



Compliance Audit Report 2011-2012 21st Century Leadership Principal Preparation Program

According to Texas Administrative Code (TAC) §228.10(c), "An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the Texas Education Agency (TEA) staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), "All educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at www.tea.state.tx.us for details.

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Program Specialists, Ms. Vanessa Alba and Dr. Mary Black, conducted a Texas Education Agency Compliance Audit of 21st Century Leadership Principal Preparation Program on March 12-14, 2012. The focus of the compliance audit was the professional principal certificate. The following are findings and recommendations for program improvement.

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency on January 31, 2012. An on-site review of documents, candidate records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to 21st Century Leadership Principal Preparation Program stakeholders by TEA staff. A total of twenty-nine (29) out of one hundred twenty-five (125) responses were received. They included: Three out of twelve (12) advisory committee members; one (1) out of five (5) field supervisors; one (1) out of fifty-seven campus principal mentors; and twenty-four (24) out of fifty-one (51) principal candidates. Due to the low response rate of questionnaires sent to the field supervisors and campus principal mentors, that specific data will not be reported in the following report. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric correlated to Texas Administrative Code.

Opening and Closing Session:

The opening session on March 12, 2012, was attended by more than eight (8) people. They included: Dr. Jesse McNeil, Program Director; Dr. Rosie-Collins Sorrells, advisory committee member; Dr. Carol Francois, advisory committee member; Dr. Nia Khepera, advisory committee member; Ms. Carlene Lenox (ESC Region X), advisory committee member; and Dr. Julia Ballinger (Texas Wesleyan University), advisory committee member. Additional people in attendance, that were determined to be new members of the advisory committee, included: Mr. Eugene Young, retired Assistant Superintendent from Lancaster ISD and current acting principal at the D. Daniels Academy in Grand Prairie ISD; Dr. Sandra Crawford, Director of Alternative Certification at Mountain View College; and Dr. Elaine Wilmore. Additionally, Ms. Esther Plummer, 21st Century Principal Leadership Preparation Program office assistant was introduced at the opening session. It is important to note that not all of the people present at the opening session signed the attendance roster. The closing session on March 14, 2012, was attended by three (3) people. They included the following: Dr. McNeil, program director; Mr. Harold Morrison, course instructor and field supervisor; and Ms. Esther Plummer, office assistant.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

FINDINGS:

Program support was indicated by the governing body of 21st Century Leadership Principal Preparation Program per TAC §228.20(c) as evidenced by the participation of Dr. McNeil and Ms. Plummer in various aspects of the compliance audit.

The advisory committee consists of twenty-five (25) members. Fifteen (15) members are from local school districts, one member is from an education service center, four members are from higher education, and nine members represent community/business interests. The 21st Century Leadership Principal Preparation Program meets TAC §228.20(b) requirements for advisory committee composition.

The first meeting of the academic year was held on September 17, 2011. Eight (8) members attended this meeting. The electronic agenda reflects that the purpose of the meeting was to discuss programmatic initiatives to support current and aspiring school principals with a principal symposium. A discussion of pass rates for the principal exam and a decreased enrollment in the program were included in the minutes. An electronic agenda, minutes, and attendee records were available to substantiate that the advisory committee meeting was held. The second meeting for the academic year was held via conference call on a series of three dates: February 15th, February 25th, and March 23, 2012. An electronic agenda and minutes were available noting discussion of the status of the educator preparation program, a review of positive points, the TEA audit questionnaires that were sent out to stakeholders, questions raised by members and their responses, and a request by advisory committee members for copies of the Texas Administrative Code (TAC). One hundred percent (100%) of the advisory committee members indicated that they did meet two times per academic year. The program meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

The 2011-2012 advisory committee training was provided during the opening session presentation by TEA program specialists and an electronic copy of that presentation was left with the program director for future use. Based on that training and on the questions asked by members during the training provided by TEA, it was determined that members understand their roles and responsibilities per TAC §228.20(b).

The advisory committee members reported the following in their questionnaire:

- They assist in designing/revising curriculum – 66.7%
- They assist in major policy decisions of the educator preparation program – 100%
- They participate in overall program evaluation – 66.7%

The advisory committee cited some of the strengths of the educator preparation program as a dedicated and experienced leadership team and instructors who are working practitioners.

An area cited for improvement by the advisory committee members in their questionnaire was the need to recruit more candidates.

Based on the evidence presented, 21st Century Leadership Principal Preparation Program is in compliance with Texas Administrative Code §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS.

COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 and TAC §241 - ADMISSION AND CERTIFICATION CRITERIA

FINDINGS:

The 21st Century Leadership Principal Preparation Program is a post-baccalaureate alternative certification program that is approved to offer certification in one professional class, the principal certificate. To verify adherence to admission criteria, a total of 10 applicant files were reviewed.

Per TAC §241.5(a) and TAC §227.10(a)(2), an applicant must hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board. All ten (10) applicant files reviewed contained documentation that all applicants held a master's degree or higher prior to admission with a GPA ranging from 3.1-4.0. Based on the documentation reviewed at the time of the audit, 21st Century Leadership Principal Preparation Program met the requirements per TAC §241.5(a) and TAC §227.10(a)(2). The GPA requirement in the applicant files reviewed exceeded the 2.5 GPA requirements of TAC §227.10(A).

Per TAC §241.5(b), an educator preparation program may adopt requirements for admission in addition to those required in TAC §241.5(a). Applicants to the 21st Century Leadership Principal Preparation Program are required to submit a writing sample based on a writing prompt provided by the program. The writing prompt and grading scale were provided in the document review. The applicants are required to produce a 300 word composition that identifies the key characteristics of an "Ideal Principal". The rating scale included the following criteria: Clarity & coherence, spelling & grammar, and educational & pedagogical emphasis. Each applicant's sample was rated on a Likert-type scale and scored [1(unacceptable)-5 (excellent)] on each of

the three criterion with a total of 15 possible points. Each of the 10 applicant files contained evidence that a writing sample had been submitted and was scored on a rating scale.

Per TAC §241.5(c) the educator preparation program shall implement screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in TAC §227.10(6). Applicants to the 21st Century Principal Leadership Preparation Program are required to participate in a Haberman Urban Administrator Selection Review that is scored on a rubric. This process is one of the screening activities that the program uses to determine an applicant's appropriateness for the principal certificate sought. Of the ten applicant files reviewed by TEA program specialists, three were missing the Haberman instrument and therefore did not meet the requirements of TAC §241.5(c) and TAC §227.10(6).

Per TAC §227.10(6) the educator preparation program shall require an application and either an interview or other screening instrument to determine the educator preparation candidate's appropriateness for the certification sought. All ten applicant files contained an application. The submission of the application and the documentation of that application in the ten files reviewed served as evidence of compliance with TAC §227.10(6) requirement of an application.

Per TAC §227.10(7) the educator preparation program shall require any other academic criteria for admission that are published and applied consistently to all educator preparation candidates. Three letters of recommendation are required by the 21st Century Leadership Principal Preparation Program. Each of the applicants' files reviewed contained evidence of the three required letters of recommendation and met the requirements of TAC §227.10(7).

The self-report submitted by 21st Century Leadership principal preparation program stated that recruitment was conducted through the program's website, a catalogue with information detailing the Teacher Incentive Fund (TIF)/Teacher Effectiveness Process (TEP), brochures, and through the professional association vendor exhibitor presentations. Of those reported, the only place that admission criteria could be verified was on the website. The publication of admission criteria on the principal preparation program's website met the requirements of TAC §227.10(7).

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score on the written or computer-based Test of English as a Foreign Language (TOEFL). In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved evaluation service [TAC §227.10(7)]. There were not any out-of country applicant files reviewed and in the self-report submitted by the program, it was reported that there were no out-of-country applicants.

In a review of the ten applicants' records, it was found that seven of the ten verified adherence to all admission criteria.

Per TAC §241.20 (3) and TAC §241.20 (4), prior to issuance of the Standard Principal Certificate, candidates are required to have a valid classroom teacher certificate and two years of creditable teaching experience. A copy of the teaching certificate and a copy of service records verifying two creditable years of teaching experience as a classroom teacher were located in each of the 10 files reviewed and verified by TEA program specialists.

Because candidate records did not contain all required admission documentation, 21st Century Leadership Principal Preparation Program did not meet all compliance standards.

Based on the evidence presented, 21st Century Leadership Principal Preparation Program is not in compliance with TAC § 227.10 and TAC §241.5 – ADMISSION AND CERTIFICATION CRITERIA.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §241.15 and TAC §228.30(a)– Educator Preparation Curriculum

FINDINGS:

The 21st Century Leadership Principal Preparation Program is approved to offer principal certification only. Qualifications necessary to be selected as a course instructor/trainer as documented in the self-report require an advanced degree, Texas Principal Certificate, and more than five years of experience as a principal. Instructors' credentials were presented for review and criteria for selection verified. It was verified that the instructors have the appropriate background or experience to provide instruction in this certification area.

Texas Administrative Code (TAC) §241.1(b) states that the standards for this certificate must emphasize instructional leadership; administration, supervision, communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management. These standards shall be the curricular basis for all principal preparation programs [TAC §241.10 (a)].

In reviewing the 21st Century Leadership Principal Preparation Program principal certificate curriculum, it was found that the principal certificate standards were not the curricular basis for instruction as required per TAC §228.30(a) and TAC §241.15(b-h). There are eight class sessions/modules in the six-month principal preparation program. The modules were stated as follows in the Instructor Guides that were provided during the audit:

- Module 1: Principals Thinking Better
- Module 2: Competencies and Domains
- Module 3: Systems Thinking
- Module 4: Educational Systems Analysis
- Module 5: High Achiever Thinking
- Module 6: Planning Competence
- Module 7: Principal Leadership Empowers Citizenship
- Module 8: The Principal TExES Test

A "Class Session Schedule" was also provided to TEA program specialists. It stated that "Eight (8) class days are 8:00 AM to 5:00 PM with eight (8+) hours of instruction."

While evidence was found in the alignment charts located in the self-report that the seven modules were aligned to the knowledge and skills identified in TAC §241.15(b-h). This was not verified in the syllabi provided for the seven course modules. The focus of the modules was determined to be based on the three tested TExES Domains and the nine competencies. This evidence conflicts with the aforementioned evidence and no further evidence to support that the curriculum was aligned to standards required per TAC §241.15(b-h) was provided by the program.

Principal candidates were asked to respond to a series of questions prepared by TEA and sent to them electronically in order to verify aspects of the curriculum, its delivery and effectiveness. Areas of strength as reported by the candidates included the following: The program focused on preparation for the principal exam; preparation was focused on relevance and application of everyday situations; and the portfolio requirement during the practicum was useful.

Areas to improve as reported by candidates included the following: explanation of various requirements to alleviate confusion; broader selection of reading materials / updated reading material; and organization and presentation of materials.

Because it could not be verified that the curriculum was based on standards provided in TAC §241.15, the program did not meet compliance standards.

Based on evidence presented, 21st Century Leadership Principal Preparation Program is not in compliance with Texas Administrative Code Section §228.30 and Texas Administrative Code Section §241.15– EDUCATOR PREPARATION CURRICULUM.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING

FINDINGS:

Currently, the 21st Century Principal Leadership Preparation Program is delivered in a face-to-face format. Per TAC §228.35(b), an educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and training that is directly aligned to the state standards for the applicable certification field. The 21st Century Leadership Principal Preparation Program consists of a total of eight (8) class sessions for a total of sixty-four (64) clock hours. This does not meet the requirements set forth in TAC §228.35(b). It was documented in the self-report that there were 200+ actual clock-hours of instruction. However, evidence was found in the “Class Session Schedule” that eight (8) class days are 8:00 AM to 5:00 PM with eight (8+) hours of instruction. In conversations with two of the program instructors, it was determined that there were sixty-four (64) clock-hours of instruction and those hours could not be verified with sign-in sheets or other documentation to indicate that candidates had actually attended the entire eight class modules and completed the sixty-four (64) clock-hours of instruction.

Per TAC §228.35(d)(3) for candidates seeking professional certification as principal, each educator preparation program shall provide a practicum, as defined in TAC §228.35(d)(3), for a minimum of 160 clock-hours. Per TAC §228.2(16) a practicum is a supervised professional educator assignment at a public school accredited by the TEA for this purpose that is in a school setting in the particular field for which a professional certificate is sought. In the self-report, it was documented that the 21st Century Leadership principal practicum consists of a total of two hundred twenty-five (225) clock-hours. For one candidate, an “Internship Time Log” was provided that documented a total of three hundred forty-six (346) clock-hours in the nine competencies tested in the three domains of the Principal (068) TExES Exam. In the ten candidates’ files reviewed for documentation, it was found that a checklist of program requirements was checked as verification of completion, but did not contain the actual clock-

hours completed. The documentation provided by the program for the 225 clock-hours of practicum was inconsistent. Due to inconsistent documentation of clock-hours, the practicum does not meet the requirements set forth in TAC §228.35(d)(3) and TAC §228.2(16).

Per TAC §241.10(b), the principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in TAC §241.15. There was no documentation of evidence presented that the 21st Century Principal Leadership Preparation Program field-based practicum demonstrates proficiency in each of the standards identified in TAC §241.15(b-h).

Per TAC §228.35(f) supervision of each candidate shall be conducted with the structured guidance and on-going support of an experienced educator who has been trained as a field supervisor. There was no evidence provided that the field supervisors for principal candidates were trained. The program provided documentation that two of the five field supervisors had signed, but not dated a "Mentor Principal Agreement". There was no evidence of training agendas, training dates, or attendance records to verify that field supervisors had participated in field supervisor training.

Per §228.35(f), the initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. Evidence was provided that initial contact was made as prescribed. This was documented in seven of the ten candidate files reviewed.

Per TAC 228.35(f) the field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate. The evidence presented was an "Effective Schools Areas of Coverage for the Administrative Internship Form" which was located in the "Internship Manual" which was revised March 2012. This form included a place for the "Program Supervisor" (field supervisor) to sign and check "Supervisory Visit Dates" 1, 2, and 3. There was also a "Proposed Mentor-Intern Conference day & time". In addition, there was an Internship I and II: Ending Date". On page 5 of the manual, the "Effective Schools Areas of Coverage for the Administrative Internship Form" states that "...the intern and mentor together are advised to use this form as ... (1) a collaborative tool to discuss and identify the preferred types of administrative activities to be performed in each of these broad targeted areas". Those areas included:

- "Building Management that Establishing & Embraces a Safe and Orderly Environment";
- "Demonstrating Strong Instructional Leadership";
- "Effective Utilization of Test and Demographic Data";
- "Personnel Administration & the Effective Supervision of Staff";
- "Planning and Implementation of Professional Development"; and
- "Fostering Positive Parental Involvement and School-Community Relations".

Based on these areas, there were also "Activity Recommendations" for the principal mentor to complete. Since the form that was provided to TEA program specialists in the "Intern Manual" was revised March, 2012, it could not be determined if the field supervisor documented the instructional practices observed, provided written feedback through an interactive conference with the candidate, and provided a copy of that feedback to the candidate's campus administrator as prescribed in TAC §228.35(f)(5) or as prescribed in TAC §228.35(f)(3) for principal candidates on probationary principal certificates. Due to lack of documentation,

inconsistent documentation, and revised documentation it could not be determined if the program met the requirements of TAC §228.35(f)(5) or TAC §228.35(f)(3).

According to TAC §228.35(e), an educator preparation program is responsible for providing mentor training that is scientifically-based or verify that training has been provided by a school district or education service center. 21st Century Leadership Principal Preparation Program provides training to campus principal mentors through a training manual and a link to the online training module. The training manual and online training link meets the requirements of TAC §228.35(e).

According to TAC §228.35(f)(5), during the practicum, the program must provide a minimum of three formal observations. TEA program specialists found that in the 2011-2012 candidates' folders reviewed, there were a minimum of three formal observations documented. However, there was not a time in or out noted on the documentation reviewed in order to verify the required 45 minute observation. In addition, it could not be determined from the 2011-2012 candidates' files reviewed whether or not the principal candidates were completing their practicum while on probationary certificates or if they were in an unpaid principal practicum. As a result, the timeline for completion of the observations could not be verified.

Furthermore, TAC §228.35(f) requires that the field supervisor documents instructional practices observed and provides written feedback through an interactive conference with the candidate. There was no documentation verifying that this occurred.

It is also the responsibility of 21st Century Principal Leadership Preparation Program to provide a copy of the written feedback to the candidate's campus administrator as required by TAC 228.35(f). No evidence was presented that copies of the observations were provided to the principal mentor.

Per TAC §241.20(1-5), to be eligible to receive the standard Principal Certificate, a candidate must successfully complete the appropriate examinations, hold at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board, hold a valid teaching certificate, have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2), and successfully complete a principal certification program that meets the requirements of TAC §241.10, TAC §241.15, TAC §227, and TAC §228. Documentation to verify these conditions was not presented.

Based on evidence presented, 21st Century Leadership Principal Preparation Program is not in compliance with Texas Administrative Code Section §228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

FINDINGS:

The 21st Century Leadership Principal Preparation Program has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). The program benchmarks provided included admission requirements, candidate completion of modules, candidate completion of a portfolio, and the candidate completion of a representative principal exam with a 65% mastery score.

Readiness for testing [TAC §228.40(b)] is determined by the completion of a principal representative exam with a 65% mastery score. The 21st Century Principal Leadership Preparation Program requires candidates to participate in at least two Saturday modules to ensure that candidates are prepared for testing.

Evaluation of the program's design and delivery of the curriculum shall be continuous and based on performance data, scientifically-based research practices, and the results of internal and external assessments per TAC §228.40(c). The evidence that was provided in the document review to evaluate the program's design and delivery of the curriculum included individual candidate module evaluations and candidate overall program evaluations by cohort. It was noted that 4 out of 9 (44%) of the individual candidate evaluations reviewed included responses regarding confusion about understanding of the modules and homework requirements and redundancy of test preparation within the modules. It was not evident that the program staff actually reviewed the data collected to make informed decisions about the educator preparation program's design and delivery of the curriculum for the purpose of program improvement per TAC §228.40(c).

According to TAC §228.40(d), the program will retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. Documents are retained on-site for a period of five years in locked cabinets in closets as verified by TEA program specialists during the audit. Retention of records met the requirements per TAC §228.40(d).

Because there was no documentation that the program made informed decisions based on evaluative data provided by candidates and their evaluation of the curriculum modules, the program did not meet compliance standards.

Based on evidence presented, 21st Century Leadership Principal Preparation Program is not compliance with Texas Administrative Code §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

COMPONENT VI : Professional Conduct (TAC) §228.50

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics). This was not an area reviewed during the audit.

Current Accreditation Status

The 21st Century Leadership Principal Preparation Program is rated Accredited-with an action plan for the 2010-2011 academic year based on ASEP pass rate performance for one demographic group not meeting the 75% passing standard as follows in the table below:

Results of Principal Certification Exams

Pass Rate Performance:	2008-2009 Final 80% Standard	2009-2010 70% Standard	2010-2011 75% Pass Rate
Overall:	94%	86%	84%
Demographics:			
• African American	NA	NA	72%

In addition to the pass rate performance data presented to at the Opening Session presentation, the testing record of candidates taking the TExES principal exam for completion years 2009-2011 was presented by TEA program specialists. Those data reflect the number of principal exams taken, the number passed, and the percent passed.

Testing Record of Candidates

Completion Year:	Principal Exam % Passed	# of Exams Passed	# of Exams Taken
2011	70.37%	38	54
2010	46.67%	7	15
2009	96%	48	50

Program Recommendations:

The following are recommendations based on the findings of the compliance audit. If the program is NOT in compliance with any identified component, please consult the TAC and correct the issue IMMEDIATELY. A Compliance Status Report will be required every sixty days until the compliance issues are totally corrected.

Program recommendations are suggestions for general program improvement and no follow-up is required.

PROGRAM COMPLIANCE RECOMMENDATIONS:

TAC §241.5 and TAC §227.10 Admission Criteria

- Ensure that all applicants are required to participate in the admission requirement identified by the program (Haberman Urban Administrator Selection Interview process) and document that all applicants have completed this process. This should be corrected immediately.

TAC §228.30(a) and TAC §241.15 Educator Preparation Program Curriculum

- Ensure that the 21st Century Principal Leadership Preparation Program Curriculum is aligned to the standards, specifically the knowledge statements and associated skills required per TAC 228.30(a) and TAC §241.15(b-h).

TAC §228.35 and TAC 241.10(b) Preparation Program Coursework and/or Training

- Require 200 clock-hours of coursework that can be documented;
- Require 160 clock-hours of practicum that can be documented;
- Require and document that principal mentors receive training;
- Require and document that field supervisors receive training;
- Require that initial contact by the field supervisor is made with the candidate within the first three weeks of the practicum;
- Document that the candidate is provided a principal mentor and a field supervisor;
- Document that the practicum is taking place in an actual school environment;
- Require a minimum of three formal observations of at least 45 minutes in duration and document both the observation date and the time;
- Require an interactive conference between the field supervisor and candidate after the formal observation that is documented;
- Document that the principal mentor has received a copy of the formal observation; and
- Document whether a candidate is completing the practicum as an internship or through an unpaid practicum.

TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement

- Ensure that for the purposes of educator preparation program improvement, 21st Century Principal Leadership Preparation Program continuously evaluates the design and delivery of the program's curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments per TAC §228.40(c).

GENERAL PROGRAM RECOMMENDATIONS:

- Follow the State Board of Education (SBOE) and State Board of Educator Certification (SBEC) meetings and review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Align the verbiage of the 21st Century Leadership Principal Preparation Program to that of Texas Administrative Code;
- Participate in the annual Dean & Director Meetings;
- Participate in webinars provided by the Division of Educator Certification and Standards to ensure that the program staff is knowledgeable about current requirements and changes to Texas Administrative Code;
- Continue to participate in Statewide Advisory Committee Meetings; and
- A Technical Assistance Audit is recommended for the 2012-2013 academic year to ensure that all items of compliance have been addressed and corrected.

Component 1: Governance - General Recommendations:

- Document conference call participation, specifically the members that participate in those conference calls, in advisory committee meeting minutes; and
- Utilize a template for advisory committee meetings to ensure that Texas Administrative Code (TAC) items are specifically covered and documented at each of the two meetings per academic year (September 1-August 31).

Component 2: Admissions - General Recommendations:

- Adhere to the program's admissions requirements and ensure that all applicants meet all admissions criteria through consistent documentation prior to admission into the principal preparation program.

Component 3: Curriculum - General Recommendations:

- Consider only using representative exams as a means to determine specific areas that individual candidates may need additional curricular support; and
- Consider only using representative exams as a means to determine curricular areas within the program that may need to be strengthened in terms of curricular standards.

Component 5: Assessment and Evaluation of Candidates for Certification and Program Improvement - General Recommendations:

- Consider utilizing other methods, other than representative exams, to determine candidates' readiness to test.