

Text of Adopted Repeal of 19 TAC

Chapter 241. Principal Certificate

~~§241.15. Standards Required for the Principal Certificate.~~

- ~~[(a) — Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).]~~
- ~~[(b) — Learner Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:]~~
- ~~[(1) — model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;]~~
 - ~~[(2) — implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);]~~
 - ~~[(3) — model and promote the continuous and appropriate development of all learners in the campus community;]~~
 - ~~[(4) — promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and]~~
 - ~~[(5) — articulate the importance of education in a free democratic society.]~~
- ~~[(c) — Learner Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:]~~
- ~~[(1) — create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;]~~
 - ~~[(2) — ensure that parents and other members of the community are an integral part of the campus culture;]~~
 - ~~[(3) — use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;]~~
 - ~~[(4) — respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;]~~
 - ~~[(5) — use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;]~~
 - ~~[(6) — facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;]~~
 - ~~[(7) — facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;]~~
 - ~~[(8) — align financial, human, and material resources to support the implementation of the campus vision;]~~
 - ~~[(9) — establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;]~~

- ~~[(10) — support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and]~~
 - ~~[(11) — acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.]~~
- ~~[(d) — Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:]~~
 - ~~[(1) — collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;]~~
 - ~~[(2) — facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;]~~
 - ~~[(3) — ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;]~~
 - ~~[(4) — implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;]~~
 - ~~[(5) — use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;]~~
 - ~~[(6) — diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and]~~
 - ~~[(7) — engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning;]~~
- ~~[(e) — Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:]~~
 - ~~[(1) — demonstrate effective communication through oral, written, auditory, and nonverbal expression;]~~
 - ~~[(2) — use effective conflict management and group consensus building skills;]~~
 - ~~[(3) — implement effective strategies to systematically gather input from all campus stakeholders;]~~
 - ~~[(4) — develop and implement strategies for effective internal and external communications;]~~
 - ~~[(5) — develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;]~~
 - ~~[(6) — provide varied and meaningful opportunities for parents to be engaged in the education of their children;]~~
 - ~~[(7) — establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and]~~
 - ~~[(8) — respond to pertinent political, social, and economic issues that exist in the internal and external environment;]~~
- ~~[(f) — Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:]~~

- ~~[(1) — implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;]~~
 - ~~[(2) — gather and organize information from a variety of sources for use in creative and effective campus decision making;]~~
 - ~~[(3) — frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high quality decisions;]~~
 - ~~[(4) — develop, implement, and evaluate change processes for organizational effectiveness;]~~
 - ~~[(5) — implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;]~~
 - ~~[(6) — apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;]~~
 - ~~[(7) — acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;]~~
 - ~~[(8) — collaboratively plan and effectively manage the campus budget;]~~
 - ~~[(9) — use technology to enhance school management; and]~~
 - ~~[(10) — use effective planning, time management, and organization of work to maximize attainment of school district and campus goals;]~~
- ~~[(g) — Learner Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:]~~
 - ~~[(1) — use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;]~~
 - ~~[(2) — facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;]~~
 - ~~[(3) — facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;]~~
 - ~~[(4) — facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and]~~
 - ~~[(5) — facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs;]~~
- ~~[(h) — Learner Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:]~~
 - ~~[(1) — facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;]~~
 - ~~[(2) — facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;]~~
 - ~~[(3) — implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);]~~

- ~~[(4) — use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;]~~
- ~~[(5) — facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;]~~
- ~~[(6) — facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;]~~
- ~~[(7) — facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and]~~
- ~~[(8) — acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning;]~~