

# Texas A&M University-Texarkana



## **Master of Education in Education Leadership (MEd) and Principal Certification Program**

Revised Spring 2022

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**Department of Education Leadership  
Texas A&M University-Texarkana  
7101 University Avenue  
Texarkana, Texas 75503**

Future and Current Students:

Thank you for your interest in the online Education Leadership (EDLD) Principal Certification Program. Whether you are pursuing the Master of Education in Education Leadership (MEd) degree with principal certification or principal certification-only, 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 online courses emphasize quality interactions between the instructor and student and are tailored to the demands of today's busy professional educator and graduate student.

Should you have programmatic questions regarding the master's degree or Principal Certification Program, please contact Dr. Trisha Gerrish Ray at [Trisha.Ray@tamut.edu](mailto:Trisha.Ray@tamut.edu) for assistance.

We appreciate your interest in Texas A&M University-Texarkana.

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

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## **College of Arts, Science, and Education (CASE)**

The online Education Leadership Master's Degree and Principal Certification Program is led by experienced faculty dedicated to the mission and vision of Texas A&M University-Texarkana and the College of Arts, Science, and Education.

### **College of Arts, Science and Education Mission**

We are a community of scholars who challenge each other to lives of inquiry.

### **Education Department Mission**

Teach others to teach well.

### **Education Department Vision**

Teach well.

### **Education Department Beliefs and Core Values**

Good teaching is complex.  
Good teaching is deeply reflective.  
Good teaching can be replicated.  
Good teachers continuously improve.

Department of Education Leadership  
Texas A&M University, Texarkana  
7101 University Avenue, UC 260  
Texarkana, Texas 75503  
University Number: 903-223-3000

## Department of Education Leadership Faculty

The faculty of the Education Leadership Department are professional educators who bring their Texas public school leadership experiences to the program. Our faculty have served as assistant principals, principals, coordinators, directors, assistant superintendents, and superintendents in various school districts. Their field-based understandings combined with active research agendas make for the best possible learning opportunities as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

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## Admission Process

The Department of Education Leadership offers a 30-hour Master of Education in Education Leadership (MEd) degree. This degree provides the foundation for the skills and knowledge required to prepare for the *Principal as Instructional Leader* (TExES 268) Certification Examination and the *Performance Assessment for School Leaders* (PASL 368). For students already holding a master's degree in education (or a related field), Texas A&M University-Texarkana offers a principal certification program consisting of 18-hours of coursework in addition to a continuous Professional Certificates Practicum course. The programs are offered online, supported with synchronous virtual learning classes for the convenience of our students.

Student admission to the master's degree with principal certification and/or certification-only program is a multi-part process.

### 1. Graduate School Admission

Students must apply to the Texas A&M University-Texarkana Graduate School for admission to the master's degree or non-degree seeking principal certification-only program. To apply for graduate studies, go to: <https://www.applyweb.com/texasamu/index.ftl>. Complete the appropriate application and submit the processing fee.

The following items are also required for the graduate school application.

- **Official Transcripts:** University policy forbids anyone from being fully accepted into a graduate degree program without first supplying the University with an official transcript from every regionally accredited college/university the applicant attended. **(Master's degree from a regionally accredited institution is required for the certification-only program.)** It is important to note that ALL transcripts come directly from the institution of record (mailed or hand delivered in an unopened envelope sealed by the issuing institution) and must be official. **To be accepted into the principal certification program, applicants must have a minimum overall undergraduate GPA of 3.00 or an overall 3.00 on a completed master's degree from a regionally accredited institution.**
- **International Students ONLY:** There are additional requirements for international students. In addition to the items above, graduate studies will need:
  - Official Test of English as a Foreign Language (TOEFL) scores (taken within the last two years)
  - Foreign Credentialing Evaluations on all foreign colleges/universities attended, and
  - Clearance from the International Student Services Office.

An international student must have clearance from the International Student Services Office before an admission decision can be made. Click to read all information on [Regulations for International Students](#).

More information regarding this program information can be found in the [Graduate Catalog](#).

2. Certification Office Application

Students must submit a separate application through Tk20 for the principal certification program. Submit an application to the [Tk20 system](#) by creating a free applicant account.

- Submit official service records
- Submit proof of a current valid teacher certification
- Complete the Principal Program Admission

3. Principal Program Interview

All candidates will complete an interview with Education Leadership faculty to assess leadership potential, oral communication skills, and managerial skills.

4. Letter of Support

All candidates must submit a form letter signed by the campus principal agreeing to support the student throughout the program. This includes opportunities to lead meetings, develop and lead campus initiatives, observe classrooms, and participate in the various authentic activities of a practicing principal. A form letter is available in the application.

Once the screening process is complete and you have met the admission requirements for the Principal Certification Program, you will be emailed an ***Admission Letter*** that you will need to respond to as instructed. The letter also notifies you that a \$35 Texas Education Agency assessment fee will be added to your student account. **Failure to pay this fee prior to the first day of instruction will result in an administrative drop.**

If you have program questions, please contact [Amy Miller](#) at 903-223-3044 or [Dr. Trisha Gerrish Ray](#) at 903-334-6680.

5. Upon admission to program, students will be required to:

- a. Participate in a virtual program orientation.
- b. Complete a digital literacy assessment online.

## Degree Plans and Course Listings

Official degree plans are available in Degree Works. Students pursuing the 30-hour online Master of Education in Education Leadership with Principal Certification are encouraged to take ED 520, Research Literature and Techniques during the first 12 hours of coursework. The Education Leadership courses and pathways are shown in the following table.

Principal Certification Program Pathways		
Student does not have a master's degree.  30 hours, 10 courses <b>plus</b> continuous practicum course	Student has a master's degree in education or a related field and wishes to earn a second master's degree.  30 hours, 10 courses <b>plus</b> continuous practicum course	Student has a master's degree in education or a related field and wishes to seek principal certification-only.  18 hours, 6 courses <b>plus</b> continuous practicum course
<b>Education Leadership Courses</b> <ul style="list-style-type: none"> <li>• ED 520 Research Literature and Techniques</li> <li>• EDLD 510 Curriculum Studies</li> <li>• EDLD 574 Ethics, Equity, and Diversity</li> <li>• EDLD 597 Special Topics</li> </ul>		
<b>Principal Certification Courses</b> EDLD 531 Instructional Leadership* (3 Hours) EDLD 570 Texas School Law (3 Hours) EDLD 567 Supervision of Instruction* (3 Hours) EDLD 580 Data Analysis for Instructional Leadership (3 Hours) EDLD 525 Executive Leadership* (3 Hours) EDLD 540 Campus Strategic Operations (3 Hours) <b>**ED 580 Professional Certificates Practicum (each semester of enrollment)</b>		
<p>*EDLD 531 Instructional Leadership, EDLD 525 Executive Leadership and EDLD 567 Supervision of Instruction must be completed through Texas A&amp;M University-Texarkana as part of the Principal Certification core courses. No course substitution will be accepted. The courses may not be taken in the same semester.</p> <p>**ED 580 Professional Certificates Practicum will be ongoing throughout the program. The course is zero-credit and does not have a tuition cost.</p> <p>Students will submit their PASL assessment to the state during the spring or fall of the final semester of the program. The test is currently unavailable during the summer; <b>students completing coursework in the summer must enroll in the Practicum course during the fall semester to complete test preparations and to submit the assessment.</b></p>		

Applicants seeking a master's degree occasionally request consideration of prior graduate coursework for the requirements of their master's degree. A maximum of 6 SCH of course work



outside of the University will be considered. EDLD 531, EDLD 525, EDLD 567, and ED 580 are NOT transferable courses and must be retaken at A&M-Texarkana.

Courses are valid for up to five (5) years before graduation and program completion. Students will be required to retake courses older than five years prior to completing the program.

### Program Pathways

Students may begin the program in any semester. The program pathway is outlined below according to semester start date.

Student has an accepted master's degree and is seeking certification-only.

<b>Summer Entry</b>	<b>Fall Entry</b>	<b>Spring Entry</b>
Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>		
Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> </ul>	Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> </ul>	
Spring <ul style="list-style-type: none"> <li>• EDLD 525*</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> <li>• Submit PASL</li> <li>• TExES 268</li> </ul>	Spring <ul style="list-style-type: none"> <li>• EDLD 525 *</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> </ul>	Spring <ul style="list-style-type: none"> <li>• EDLD 525 *</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> </ul>
	Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>	Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>
	Fall <ul style="list-style-type: none"> <li>• ED 580 Practicum</li> <li>• Submit PASL</li> <li>• TExES 268</li> </ul>	Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> <li>• Submit PASL</li> <li>• TExES 268</li> </ul>

Student is working toward a Master of Education in Education Leadership with principal certification.

<b>Summer Entry</b>	<b>Fall Entry</b>	<b>Spring Entry</b>
Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>		
Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> </ul>	Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> </ul>	
Spring <ul style="list-style-type: none"> <li>• EDLD 525*</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> </ul>	Spring <ul style="list-style-type: none"> <li>• EDLD 525*</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> </ul>	Spring <ul style="list-style-type: none"> <li>• EDLD 525*</li> <li>• EDLD 540</li> <li>• ED 580 Practicum</li> </ul>
Summer <ul style="list-style-type: none"> <li>• EDLD 510</li> <li>• EDLD 574</li> <li>• ED 580 Practicum</li> </ul>	Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>	Summer <ul style="list-style-type: none"> <li>• EDLD 531*</li> <li>• EDLD 570</li> <li>• ED 580 Practicum</li> </ul>
Fall <ul style="list-style-type: none"> <li>• ED 520</li> <li>• EDLD 597</li> <li>• ED 580 Practicum</li> <li>• Submit PASL</li> <li>• TExES 268</li> </ul>	Fall <ul style="list-style-type: none"> <li>• ED 520</li> <li>• EDLD 597</li> <li>• ED 580 Practicum</li> </ul>	Fall <ul style="list-style-type: none"> <li>• EDLD 567*</li> <li>• EDLD 580</li> <li>• ED 580 Practicum</li> </ul>
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		Summer <ul style="list-style-type: none"> <li>• EDLD 510</li> <li>• EDLD 574</li> <li>• ED 580 Practicum</li> </ul>

### **Program Pillars and Standards**

Throughout the program students will complete authentic campus leadership activities and will document the activities through assignments. Students will demonstrate competencies aligned with the Texas standards for the *Principal as Instructional Leader* Certificate through engagement with administrative activities and responsibilities that are aligned with the Texas Education Agency Pillars:

1. Communication with Stakeholders
2. Curriculum Alignment
3. Diversity and Equity
4. Data-Driven Instruction
5. Hiring, Selection and Retention
6. Observation and Feedback
7. Professional Development
8. School Vision and Culture
9. Strategic Problem Solving

Instruction throughout the program will integrate theory and practice in preparation for the TExES 268 *Principal as Instructional Leader* assessment and the PASL by providing experience in developing and applying competencies associated with the domains of the test:

1. School Culture
2. Leading Learning
3. Human Capital
4. Executive Leadership
5. Strategic Operations
6. Ethics, Equity, and Diversity

The cumulative assignments will result in a *Principal Leadership Portfolio* (PLP). The PLP will be subject to review at various points in the program, upon course instructor request, or upon request by the Principal Certification Program Coordinator. Some campus-based activities within the PLP may be appropriate for students to document as part of the PASL tasks. Students may choose to select from the assignments when considering their PASL submission to the state.

A completed and approved PLP must be submitted to the Principal Certification Program Coordinator to receive authorization to register for the PASL. The PLP will serve as documentation of the student's authentic campus leadership activities.

## **Principal Practicum (160 clock hours)**

The principal practicum, required by state law, is an integral part of the educational experience of the Principal Certification Program. Students must complete requirements for ED 580 Professional Certificates Practicum incurring a minimum of **160 clock hours** of authentic practicum experiences. The design of the practicum is to bridge the gap between theory and practice by building on the candidates' academic foundation with in-school experiential learning. The alignment of the practicum is congruent with the state standards, domains, and competencies.

### **Practicum Requirements**

Students are required to register for ED 580 Professional Certificates Practicum each semester of enrollment in the Principal Certification Program.

Students in the practicum must be employed in an educational setting during the entirety of the course.

The practicum experiences are designed to be accrued throughout the entirety of the program. The Principal or Site Supervisor will direct the campus activities and will interact meaningfully with the student concerning field experiences.

While most practicums are completed in public school settings, accredited private school or charter school settings may be considered for approval. Permission must be obtained by the Principal Certification Program Coordinator.

Students must be enrolled in the final semester of the Practicum to receive authorization to register for the PASL.

### **Practicum Evaluation**

Candidates will meet with their field supervisor during face-to-face classes and will be evaluated during their practicum experience.

1. Candidates enrolled in the practicum receive a grade of 'S' for satisfactory or a grade of 'U' for unsatisfactory.
2. Practicum hours are to be kept in a log by the candidate. A template will be provided by the program. The log is subject to review as requested by the field supervisor and/or the program coordinator.

### **Site Supervisor**

The site supervisor (mentoring principal) must hold a current Texas Principal Certificate and must be working in a Texas school district. The site supervisor will receive training per [TAC228.35\(f\)](#) The site supervisor will direct the campus activities and will interact meaningfully with the student concerning field experiences.

### **University Field Supervisor**

The university field supervisor must hold a current Texas Principal Certificate and must have experience as a school principal in the state of Texas. The field supervisor will receive training per [TAC228.35\(h\)](#). The University Field Supervisor is responsible for visiting the practicum student at the practicum site within the first quarter to monitor and evaluate candidate progress. The role involves conferences (including video conferencing as applicable) with both the candidate and the site supervisor to guide the student's professional growth. The university field supervisor will visit a minimum of three times, providing the student with an evaluation and discussing strengths, weaknesses, and instructional recommendations. The university supervisor, site supervisor, and candidate will conference and complete the practicum evaluation form at each visit.

### **Practicum Course Requirements**

Throughout the practicum students will complete at minimum the following activities:

- Submit completed *Principal Leadership Portfolio* for approval
- Request and receive authorization to register for the PASL
- Submit PASL through the ETS assessment site.
- Request and receive authorization to register for TExES 268
- Complete TExES 268 through Pearson
- Complete, document, and submit for approval 160 hours of authentic campus leadership activities under the guidance of the campus site supervisor.
- Complete, document, provide artifacts, and submit for approval authentic campus leadership activities under the guidance of the campus site supervisor to document each of the 11 *Principal as Instructional Leader* Competencies within the six (6) domains
- Participate in three (3) observations over the course of the program. The observations may not be less than 30 minutes or more than 75 minutes. The total of the three observations must not be less than 135 minutes. Students must demonstrate through authentic campus activities no less than three principal competency skills over the course of the program during the observations. Observation of campus leadership activities may be synchronous or asynchronous via video recording. Students will participate in a pre-conference and a post-conference. Students will prepare and distribute an agenda for the post-conference. There will be a minimum of one (1) observation per semester.
- Complete professional job application documents per instructor directions.
- Participate in and complete course assignments, such as discussion boards, virtual class meetings, goal setting, test preparation exercises, informational items, and assigned readings.

- Provide evidence of instruction regarding mental health, substance abuse, and youth suicide. If documentation of training is not submitted, candidate will be required to complete training with a virtual provider by the end of the practicum.
- Provide evidence of instruction regarding dyslexia.
- Provide evidence of instruction in the [Texas Education Agency Teacher Code of Ethics](#).
- Provide evidence of instruction in Digital Literacy.
- Provide evidence of instruction in classroom management.
- Provide evidence of T-TESS and T-PESS training. If documentation of training is not submitted, candidate will be assigned training including the following:

Texas Teacher Evaluation & Support System (T-TESS)	Texas Principal Evaluation & Support System (T-PESS)
<p><b>Domain I: Planning</b> 1.1 Standards and Alignment 1.2 Data and Assessments 1.3 Knowledge of Students 1.4 Activities</p> <p><b>Domain II: Instruction</b> 2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p><b>Domain III: Learning Environment</b> 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture</p> <p><b>Domain IV: Professional Practices and Responsibilities</b> 4.1 Professional Demeanor and Ethics 4.2 Goal Setting 4.3 Professional Development 4.4 School Community Involvement</p>	<p><b>Domain I: Strong School Leadership &amp; Planning</b> 1.1 Ethics &amp; Standards 1.2 Schedules for Core Leadership Tasks 1.3 Strategic Planning 1.4 Change Facilitation 1.5 Coaching, Growth, Feedback and Professional Development</p> <p><b>Domain II: Effective, Well-Supported Teachers</b> 2.1 Human Capital 2.2 Talent Management 2.3 Observations, Feedback &amp; Coaching 2.4 Professional Development</p> <p><b>Domain III: Positive School Culture</b> 3.1 Safe Environment &amp; High Expectations 3.2 Behavioral Expectations &amp; Management Systems 3.3 Proactive &amp; Responsive Student Support Services 3.4 Involving Families &amp; Community</p> <p><b>Domain IV: High-Quality Curriculum</b> 4.1 Standards-based Curricula &amp; Assessments 4.2 Instructional Resources &amp; Professional Development</p> <p><b>Domain V: Effective Instruction</b> 5.1 High-Performing Instructional Leadership Team 5.2 Objective-Driven Plans 5.3 Effective Classroom Routines &amp; Instructional Strategies 5.4 Data-Driven Instruction 5.5 Response to Intervention</p>

## Certification Test Approval Procedures

Information regarding the two state assessments required for principal certification in Texas may be found below.

### **Principal as Instructional Leader (TExES 268)**

Candidates are limited to a total of five (5) attempts to take the TExES 268 *Principal as Instructional Leader* certification test. The five attempts include the first attempt to pass the examination and four retakes as stated in the [Texas Education Code §21.048 \(a-1\)](#).

Students seeking approval to register for the TExES 268 *Principal as Instructional Leader* exam must meet eligibility requirements specified in the TExES 268 registration bulletin. In addition, principal certification students (whether earning certification with a master's degree or principal certification-only) seeking to be eligible to take the certification exam must:

- Be admitted to the principal certification program and demonstrate successful completion of coursework (other than final semester courses).
- Be currently enrolled in ED 580 Professional Certificates Practicum
- Score 80% minimum on two exams selected from:
  - TExES 268 Release exam (on-site test: schedule with the Test Center)
  - Pearson online practice exam
  - 240 Tutoring Practice exam
  - Alternate exam as approved by the Principal Certification Program Coordinator
- Submit a written plan for approach to Constructed Response Questions [Program Coordinator approval required]
- Principal Leadership Project submission that:
  - Is at least 80% complete (only the reflection sections of each phase of the project may be incomplete)
  - Meets the approval of the Program Coordinator in terms of quality.

Students seeking approval to register for the TExES 268 *Principal as Instructional Leader* must submit a *Request to Test Application* to Dr. Trisha Gerrish Ray, Principal Certification Program Coordinator, via a Google Form located in the practicum course.

Clearance will only be provided for one testing attempt per request. No early clearances will be considered. Students seeking clearance for retakes must engage in remediation prior to receiving approval. Students who do not successfully pass the TExES 268 exam will be required to complete remediation as assigned by the Department of Education Leadership. Additional clearances will not be provided until remediation has been completed. Costs of assigned remediation materials, resources, programs, websites, etc. will be incurred by the student.

### **Performance Assessment for School Leaders (PASL 368)**

Candidates are limited to a total of five (5) attempts to take the Performance Assessment for School Leaders (PASL). The five attempts include the first attempt to pass the examination and four retakes as state in the [Texas Education Code §21.048 \(a-1\)](#).

Students seeking approval to register for PASL 368 must submit a *Request to Register for State Assessment Application* to Dr. Trisha Gerrish Ray, Principal Certification Program Coordinator, via a Google Form located in the internship course. To receive authorization to register, students must provide:

- Evidence of completion, submission, and approval by the Program Coordinator of the program *Principal Leadership Portfolio*.
- A signed statement that the tasks are complete and are ready to submit, or a signed completion plan timeline that is approved by the Program Coordinator.

### **Retention and Exit Policy**

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- 3.0 Graduate GPA
- No grades below “C” in major/professional development areas or Unsatisfactory in Practicum/Internship courses
- No violation of the university Student Code of Conduct
- No violation of the [Texas Education Agency Teacher Code of Ethics](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

### **Complaint Policy**

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the EPP at Texas A&M-Texarkana must be submitted in accordance with the following procedures.

3. An individual “files” a complaint by submitting a written letter regarding the complaint to the Education Preparation Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed.



4. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
5. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator's receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.

### **Student Program Contact Information**

Questions beyond the scope of this handbook should be directed to the following departments and/or individuals.

Jana Boatright, Registrar  
[registrar@tamut.edu](mailto:registrar@tamut.edu)  
Course enrollment issues

Stacey Epps, Coordinator of Financial Aid  
[Stacey.Epps@tamut.edu](mailto:Stacey.Epps@tamut.edu)

Amy Miller  
[AMiller@tamut.edu](mailto:AMiller@tamut.edu)  
Certification Coordinator

Dr. Sara Lawrence, Associate Dean of CASE  
Associate Professor of Educational Psychology  
[Sara.Lawrence@tamut.edu](mailto:Sara.Lawrence@tamut.edu)

Dr. Trisha Gerrish Ray  
[Trisha.Ray@tamut.edu](mailto:Trisha.Ray@tamut.edu)  
Assistant Professor of Education Leadership  
Principal Certification Program Coordinator

## Principal Certification Program Weblinks

### Code Related to Principal Certification and Standards

- Texas Administrative Code 241.15, Principal as Instructional Leaders Standards:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)
- [19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards](#)
- [State Board of Educator Certification](#)
- [Texas Principal Certificate Renewal Information](#)
- Texas Educator Code of Ethics:  
[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)
- International Society for Technology in Education (ISTE): <https://www.iste.org/standards/for-education-leaders>

### Assessment Manuals

- [TExES 268 Principal as Instructional Leader Preparation Manual](#)
- [Performance Assessment for School Leaders \(PASL\) Candidate and Educator Handbook](#)
- [Task Requirements for the ETS® Performance Assessment for School Leaders \(PASL\)](#)

### University Websites

- [College of Arts, Sciences, and Education \(CASE\) Graduate Programs](#)
- [Application Website](#)

## **Appendices**

## Principal Practicum Observation Form



### Texas A&M University-Texarkana Principal Practicum Observation Form

INFORMATION	
<b>Candidate</b>	<b>Student</b>
<b>Site Supervisor (Mentor Principal)</b>	
<b>Field Supervisor</b>	
<b>District</b>	
<b>Observation Site</b>	
<b>Start Date of Assignment</b>	Click or tap to enter a date.
<b>Course</b>	Choose an item.

CANDIDATE OBSERVATION					
Observation Number	Date of Observation	Meeting	Minutes Observed	Pre-conference Date	Post-conference Date
1	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
2	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
3	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
4	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.

*Rating Scale: 3=Proficient, 2=Developing, 1=Needs Improvement, N=Not Observed*

<b>Principal as Instructional Leader</b>	Observation 1	Observation 2	Observation 3	Additional Observation
<p><b>(a) Principal as Instructional Leader Certificate Standards.</b>  <i>The knowledge and skills identified in this section must be used by an educator preparation program (EPP) in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal as Instructional Leader Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal as Instructional Leader Certificate). <a href="#">Texas Administrative Code §241.15</a></i></p> <p>The principal candidate demonstrates knowledge, practice, application and/or leadership in the following standards:</p>				
<b>Standard I – School Culture: The principal</b>				
(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; [Competency 1A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; [Competency 1B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; [Competency 1C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) supports the implementation of the campus vision by aligning financial, human, and material resources; [Competency 1D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision; [Competency 1E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision; [Competency 2A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community; [Competency 1F]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; [Competency 2B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) develops and uses effective conflict-management and consensus-building skills; [Competency 2C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; [Competency 1G]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; [Competency 1H]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and [Competency 1I]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) ensures that parents and other members of the community are an integral part of the campus culture. [Competency 2D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard II – Leading Learning: The principal:</b>				
(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; [Competency 1J]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; [Competency 3A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Principal as Instructional Leader</b>	Observation 1	Observation 2	Observation 3	Additional Observation
(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; [Competency 4A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; [Competency 3B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; [Competency 3C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; [Competency 3D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) analyzes 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; [Competency 4B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; [Competency 4C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap; [Competency 4D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and [Competency 4E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. [Competency 3E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard III – Human Capital: The principal:</b>				
(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes; [Competency 6A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; [Competency 5A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff; [Competency 5A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities; [Competency 5B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school; [Competency 6B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; [Competency 6C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; [Competency 5C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; [Competency 5D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Principal as Instructional Leader</b>	Observation 1	Observation 2	Observation 3	Additional Observation
(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and [Competency 6D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) plans for and adopts early hiring practices. [Competency 6D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard IV – Executive Leadership: The principal:</b>				
(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; [Competency 5F]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; [Competency 5E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications; [Competency 7A and 7B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies; [Competency 7C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; [Competency 7D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning; [Competency 8A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; [Competency 8B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; [Competency 8C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) develops, implements, and evaluates change processes for organizational effectiveness; [Competency 8D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and [Competency 8E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) keeps staff inspired and focused on the campus vision while supporting effective change management. [Competency 8D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard V – Strategic Operations: The principal:</b>				
(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; [Competency 9A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; [Competency 9B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning; [Competency 9C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; [Competency 9B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment; [Competency 9D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment; [Competency 10A and 10B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Principal as Instructional Leader</b>	Observation 1	Observation 2	Observation 3	Additional Observation
(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; [Competency 10C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) collaboratively plans and effectively manages the campus budget; [Competency 10D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) uses technology to enhance school management; [Competency 10E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and [Competency 10F]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff. [Competency 10G and 10 H]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard VI – Ethics, Equity, and Diversity: The principal:</b>				
(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); [Competency 11A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; [Competency 11B]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; [Competency 11A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) models and promotes the continuous and appropriate development of all learners in the campus community; [Competency 11C]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) ensures all students have access to effective educators and continuous learning opportunities; [Competency 11D]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) promotes awareness and appreciation of diversity throughout the campus community; [Competency 11E]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; [Competency 11F and 11G]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) articulates the importance of education in creating engaged citizens in a free democratic society; [Competency 11H]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and [Competency 7A]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) treats all members of the community with respect and develops strong, positive relationships with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor Feedback:

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*Rating Scale: 3=Proficient, 2=Developing, 1=Needs Improvement, N=Not Observed*



<b>SIGNATURES</b>			
<b>Participant</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Candidate</b>			
<b>Site Supervisor (Mentor Principal)</b>			
<b>Field Supervisor</b>			

**Recommendation for Principal Certification  
Student Practicum Course Checklist – TEA Compliance Record  
(Exit Conference Document)**

**Information**

<b>Candidate Name</b>					
ID Number					
Campus / District					
Practicum Site <i>(If different from campus assignment)</i>					
Total Clinical Hours Completed					
Email Address					
Mobile Number					
Field Supervisor					
Start Date of Practicum					
Site Supervisor					
Site Supervisor Training Date					
<b>Checklist</b>					
<i>The checklist contains the class requirements that must be met for grading purposes and TEA requirement compliance and will be on file as a permanent record for certification and TEA audit purposes.</i>					
Required: Minimum 160 documented clinical experience. Submitted signed log. Copies provided to site supervisor, candidate, and supervisor.	<table border="1"> <tr> <td>Number hours documented</td> <td>Hours:</td> </tr> <tr> <td>Log submitted in Electronic Data Management System (EDMS)</td> <td><input type="checkbox"/> Log Submitted</td> </tr> </table>	Number hours documented	Hours:	Log submitted in Electronic Data Management System (EDMS)	<input type="checkbox"/> Log Submitted
Number hours documented	Hours:				
Log submitted in Electronic Data Management System (EDMS)	<input type="checkbox"/> Log Submitted				
Student meeting/conference was conducted with supervisor within 3 weeks of class enrollment to review course expectations to comply with TAC 228.35 Requirement.	Date of first class or meeting	Course Open			
		Zoom Class Date:			
Student Observations were conducted to comply with requirements (TAC 228.35). Total observation time met or exceeded 135 minutes over three observations. The first observation was conducted within the first six weeks of school. Each observation document is signed by the candidate, the site supervisor, and the field supervisor.	Observation #1 Date				
	Pre-conference #1 Date				
	Post-conference #1 Date				
	Submitted in EDMS	<input type="checkbox"/> Submitted			
	Observation #2 Date				
	Pre-conference #2 Date				
	Post-conference #2 Date				
	Submitted in EDMS	<input type="checkbox"/> Submitted			
	Observation #3 Date				
	Pre-conference #3 Date				
Post-conference #3 Date					
Submitted in EDMS	<input type="checkbox"/> Submitted				

<b>Candidate Name</b>		
Student attended all classes/conferences set by supervisor and exercised timely communication.	Completed Discussion Boards in Blackboard	<input type="checkbox"/> Complete
Completed Test Journal in EDMS to include:	TEExES 268 Principal as Instructional Leader Current Score	Score:
	PASL Score	Score:
	Constructed Response Plan	<input type="checkbox"/> Submitted
	240 Tutoring Documents Submitted	<input type="checkbox"/> Submitted
	Pearson Practice Test	<input type="checkbox"/> Submitted <input type="checkbox"/> Not Applicable
	University Practice Test Score submitted	<input type="checkbox"/> Submitted <input type="checkbox"/> Not Applicable
	Principal Leadership Portfolio	<input type="checkbox"/> Submitted <input type="checkbox"/> Not Applicable

### SIGNATURES

*Signatures indicate that the above information is correct.*

<b>Participant</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal Candidate			
Field Supervisor			

**RECOMMENDATION FOR TEXAS PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATION**

Candidate	
<b>Site Supervisor Recommendation</b>	
I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> No (Documentation Required-See Below)
Site Supervisor	
Signature	
Date	
<b>Field Supervisor Recommendation</b>	
I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> No (Documentation Required-See Below)
Field Supervisor	
Signature	
Date	

If not recommending the candidate for certification, please document the reasons below.

Site Supervisor

Field Supervisor

### **Site Supervisor Documentation**

The state of Texas requires that education students seeking principal certification must be supervised by a site supervisor during their practicum. The site supervisor must hold Texas Certification as a principal, must have three years of experience as an administrator, and must be an accomplished educator. In situations where the principal does not serve as the site supervisor, the student should have access to the principal, as necessary. The administrator serving as the student's site supervisor must meet the above requirements.



**Site Supervisor Documentation**  
Information, Statement of Support, and Training  
Texas A&M University-Texarkana

The state of Texas requires that education students seeking principal certification must be supervised by a site supervisor during their practicum. The site supervisor must hold Texas Certification as a principal, must have three years of experience as an administrator, and must be an accomplished educator. In situations where the principal does not serve as the site supervisor, the student should have access to the principal, as necessary. The administrator serving as the student's site supervisor must meet the above requirements.

Candidate Information	
Full Name	
Mobile Phone Number	
District Email Address	
Practicum Site (Campus)	
Field Supervisor	
Site Supervisor Information	
Full Name	
Position / Title	
Certification <i>(Must include Texas Principal Certification)</i>	
Number Years as Administrator	
Mobile Phone Number	
District Email Address	
Campus and District	
Campus Principal <i>(if different from site supervisor)</i>	

## Agreement

I agree to serve as the site supervisor for the above-named student and to supervise activities during the practicum. I understand that the candidate must log a minimum of **160 hours of clinical residency experience** per [19 TAC §228.35\(e\)\(8\)](#). The purpose of the practicum is to connect theory to practice as students actively lead campus activities and to provide a well-rounded view of the commitment of a principal to the community of learners. The responsibilities of the site supervisor include:

- Establishing consistent times to meet for the purpose of planning, answering questions, discussion, and providing feedback to the candidate on leadership activities and growth.
- Providing guidance and ideas for activities and experiences to document the six (6) Principal as Instructional Leader Certificate Standards as established in [Texas Administrative Code §241.15](#).
- Allowing the candidate appropriate access to a broad spectrum of administrative experiences.
- Communicating with the university field supervisor regarding the progress of the student.
- Providing support for required observations per [TAC RULE §228.35 \(h\)](#)
  - Providing access to appropriate leadership activities to demonstrate skills during video-recorded observations
  - Participating in observation meetings
- Encouraging and supporting the student to be an informed risk-taker.

According to [TAC RULE §228.2 \(33\)](#), the site supervisor for a practicum candidate must be an educator who:

1. Has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate.
2. Is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP).
3. Is currently certified in the certification class in which the practicum candidate is seeking certification.
4. Has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate (please see site supervisor handbook).
5. Is an accomplished educator as shown by student learning (the university will provide a form letter for your superintendent to complete).
6. Guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

My signature below indicates that:

1. I agree to support the principal certification program candidate as outlined above.
2. I meet the stated qualifications as a site supervisor.
3. I completed site supervisor training contained in the *Site Supervisor Handbook*.

<b>SITE SUPERVISOR SIGNATURE</b>		
<b>Name</b>	<b>Signature</b>	<b>Date</b>

Please feel free to contact the program coordinator with any questions you might have.

Dr. Trisha Gerrish Ray  
Assistant Professor of Education Leadership  
Principal Certification Program Coordinator  
[Trisha.Ray@tamut.edu](mailto:Trisha.Ray@tamut.edu)  
903-334-6680



## TEXES 268 Competency Skills

Texas Administrative Code §241.15 Standards Required for the Principal as Instructional Leader Certificate

### Domain I — School Culture (School and Community Leadership)

**Competency 001 The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

A. \*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. \*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. \*Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. \*Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. \*Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. \*Ensures that parents and other members of the community are an integral part of the campus culture

## Domain II — Leading Learning (Instructional Leadership/Teaching and Learning)

### **Competency 003 The entry-level principal knows how to collaboratively develop and implement high- quality instruction.**

- A. \*Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. \*Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. \*Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. \*Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### **Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

- A. \*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. \*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. \*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. \*Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. \*Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

### Domain III — Human Capital (Human Resource Management)

**Competency 005 The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

**Competency 006 The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

A. \*Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. \*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. \*Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. \*Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

#### Domain IV — Executive Leadership (Communication and Organizational Management)

**Competency 007 The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.**

A. \*Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. \*Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

**Competency 008 The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. \*Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. \*Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## Domain V — Strategic Operations (Alignment and Resource Allocation)

**Competency 009 The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans

B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**Competency 010 The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## Domain VI — Ethics, Equity, and Diversity

**Competency 011 The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. \*Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. \*Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. \*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. \*Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. \*Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

## Principal as Instructional Leader Standards and TExES 268 Domains Side-by-Side

<p><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p><b>Principal as Instructional Leader: TExES 268</b></p>
<p><a href="#">TAC RULE §241.15</a></p>	<p><a href="#">TExES 268 Prep Manual</a></p>
<p><b>Standard I (b) School Culture</b></p>	<p><b>DOMAIN I SCHOOL CULTURE</b> Competency 1: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community) Competency 2: The beginning principal knows how to work with stakeholders as key partners to support student learning</p>
<p>I. (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p>	<p>1.A <i>*creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals</i></p>
<p>I. (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;</p>	<p>1.B uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision</p>
<p>I. (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;</p>	<p>1.C facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision</p>
<p>I. (4) supports the implementation of the campus vision by aligning financial, human, and material resources;</p>	<p>1.D aligns financial, human, and material resources to support implementation of a campus vision and mission</p>
<p>I. (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;</p>	<p>1.E establishes procedures to assess and modify implementation plans to promote achievement of the campus vision</p>
<p>I. (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;</p>	<p>2.A acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision</p>
<p>I. (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</p>	<p>1.F models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture</p>
<p>I. (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</p>	<p>2.B implements strategies to ensure the development of collegial relationships and effective collaboration</p>
<p>I. (9) develops and uses effective conflict-management and consensus-building skills;</p>	<p>2.C <i>*uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning</i></p>

<p style="text-align: center;"><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p style="text-align: center;"><b>Principal as Instructional Leader: TExES 268</b></p>
<p>I. (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p>	<p><i>1.G *establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment</i></p>
<p>I. (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;</p>	<p><i>1.H *implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture</i></p>
<p>I. (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and</p>	<p><i>1.I *creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students</i></p>
<p>I. (13) ensures that parents and other members of the community are an integral part of the campus culture.</p>	<p><i>2.D *ensures that parents and other members of the community are an integral part of the campus culture</i></p>
<p><b>Standard II (c) Leading Learning</b></p>	<p><b>DOMAIN II LEADING LEARNING</b> Competency 3: The beginning principal knows how to collaboratively develop and implement high-quality instruction. Competency 4: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</p>
<p>II. (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p>	<p><i>1.J facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale</i></p>
<p>II. (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;</p>	<p><i>3.A *prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research</i></p>
<p>II. (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;</p>	<p><i>4.A *monitors instruction routinely by visiting classroom, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction</i></p>
<p>II. (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;</p>	<p><i>3.B *facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs</i></p>
<p>II. (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;</p>	<p><i>3.C *facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment</i></p>
<p>II. (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;</p>	<p><i>3.D *implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards</i></p>
<p>II. (7) analyzes 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;</p>	<p><i>4.B *analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations</i></p>



<p style="text-align: center;"><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p style="text-align: center;"><b>Principal as Instructional Leader: TExES 268</b></p>
	<p><i>(considering sociological, linguistic, cultural, and other factors)</i></p>
<p>II. (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;</p>	<p><i>4.C *monitors and ensures staff uses of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement</i></p>
<p>II. (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;</p>	<p><i>4.D *promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap</i></p>
<p>II. (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and</p>	<p><i>4.E supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions</i></p>
<p>II. (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.</p>	<p>3.E facilitates the use and integration of technology, telecommunications, and information systems to enhance learning</p>
<p><b>Standard III (d) Human Capital</b></p>	<p><b>DOMAIN III HUMAN CAPITAL</b> Competency 5: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. Competency 6: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p>
<p>III. (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p>	<p><i>6.A *invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes</i></p>
<p>III. (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;</p>	<p><i>5.A *communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff</i></p>
<p>III. (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;</p>	
<p>III. (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;</p>	<p><i>5.B *coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities</i></p>
<p>III. (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;</p>	<p><i>6.B *facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school</i></p>

<p style="text-align: center;"><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p style="text-align: center;"><b>Principal as Instructional Leader: TExES 268</b></p>
<p>III. (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;</p>	<p><i>6.C *creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment</i></p>
<p>III. (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;</p>	<p><i>5.C *collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data</i></p>
<p>III. (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;</p>	<p><i>5.D *facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources</i></p>
<p>III. (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and</p>	<p><i>6.D *implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff</i></p>
<p>III. (10) plans for and adopts early hiring practices.</p>	
<p><b>Standard IV (e) Executive Leadership</b></p>	<p><b>DOMAIN IV EXECUTIVE LEADERSHIP</b> Competency 7: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. Competency 8: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</p>
<p>IV. (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;</p>	<p><i>5.F seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership</i></p>
<p>IV. (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;</p>	<p><i>5.E engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow</i></p>
<p>IV. (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p>	<p><i>7.A *understands how to effectively communicate a message in different ways to meet the needs of various audiences</i> <i>7.B *develops and implements strategies for systematically communicating internally and externally</i></p>
<p>IV. (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;</p>	<p><i>7.C develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies</i></p>
<p>IV. (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;</p>	<p><i>7.D establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals</i></p>

<p style="text-align: center;"><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p style="text-align: center;"><b>Principal as Instructional Leader: TExES 268</b></p>
<p>IV. (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;</p>	<p>8.A demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning</p>
<p>IV. (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p>	<p>8.B gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making</p>
<p>IV. (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;</p>	<p><i>8.C *frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions</i></p>
<p>IV. (9) develops, implements, and evaluates change processes for organizational effectiveness;</p>	<p>8.D develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision</p>
<p>IV. (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and</p>	<p><i>8.E *uses effective planning, time management, and organization of work to support attainment of school district and campus goals</i></p>
<p>IV. (11) keeps staff inspired and focused on the campus vision while supporting effective change management.</p>	
<p><b>Standard V (f) Strategic Operations</b></p>	<p><b>DOMAIN V STRATEGIC OPERATIONS</b> Competency 9: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. Competency 10: The beginning principal knows how to provide resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</p>
<p>V. (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;</p>	<p><i>9.A *assess the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans</i></p>
<p>V. (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p>	<p><i>9.B *establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes</i></p>
<p>V. (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;</p>	<p><i>9.C *allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning</i></p>
<p>V. (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;</p>	<p><i>9.B *establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes</i></p>

<p align="center"><b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate</p>	<p align="center"><b>Principal as Instructional Leader: TExES 268</b></p>
<p>V. (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;</p>	<p>9.D implements appropriate management techniques and group processes to define roles, assign functions, delegates authority, and determine accountability for campus goal attainment</p>
<p>V. (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;</p>	<p>10.A implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment</p> <p><i>10.B *applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan</i></p>
<p>V. (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p>	<p><i>10.C *applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)</i></p>
<p>V. (8) collaboratively plans and effectively manages the campus budget;</p>	<p><i>10.D *collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants</i></p>
<p>V. (9) uses technology to enhance school management;</p>	<p>10.E uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)</p>
<p>V. (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and</p>	<p>10.F facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students</p>
<p>V. (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.</p>	<p>10.G collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff</p> <p><i>10.H *implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)</i></p>
<p><b>Standard VI (g) Ethics, Equity, and Diversity</b></p>	<p><b>DOMAIN VI ETHICS, EQUITY, AND DIVERSITY</b> Competency 11: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</p>
<p>VI. (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);</p>	<p>11.A implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)</p>
<p>VI. (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;</p>	<p>11.B models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors</p>

<b>Texas Administrative Code §241.15</b> Standards Required for the Principal as Instructional Leader Certificate	<b>Principal as Instructional Leader: TExES 268</b>
VI. (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;	11.A implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
VI. (4) models and promotes the continuous and appropriate development of all learners in the campus community;	<i>11.C *advocates for all children by promoting the continuous and appropriate development of all learners in the campus community</i>
VI. (5) ensures all students have access to effective educators and continuous learning opportunities;	<i>11.D *implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn</i>
VI. (6) promotes awareness and appreciation of diversity throughout the campus community;	<i>11.E *promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)</i>
VI. (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;	<i>11.F *facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs</i>
	<i>11.G *applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities</i>
VI. (8) articulates the importance of education in creating engaged citizens in a free democratic society;	11.H articulates the importance of education in a free, democratic society
VI. (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and	<i>7.A *understands how to effectively communicate a message in different ways to meet the needs of various audiences</i>
VI. (10) treats all members of the community with respect and develops strong, positive relationships with them.	