Texas A&M University-Texarkana

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

Revised December 2020

Texas A&M University-Texarkana
7101 University Ave
Texarkana, TX 75503
phone: 903.223.3000
fax: 903.223.3104
Future and Current Students:

Thank you for your interest in the online Education Leadership (EDLD) Principal Certification Program. Whether you are pursuing the 30-hour Master of Education in Education Leadership (MEd) degree with Principal Certification or the 21-hour 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 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.

The mailing address and other contact information are listed below.

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.

Sara Lawrence, PhD
Associate Dean of CASE
Associate Professor of Educational Psychology
Sara.Lawrence@tamut.edu

Rebeca Cooper, EdD
Assistant Professor of Education Leadership
Rebeca.Cooper@tamut.edu

Kathy Lease, EdD
Ad Interim Associate Professor of Education Leadership
Klease@tamut.edu

Trisha Gerrish Ray, EdD
Assistant Professor of Education Leadership
Principal Certification Program Coordinator
Trisha.Ray@tamut.edu
903-334-6680
Admission Process

The Department of Education Leadership is proud to offer 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 TExES 268 Principal as Instructional Leader 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 21-hours of coursework. 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.

- First, 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 program.
- Second, students must submit a separate application through Tk20 for the Principal Certification Program.
- Third, students must complete an interview with Education Leadership faculty to assess leadership potential, oral communication skills, and managerial skills and competencies.
- Fourth, students must submit a letter of commitment from the student’s principal agreeing to support the student during the program.

1. Graduate School Admission
   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.**

   - **Standardized Tests (GRE or MAT):** Official Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores that are fewer than five (5) years old at the time of application. The Principal Certification Program requires official scores on one of these exams as a part of the overall assessment of applicants (unless the applicant has a previously conferred master’s degree). The **A&M-Texarkana Testing Center** offers the MAT on a regular basis throughout
the school year. Please check their website for more information on procedures for setting up a test and testing dates.

- **International Students ONLY**: There are additional requirements for international students. In addition to the items above, graduate studies will need:
  
  o Official Test of English as a Foreign Language (TOEFL) scores (taken within the last two years)
  o Foreign Credentialing Evaluations on all foreign colleges/universities attended, and
  o 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
   
   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 and competencies.

4. All candidates will 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.

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 Katheryn Hartshorn at 903-223-3048 or Dr. Trisha Gerrish Ray at 903-334-6680.
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 should 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.

<table>
<thead>
<tr>
<th>Principal Certification Program Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student does not have a master’s degree</strong></td>
</tr>
<tr>
<td>30 hours, 10 courses</td>
</tr>
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</table>

**Education Leadership Courses**
- ED 520 Research Literature and Techniques
- EDLD 510 Curriculum Studies
- EDLD 597 Special Topics

**Principal Certification Courses**
- EDLD 531 Instructional Leadership*
- EDLD 540 Campus Strategic Operations
- EDLD 574 Ethics, Equity, and Diversity
- EDLD 567 Supervision of Instruction*
- EDLD 580 Data Analysis for Instructional Leadership
- EDLD 570 Texas School Law
- EDLD 588 Principal Internship**

*EDLD 531 Instructional Leadership and EDLD 567 Supervision of Instruction must be completed through Texas A&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 and may not be taken during the principal internship.

**EDLD 588 Principal Internship must be completed during the final semester of the program. Students will submit their PASL assessment to the state during the internship.
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 coursework outside of the University will be considered. EDLD 567, EDLD 531, and EDLD 588 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.

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 assignments within the PLP serve as simulations 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 Internship

The principal internship, required by state law, is an integral part of the educational experience of the Principal Certification Program. Students must complete at least one full 16-week semester enrolled in EDLD 588 Principal Internship incurring a minimum of **160 clock hours** of internship experiences. The design of the internship is to bridge the gap between theory and practice by building on the students’ academic foundation with in-school experiential learning. The alignment of the internship is congruent with the state standards, domains, and competencies.

**Intern Requirements**

Students must secure permission from the Principal Certification Program Coordinator to register for the Principal Internship course. Application may be made by written request via email. Students will be responsible for enrolling in the course upon receiving approval.

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

The internship experiences are designed to be accrued during the semester of the internship. The Principal or Site Supervisor will direct the campus activities and will interact meaningfully with the student concerning field experiences.

While most internships 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 Principal Internship to receive authorization to register for the PASL.

**Mentor Principal**

The site supervisor (mentoring principal) must hold a current Texas Principal Certificate. The site supervisor will receive training per **TAC228.35(f)**

**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)**.
Course Requirements
Students in Principal Internship (EDLD 588) 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 mentor principal
- Complete, document, provide artifacts, and submit for approval authentic campus leadership activities under the guidance of the campus mentor principal to document each of the 11 Principal as Instructional Leader Competencies within the six (6) domains
- Prepare agenda, lead, and submit reflection assignment on three observation meetings with the site supervisor and the field supervisor
- Complete professional job application documents per instructor directions
- Participate in and complete course assignments, such as discussion boards, virtual class meetings, communication logs, goal setting, informational items, and assigned readings
Certification Test Approval Procedures

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

**TExES 268 Principal as Instructional Leader**
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 certification program,
- Have successfully completed:
  - The Education Leadership Department Comprehensive Exam scoring 80% or higher, or
  - A department approved alternate assessment scoring 80% or higher,
- Be currently enrolled in their final semester prior to EDLD 588 Principal Internship OR have successfully completed the Principal Certification Program.

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 Program Coordinator, at Trisha.Ray@tamut.edu.

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 the (PASL) must submit a Request to Test Application to Dr. Trisha Gerrish Ray, Principal Certification Program Coordinator, at Trisha.Ray@tamut.edu. To receive authorization to register, students must provide evidence of a complete Principal Leadership Portfolio to 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 TEA Educators’ Code of Ethics


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.

1. 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.
2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. 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)

Katheryn Hartshorn  
[Katheryn.Hartshorn@tamut.edu](mailto:Katheryn.Hartshorn@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**
- 19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards
- State Board of Educator Certification
- Texas Principal Certificate Renewal Information
- International Society for Technology in Education (ISTE): [https://www.iste.org/standards/for-education-leaders](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
### Appendix

TExES 268 Competency Skills and Texas Administrative Code §241.15 Standards Required for the Principal as Instructional Leader Certificate

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

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <em>Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals</em></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision</td>
</tr>
<tr>
<td>D. Aligns financial, human, and material resources to support implementation of a campus vision and mission</td>
</tr>
<tr>
<td>E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision</td>
</tr>
<tr>
<td>F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture</td>
</tr>
<tr>
<td>G. <em>Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment</em></td>
</tr>
<tr>
<td>H. <em>Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture</em></td>
</tr>
<tr>
<td>I. <em>Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students</em></td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision</td>
</tr>
<tr>
<td>B. Implements strategies to ensure the development of collegial relationships and effective collaboration</td>
</tr>
<tr>
<td>C. <em>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</em></td>
</tr>
<tr>
<td>D. <em>Ensures that parents and other members of the community are an integral part of the campus culture</em></td>
</tr>
</tbody>
</table>
## Domain II — Leading Learning (Instructional Leadership/Teaching and Learning)

<table>
<thead>
<tr>
<th>Competency 003 The entry-level principal knows how to collaboratively develop and implement high-quality instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research</td>
</tr>
<tr>
<td><strong>B.</strong> 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</td>
</tr>
<tr>
<td><strong>C.</strong> Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment</td>
</tr>
<tr>
<td><strong>D.</strong> Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards</td>
</tr>
<tr>
<td><strong>E.</strong> Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction</td>
</tr>
<tr>
<td><strong>B.</strong> 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)</td>
</tr>
<tr>
<td><strong>C.</strong> Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement</td>
</tr>
<tr>
<td><strong>D.</strong> Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap</td>
</tr>
<tr>
<td><strong>E.</strong> 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</td>
</tr>
</tbody>
</table>
### Domain III — Human Capital (Human Resource Management)

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership.</td>
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<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment.</td>
</tr>
<tr>
<td>D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.</td>
</tr>
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</table>
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.

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<tbody>
<tr>
<td>A.</td>
<td>*Understands how to effectively communicate a message in different ways to meet the needs of various audiences</td>
</tr>
<tr>
<td>B.</td>
<td>*Develops and implements strategies for systematically communicating internally and externally</td>
</tr>
<tr>
<td>C.</td>
<td>Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies</td>
</tr>
<tr>
<td>D.</td>
<td>Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning</td>
</tr>
<tr>
<td>B.</td>
<td>Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making</td>
</tr>
<tr>
<td>C.</td>
<td>*Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions</td>
</tr>
<tr>
<td>D.</td>
<td>Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision</td>
</tr>
<tr>
<td>E.</td>
<td>*Uses effective planning, time management, and organization of work to support attainment of school district and campus goals</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong> Implements policies and procedures that require all campus personnel to comply with the Educators’ Code of Ethics (TAC Chapter 247)</td>
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<tr>
<td><strong>B.</strong> Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors</td>
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<td><strong>C.</strong> <em>Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community</em></td>
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<td><strong>D.</strong> <em>Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn</em></td>
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<tr>
<td><strong>E.</strong> <em>Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)</em></td>
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<tr>
<td><strong>F.</strong> <em>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</em></td>
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<tr>
<td><strong>G.</strong> <em>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</em></td>
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<tr>
<td><strong>H.</strong> Articulates the importance of education in a free, democratic society</td>
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