

Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

November 16, 2018

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose the repeal of 19 Texas Administrative Code (TAC) Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal. The proposed repeal of and new 19 TAC Chapter 241 would reorganize the chapter to allow for the chapter title to reflect both the proposed new principal certificate as well as the current principal certificate, would establish the requirements for the proposed new principal certificate, and would provide for a proposed new endorsement for individuals who hold a certificate to serve in the role of principal.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(1)-(4), 21.046(b)-(d), and 21.054(a), (e), and (e-2), as amended by Senate Bills (SBs) 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017.

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.040(4), states that the SBEC shall, for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the SBEC.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2)-(4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.046(b), requires the SBEC to allow outstanding teachers to substitute approved experience and professional training for part of the educational requirements in lieu of classroom hours.

TEC, §21.046(c), requires the SBEC to ensure that principal candidates are of the highest caliber and that there is a multi-level screening process, along with assessment programs, and flexible internships to determine whether a candidate has the necessary skills for success.

TEC, §21.046(d), states that the SBEC shall consider competencies developed by relevant national organizations and the State Board of Education (SBOE).

TEC, §21.054(a), (e), and (e-2), as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular

Session, 2017, require the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements, including particular continuing education requirements for principals.

EFFECTIVE DATE: The proposed effective date of the proposed repeal of and new Chapter 241 would be December 23, 2018.

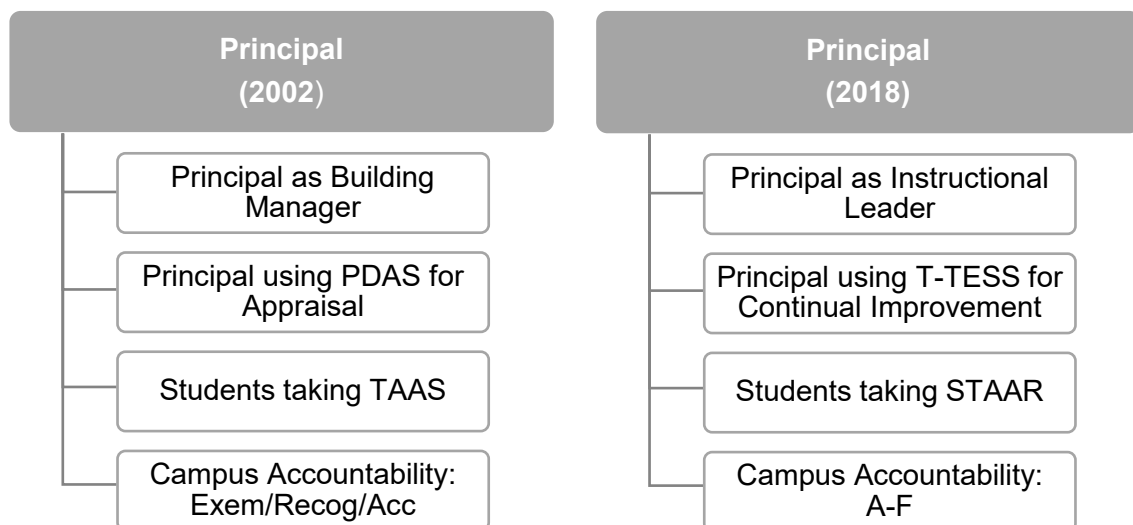
PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators. The SBEC is also statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state.

The SBEC rules in 19 TAC Chapter 241, Principal Certificate, establish all of the requirements for certification and educator preparation program (EPP) minimum standards for issuance of a principal certificate.

At the April 2016 SBEC meeting, the SBEC adopted new principal standards that better align with contemporary principal practices, principal appraisal, and professional development standards. With the adoption of new standards that reflect the knowledge and skills necessary for today's principal, there was careful consideration of the changes to the essential role of a principal to schools, students, communities, and teachers from 2002 (when the standards began to be used for assessment purposes) to the current role in 2018, as illustrated below.

THE CHANGING ROLE OF THE PRINCIPAL FROM 2002-2018



At the March 2018 SBEC meeting, Texas Education Agency (TEA) staff presented the SBEC with a comprehensive approach to a principal certification redesign that includes 1) a new certificate name that better reflects current reality along with a new principal certification assessment; 2) an optional tiered

process for obtaining standard certification; and 3) an endorsement for currently certified principals and assistant principals.

The following is a description of the proposed repeal and new rules.

New Certificate Name: Principal as Instructional Leader

Given the changes in the principal's role from the prior years until now, the proposed new principal certification would be named Principal as Instructional Leader.

Principal Endorsement

Currently certified principals and assistant principals would be given the opportunity to strengthen their current certification through the completion of the performance assessment component of the new examination and attainment of the Principal as Instructional Leader Endorsement. The anticipated date for the performance assessment is fall 2019. As an added incentive, the time spent on successfully completing the performance assessment would qualify for continuing professional education hours.

The proposed new 19 TAC Chapter 241, shown in Attachment II, would reorganize the chapter into two subchapters to include the proposed new Principal as Instructional Leader Certificate and Principal as Instructional Leader Endorsement in proposed new Subchapter A, while maintaining the current Principal Certificate in proposed new Subchapter B. The proposed new rules are outlined below.

- To ensure clarity and differentiate between the current Principal Certificate and the proposed new Principal as Instructional Leader Certificate, the title of the chapter would change from Chapter 241, Principal Certificate, to Chapter 241, Certification as Principal, to allow the new certificate to reside in the chapter without confusion between the two certificates.
- Proposed new Subchapter A, Principal as Instructional Leader Certificate and Endorsement, would be added to include all the requirements for the proposed new certificate and proposed new endorsement. The proposed new rules would also:
 - follow the same process in place for the current Principal Certificate;
 - allow for test development (The new rules would clarify that the proposed new Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and the proposed new Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.); and
 - in proposed new §241.10(d), exempt a candidate's scores on the piloted examination, used to develop the examination for the Principal as Instructional Leader Certificate, from the calculations used to determine an EPP's accountability rating. The exemption is intended as an incentive for EPPs to recommend candidates to take the piloted examination so that the agency can get the best data possible for the purposes of developing and improving the examination.
- Proposed new Subchapter B, Principal Certificate, would include the rules for the current principal certificate.

Attachment III presents the proposed repeal of 19 TAC Chapter 241, Principal Certificate.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to entities required to comply with the proposed repeal and new rules. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed repeal and new rules do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking and have determined that, during the first five years the proposed rulemaking would be in effect, it would both create a new regulation and repeal existing regulations. The new regulation is Subchapter A of 19 TAC Chapter 241, Principal as Instructional Leader Certificate and Endorsement, which sets out the new admission, preparation, and certification requirements for the new Principal as Instructional Leader Certificate and Endorsement. The repealed regulations are the provisions of Chapter 241 that set out the requirements for the Principal Certificate. Those repealed regulations would be simultaneously replaced in proposed new Subchapter B of 19 TAC Chapter 241 with no substantive changes to the rules, yielding no net reduction or increase in regulations as a result of the repeal.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand or limit an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The new principal certification name change, as well the opportunity for those currently certified to serve in the role as principal to obtain an endorsement, would better align the standards adopted by the SBEC in 2016 to ensure candidates can demonstrate essential competencies expected of a beginning principal, which would lead to stronger preparation of principals in EPPs and improved readiness for candidates to assume the role of campus instructional leader. The proposed repeal and new rules do not impose a cost on persons required to comply with the rules.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed repeal and new rules would have no additional procedural and reporting implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed repeal and new rules would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

OTHER COMMENTS AND RELATED ISSUES: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and new 19 TAC Chapter 241, Certification as Principal.

Staff Members Responsible: Ryan Franklin, Associate Commissioner
Educator Leadership and Quality

Tam Jones, Director
Educator Preparation

Attachment I: Statutory Citations

Attachment II: Text of Proposed New 19 TAC Chapter 241, Certification as Principal

Attachment III: Text of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate

ATTACHMENT I

Statutory Citations Related to Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

Texas Education Code, §21.003, Certification Required (excerpt):

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code, §21.040, General Powers and Duties of Board (excerpt):

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

Texas Education Code, §21.041, Rules; Fees (excerpts):

- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (2) specify the classes of educator certificates to be issued, including emergency certificates;
 - (3) specify the period for which each class of educator certificate is valid;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;

Texas Education Code, §21.046, Qualifications for Certification As Superintendent or Principal (excerpts):

- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
 - (1) instructional leadership;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:

- (1) each candidate for certification as a principal is of the highest caliber; and
 - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.

Texas Education Code, §21.054, Continuing Education, as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017 (excerpts):

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;
 - (C) students of limited English proficiency; and
 - (D) students at risk of dropping out of school.
 - (5) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under Section 21.12, Penal Code, or for which reporting is required under Section 21.006 of this code.
- (e-2) Continuing education requirements for a principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 241. Certification as Principal

Subchapter A. Principal as Instructional Leader Certificate and Endorsement

§241.1. General Provisions.

- (a) The Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.
- (b) The holder of the Principal as Instructional Leader Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

§241.5. Minimum Requirements for Admission to a Principal Preparation Program.

- (a) Prior to admission to an educator preparation program (EPP) leading to the Principal as Instructional Leader Certificate, an individual 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.
- (b) An EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal as Instructional Leader Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

§241.10. Preparation Program Requirements for Principal as Instructional Leader Certificate.

- (a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The EPP shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.15 of this title.
- (b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.
- (c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.
- (d) The calculation determining an EPP's accountability rating in accordance with Chapter 229 of this title shall not include a candidate's performance on the Principal as Instructional Leader pilot examination.

§241.15. Standards Required for the Principal as Instructional Leader Certificate.

- (a) Principal as Instructional Leader Certificate Standards. 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).
- (b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (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;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (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;
- (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;
- (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;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (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;

- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (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
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (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;
- (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;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (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;
- (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;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (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;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (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;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (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;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;

- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (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
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

§241.20. Requirements for the Issuance of the Standard Principal as Instructional Leader Certificate.

To be eligible to receive the standard Principal as Instructional Leader Certificate, a candidate must:

- (1) successfully complete either the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators), or a piloted examination developed for the Principal as Instructional Leader Certificate;
- (2) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements for the Principal as Instructional Leader Certificate), §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

§241.25. Requirements for the First-Time Principal in Texas.

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

§241.30. Requirements to Renew the Standard Principal as Instructional Leader Certificate.

- (a) An individual who holds a standard Principal as Instructional Leader Certificate is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

§241.35. Requirements for the Issuance of the Principal as Instructional Leader Endorsement.

- (a) The Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.

- (b) To be eligible to receive the Principal as Instructional Leader Endorsement, a candidate must:
- (1) hold a valid certificate to serve in the role of principal; and
 - (2) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators).

Subchapter B. Principal Certificate

§241.41. General Provisions.

- (a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the TEC, §21.046(b)(1)-(6), the standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

§241.45. Minimum Requirements for Admission to a Principal Preparation Program.

- (a) Prior to admission to an educator preparation program (EPP) leading to the Principal Certificate, an individual 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.
- (b) An EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

§241.50. Preparation Program Requirements for Principal Certificate.

- (a) The standards identified in §241.55 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.55 of this title.
- (b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.
- (c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.55 of this title for part of the preparation requirements.

§241.55. 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 §241.70 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (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;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (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;
- (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;
- (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;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (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;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (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
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (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;
- (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;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (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;
- (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;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (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;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (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;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (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;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;

- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (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
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

§241.60. Requirements for the Issuance of the Standard Principal Certificate.

To be eligible to receive the standard Principal Certificate, a candidate must:

- (1) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators);
- (2) hold, at a minimum, a master's degree from an accredited institution of higher education that, at the time, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.50 of this title (relating to Preparation Program Requirements), §241.55 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

§241.65. Requirements for the First-Time Principal in Texas.

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

§241.70. Requirements to Renew the Standard Principal Certificate.

- (a) An individual who holds a standard principal or mid-management administrator certificate is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.55 of this title (relating to Standards Required for the Principal Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

ATTACHMENT III
Text of Proposed Repeal of 19 TAC

[Chapter 241. Principal Certificate]

§241.1. General Provisions.

- [(a) — Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC), §21.046(c), the rules adopted by the State Board for Educator Certification ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.]
- [(b) — As required by the TEC, §21.046(b)(1)–(6), the standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) emphasize instructional leadership; administration; supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.]
- [(c) — An individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.]
- [(d) — The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.]

§241.5. Minimum Requirements for Admission to a Principal Preparation Program.

- [(a) — Prior to admission to an educator preparation program leading to the Principal Certificate, an individual 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.]
- [(b) — An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.]
- [(c) — The educator preparation program shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).]

§241.10. Preparation Program Requirements.

- [(a) — The standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15 of this title.]
- [(b) — The principal preparation program shall include a field based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.]
- [(c) — An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.]

§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) School Culture. The principal:]~~

- ~~[(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;]~~
- ~~[(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;]~~
- ~~[(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;]~~
- ~~[(4) supports the implementation of the campus vision by aligning financial, human, and material resources;]~~
- ~~[(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;]~~
- ~~[(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;]~~
- ~~[(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;]~~
- ~~[(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;]~~
- ~~[(9) develops and uses effective conflict management and consensus building skills;]~~
- ~~[(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;]~~
- ~~[(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;]~~
- ~~[(12) creates an atmosphere of safety that encourages the social, emotional, and physical well being of staff and students; and]~~
- ~~[(13) ensures that parents and other members of the community are an integral part of the campus culture.]~~

~~[(c) Leading Learning. The principal:]~~

- ~~[(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;]~~
- ~~[(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;]~~
- ~~[(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;]~~
- ~~[(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;]~~
- ~~[(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;]~~

- ~~[(6) — implements a rigorous curriculum aligned with state standards, including college and career readiness standards;]~~
- ~~[(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;]~~
- ~~[(8) — monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;]~~
- ~~[(9) — ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;]~~
- ~~[(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]~~
- ~~[(11) — facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.]~~

~~[(d) — Human Capital. The principal:]~~

- ~~[(1) — invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;]~~
- ~~[(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;]~~
- ~~[(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;]~~
- ~~[(4) — coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;]~~
- ~~[(5) — facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;]~~
- ~~[(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;]~~
- ~~[(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;]~~
- ~~[(8) — ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;]~~
- ~~[(9) — implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and]~~
- ~~[(10) — plans for and adopts early hiring practices;]~~

~~[(e) — Executive Leadership. The principal:]~~

- ~~[(1) — reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;]~~
- ~~[(2) — engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;]~~
- ~~[(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;]~~
- ~~[(4) — develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;]~~

- ~~[(5) — establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;]~~
- ~~[(6) — demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;]~~
- ~~[(7) — gathers and organizes information from a variety of sources for use in creative and effective campus decision making;]~~
- ~~[(8) — frames, analyzes, and creatively resolves campus problems using effective problem solving techniques to make timely, high quality decisions;]~~
- ~~[(9) — develops, implements, and evaluates change processes for organizational effectiveness;]~~
- ~~[(10) — uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and]~~
- ~~[(11) — keeps staff inspired and focused on the campus vision while supporting effective change management.]~~

~~[(f) — Strategic Operations. The principal:]~~

- ~~[(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;]~~
- ~~[(2) — outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;]~~
- ~~[(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;]~~
- ~~[(4) — establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;]~~
- ~~[(5) — implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;]~~
- ~~[(6) — implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;]~~
- ~~[(7) — applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;]~~
- ~~[(8) — collaboratively plans and effectively manages the campus budget;]~~
- ~~[(9) — uses technology to enhance school management;]~~
- ~~[(10) — facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and]~~
- ~~[(11) — collaborates with district staff to implement district policies and advocates for the needs of district students and staff.]~~

~~[(g) — Ethics, Equity, and Diversity. The principal:]~~

- ~~[(1) — implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);]~~
- ~~[(2) — models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;]~~
- ~~[(3) — ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;]~~
- ~~[(4) — models and promotes the continuous and appropriate development of all learners in the campus community;]~~

- ~~[(5) — ensures all students have access to effective educators and continuous learning opportunities;]~~
- ~~[(6) — promotes awareness and appreciation of diversity throughout the campus community;]~~
- ~~[(7) — implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;]~~
- ~~[(8) — articulates the importance of education in creating engaged citizens in a free democratic society;]~~
- ~~[(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]~~
- ~~[(10) — treats all members of the community with respect and develops strong, positive relationships with them.]~~

§241.20. Requirements for the Issuance of the Standard Principal Certificate.

- ~~[To be eligible to receive the standard Principal Certificate, a candidate must:]~~
- ~~[(1) — successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);]~~
 - ~~[(2) — hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;]~~
 - ~~[(3) — hold a valid classroom teaching certificate;]~~
 - ~~[(4) — have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and]~~
 - ~~[(5) — successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements), §241.15 of this title (relating to Standards Required for the Principal Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).]~~

§241.25. Requirements for the First-Time Principal in Texas.

- ~~[(a) — A principal or assistant principal employed for the first time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.]~~
- ~~[(b) — The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.]~~

§241.30. Requirements to Renew the Standard Principal Certificate.

- ~~[(a) — An individual who holds a standard principal or mid-management administrator certificate is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).]~~
- ~~[(b) — To satisfy the requirements of this section, an individual must complete 200 clock hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal Certificate).]~~
- ~~[(c) — An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.]~~