

<table>
<thead>
<tr>
<th>Domain I-School Community Leadership (33% of test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner</td>
</tr>
<tr>
<td>SBEC Code of Ethics</td>
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</tbody>
</table>

### ESC Training

- ILD & PDAS
- The Principalship including Site-Based Decision Making
- Communication & Conflict Management
- Overview of State Accountability and NCLB
- Overview of Special Education
- Overview of Bilingual/ESL/At-Risk/GT
- Overview of CTE/Title I Parts A&C/Early Childhood
- Survival Skills I & II
- Legal Updates

### Assessment

- Portfolio
- Reflections
- Public School Law
- Practicum
## II. 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:

1. Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
2. Ensure that parents and other members of the community are an integral part of the campus culture.
3. Utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff.
4. Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture.
5. Utilize 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.
6. Facilitate the collaborative development of a shared campus vision that focuses on teaching and learning.
7. Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated.
8. Align financial, human, and material resources to support the implementation of the campus vision.
9. Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
10. Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.
11. Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

### Domain I-School Community Leadership

<table>
<thead>
<tr>
<th>Competency 001</th>
<th>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.</th>
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<tbody>
<tr>
<td>ILD</td>
<td>The Principalship including Site-Based Decision Making</td>
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<td>Budget &amp; Finance</td>
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### Reflections

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<tr>
<th>Portfolio</th>
<th>Practicum</th>
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<tr>
<td>Budget Field Project</td>
<td>Internal/External Communication Analyses</td>
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<tr>
<td>School Board Meeting Analysis</td>
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III. Learner-Centered Human Resources Leadership

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:

1. Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff which addresses staff needs and aligns professional development with identified goals.
2. Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts.
3. Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources.
4. Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
5. Utilize formative and summative evaluation processes to further develop the knowledge and skills of campus staff.
6. Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members.
7. Engage in ongoing, meaningful, professional growth activities to further develop necessary knowledge and skills, and to model lifelong learning.

Domain II – Instructional Leadership (44% of test)

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.

Domain III – Administrative Leadership (22% of test)

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.

ILD & PDAS

- The Principalship including Site-Based Decision Making
- Communication & Conflict Management
- Survival Skills I & II
- Legal Updates
- Documentation, Personnel Issues, and Résumés
- Budget & Finance

Reflections

- Portfolio
- Practicum
- Public School Law
- Grievance Policy Analysis
- Budget Field Project

ILD & PDAS

- The Principalship including Site-Based Decision Making
- Communication & Conflict Management
- Survival Skills I & II
- Legal Updates
- Documentation, Personnel Issues, and Résumés
- Budget & Finance

Reflections

- Portfolio
- Practicum
- Public School Law
- Grievance Policy Analysis
- Budget Field Project
## IV. 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:

1. Demonstrate effective communication through oral, written, auditory, and nonverbal expression.
2. Utilize effective conflict management and group consensus building skills.
3. Implement effective strategies to systematically gather input from all campus stakeholders.
4. Develop and implement strategies for effective internal and external communications.
5. Develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media.
6. Provide varied and meaningful opportunities for parents to be engaged in the education of their children.
7. Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.
8. Respond to pertinent political, social, and economic issues that exist in the internal and external environment.

<table>
<thead>
<tr>
<th>Domain 1 – School Community Leadership</th>
<th>Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</th>
<th>ILD &amp; PDAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Principalship including Site-Based Decision Making</td>
<td><strong>Overview of State Accountability and NCLB</strong></td>
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<td></td>
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<td>Overview of the TEKS and Access to the General Curriculum</td>
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<td>Curriculum Updates</td>
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<tr>
<td></td>
<td>Overview of PEIMS, Chapter 37, Data Integrity, UIL, and Services Provided by ESC Region XI</td>
<td>Survival Skills I &amp; II</td>
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<td>Internal/External Communication Analyses</td>
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</tbody>
</table>
### V. 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:

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 district policies and campus priorities.
8. Collaboratively plan and effectively manage the campus budget.
9. Utilize technology to enhance school management.
10. Utilize effective planning, time management, and organization of work to maximize attainment of district and campus goals.

### Domain II-Instructional Leadership

**Competency 007** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

### Domain III-Instructional Leadership

**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.

<table>
<thead>
<tr>
<th>ILD &amp; PDAS</th>
<th>Reflections</th>
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<tbody>
<tr>
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### VI. 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:

1. 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.
2. Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular; and extracurricular programs.
3. Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
4. Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum.
5. Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

### 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.

### ILD &PDAS
- Overview of State Accountability & NCLB
- Overview of Special Education
- Overview of Bilingual/ESL/GT
- Overview of CTE/Title I Parts A&C/Early Childhood
- Overview of the TEKS and Access to the General Curriculum

### Curriculum Updates
- The Principalship including Site-Based Decision Making
- Overview of PEIMS, Chapter 37, Data Integrity, UIL, and Services Provided by ESC Region XI

### Technology Overview

### Portfolio
- Practicum
- AEIS Self-Study
- Reflections
VII. 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:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practices.
2. 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.
3. Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs.
4. Utilize 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.
8. Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Domain II-Instructional Leadership

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.

ILD & PDAS

The Principalship including Site-Based Decision Making

Communication & Conflict Management Building

Overview of State Accountability and NCLB

Overview of Special Education

Overview of Bilingual/ESL/At-Risk/GT

Overview of CTE/Title I Parts A & C/Early Childhood

Survival Skills I&II

Documentation, Personnel Issues, and Résumés

Budget / Finance Technology Overview

Campus Discipline & Behavior Management

Collaborative Action Research

Reflections

Collaborative Action Research Project

Portfolio

Practicum

Budget Field Project
ELCC Standards

The Educational Leadership Constituent Council (ELCC) Standards were developed by the National Policy Board for Educational Administration (NPBEA).

Standard 1.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to Students learning, and designing comprehensive professional growth plans for staff.

Standard 3.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0  The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1 through 6 substantial, sustained, standards-based work in real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost: Individual costs may vary</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Application Fee</td>
<td>$75.00</td>
<td>With application</td>
</tr>
<tr>
<td>Application Fee for Probationary Principal Certification</td>
<td>$52.00</td>
<td>Payable to SBEC</td>
</tr>
<tr>
<td>Fingerprinting for Probationary Certificate (if needed)</td>
<td>$47.00</td>
<td>Prior to application is preferable</td>
</tr>
<tr>
<td>ESC Region XI Program Fee (payroll deduction option)</td>
<td>$4,500.00</td>
<td>$1,300 due upon course registration $400 per month for eight months (The last $3,200 may be payroll deducted. It is the principal candidate’s responsibility to set up payroll deduction with his/her district.</td>
</tr>
<tr>
<td>Extension Fee</td>
<td>Principal candidate’s not completed by the scheduled completion date will be charged an additional $1,500 extension fee.</td>
<td>Payable to ESC Region XI</td>
</tr>
<tr>
<td>Texas Examination of Educator Standards (TExES)</td>
<td>$120.00</td>
<td>Payable to ETS Test dates to be announced by ETS</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$200.00</td>
<td>Principal candidate purchased</td>
</tr>
<tr>
<td>Out-of-Region XI fee</td>
<td>$500.00</td>
<td>Applies to principal candidates employed in districts located 75 miles or more from ESC Region XI</td>
</tr>
<tr>
<td>Application for Standard Principal Certification</td>
<td>$77.00</td>
<td>Payable to SBEC after completion of Program Benchmarks</td>
</tr>
</tbody>
</table>
## ILC APPROXIMATE PROGRAM COSTS

<table>
<thead>
<tr>
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<td>Application Fee for Probationary Principal Certification</td>
<td>$52.00</td>
<td>Payable to SBEC</td>
</tr>
<tr>
<td>Fingerprinting for Probationary Certificate (if needed)</td>
<td>$47.00</td>
<td>Prior to application is preferable.</td>
</tr>
<tr>
<td><strong>Tuition and University Fees</strong></td>
<td></td>
<td><strong>Financial Aid available</strong></td>
</tr>
<tr>
<td>ESC Region XI Program Fee (payroll deduction option)</td>
<td>$2,300 per year</td>
<td>$1,000 due beginning year one and year two $162.50 per month will be paid in eight months each year. Payroll deductions may be set up for monthly payments. (It is the principal candidate’s responsibility to set up payroll deduction with his/her district each year.)</td>
</tr>
<tr>
<td>Principal Tuition/Fees</td>
<td></td>
<td>Principal candidate’s will not be allowed to continue in the program if year one fees are not paid. Lack of payment may result in dismissal from the program.</td>
</tr>
<tr>
<td><strong>Extension Fee</strong></td>
<td></td>
<td>Payable to ESC Region XI</td>
</tr>
<tr>
<td>Principal candidate’s not completed by the scheduled completion date will be charged an additional $1,500 extension fee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Examination of Educator Standards (TExES)</td>
<td>$120.00</td>
<td>Payable to ETS Test dates to be announced by ETS</td>
</tr>
<tr>
<td>Textbooks (Does not include books for TSU classes.)</td>
<td>$200.00</td>
<td>Principal candidate purchased</td>
</tr>
<tr>
<td>Out-of-Region XI fee Per year</td>
<td>$500.00</td>
<td>Applies to principal candidate’s employed in districts located 75 miles or more from ESC Region XI</td>
</tr>
<tr>
<td>Application for Standard Principal Certification</td>
<td>$77.00</td>
<td>Payable to SBEC after Completion of Program Benchmarks</td>
</tr>
</tbody>
</table>
# Instructional Leadership Collaborative
## Sample Plan

<table>
<thead>
<tr>
<th></th>
<th>Summer Year 1</th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 2</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSU 6 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ESC Region XI ILD &amp; PDAS 8 Days</td>
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<td></td>
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<tr>
<td>TSU 6 hours</td>
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<td></td>
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<tr>
<td>ESC Region XI Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSU 6 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESC Region XI Training &amp; Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PPPP APPROXIMATE PROGRAM COSTS

<table>
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<td>Application Fee for Probationary Principal Certification</td>
<td>$52.00</td>
<td>Payable to SBEC</td>
</tr>
<tr>
<td>Fingerprinting for Probationary Certificate (if needed)</td>
<td>$47.00</td>
<td>Prior to application is preferrable</td>
</tr>
<tr>
<td>Tuition and University Fees</td>
<td>Financial Aid available</td>
<td></td>
</tr>
<tr>
<td>ESC Region XI Program Fee (payroll deduction option)</td>
<td>$2,300 per year + University Tuition/Fees</td>
<td>Principal candidate’s will not be allowed to continue in the program if year one fees are not paid. Lack of payment may result in dismissal from the program.</td>
</tr>
<tr>
<td>Texas Examination of Educator Standards (TExES)</td>
<td>$120.00</td>
<td>Payable to ETS Test dates to be announced by ETS</td>
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<tr>
<td>Textbooks (Does not include books for TSU classes.)</td>
<td>$200.00</td>
<td>Principal candidate purchased</td>
</tr>
<tr>
<td>Out-of-Region XI fee Per year</td>
<td>$500.00</td>
<td>Applies to principal candidate’s employed in districts located 75 miles or more from ESC Region XI</td>
</tr>
<tr>
<td>Application for Standard Principal Certification</td>
<td>$77.00</td>
<td>Payable to SBEC after Completion of Program Benchmarks</td>
</tr>
</tbody>
</table>
## Principal Preparation Partnership Program
### Sample Plan

<table>
<thead>
<tr>
<th>Summer Year 1</th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 2</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSU 6 hours</td>
<td>MSU 6 hours</td>
<td>MSU 6 hours</td>
<td>MSU 6 hours</td>
<td>MSU 6 hours</td>
<td>MSU 6 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>ESC Region XI Training</strong></td>
<td></td>
<td><strong>ESC Region XI Training &amp; Practicum</strong></td>
</tr>
</tbody>
</table>
Supplemental Book List


Appendices
Mentor Recommendation Form

Intern’s Name ______________________________________ Program ______________________

1. How frequently have you observed/interacted with the intern?

2. Has the intern been actively engaged in developing/implementing a collaborative action research project?

3. What are the main strengths of positive areas of performance that you have observed in the intern?

4. What are the suggestions for improvement that you have given the intern?

5. Do you recommend the intern receive the standard principal certificate? (A “No” answer requires previous contact with the ESC Region XI program staff, documentation of problems, and an intervention plan.)
   ________Yes ________ No

6. Other comments:

Mentor Signature ______________________________ Date____________________
Address __________________________________________
SBEC On-Line Certification Procedures

Step 1: Access the State Board for Education Certification (SBEC) website by going to www.tea.state.tx.us and selecting Educator Login from the right side of the screen.

Step 2: Log in to your account. As an educator in the state of Texas you are required to have an SBEC account. You may be required to verify your profile information. Once you have done, so, click on Continue.

Step 3: Select Applications from the menu on the left side of the screen.

Step 4: Select the appropriate certificate from the menu on the left side of the screen.
  - Probationary Certificate Texas Program
  - Standard Certificate Texas Program

Step 5: Select Apply for Certification

Step 6: Answer the question regarding your background. Select Region XI Education Service Center (Alternative Program) as your entity. Type in your certification area: principal. Select Apply.

Step 7: Payment must be made via electronic check or credit card (Discover, MasterCard, Visa or American Express). Probationary certificates are $52 and Standard certificates are $77.
Name: (As it appears on SBEC Account) ___________________________________________________
TEA ID#: ______________________________________
Program: _____ AEL _____ PPPP _____ ILC
Request for: _______ Probationary Certification _______ Standard Certification
Date of application to SBEC: ______________________

Signature of Intern: ________________________________________ Date: _____________________

**Principal Preparation Program Certification Request Form**

<table>
<thead>
<tr>
<th><strong>Probationary Certification</strong></th>
<th><strong>Standard Certification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Written request from district representative attached</td>
<td>□ Successful completion of all benchmarks and assessments</td>
</tr>
<tr>
<td>□ Current on program fees</td>
<td>□ Internship Log Submitted</td>
</tr>
<tr>
<td>□ Current on program benchmarks</td>
<td>□ Passing score on TExES</td>
</tr>
<tr>
<td></td>
<td>□ Mentor Recommendation</td>
</tr>
<tr>
<td></td>
<td>□ All program fees paid</td>
</tr>
</tbody>
</table>

For PPPP and ILC only:

| □ Master’s Degree Conferred |
| An official (sealed) transcript must be received in the PPP office. |

Signature of Intern: ____________________________ Date: __________________

For Principal Preparation Program Use:

Staff Signature: ____________________________ Date of recommendation: _____________