# Item 16:

# Discussion of New Principal Certification Assessment

**DISCUSSION**

**SUMMARY:**  This item provides an update to the State Board for Educator Certification (SBEC) concerning the development of the new principal certification assessment and the opportunity to discuss certification examination options.

**STATUTORY AUTHORITY:**  Texas Education Code (TEC), §21.041(b)(4), §21.046(c) and (d), and §21.048(a).

**PREVIOUS BOARD ACTION:**  The SBEC approved the adoption of 19 TAC Chapter 241, Principal Certificate, §241.15 Standards Required for the Principal Certificate in April 2016.

**BACKGROUND INFORMATION AND JUSTIFICATION:**  This item presents an overview of the development of the new principal certification assessment, which is scheduled for implementation in fall 2018.

New principal standards, which the SBEC approved in April 2016, became effective on August 28, 2016, and are included in Attachment II. The principal standards were updated to better align with the knowledge and skills required for today's principal and to better align with the principal appraisal standards. Section 241.15 establishes the standards required for the issuance of the principal certificate and are used by educator preparation programs to ensure that principals are well prepared for leadership positions in Texas schools.

The current Principal (068) examination, which was first given in fall 2002 and most recently updated in fall 2015, consists of 120 multiple-choice questions of which 100 are used to determine a candidate's score on a scale of 100 to 300. A scaled score of 240 is considered passing. The Texas Examinations of Educator Standards (TExES) Principal (068) examination is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level principal or assistant principal in Texas public schools must possess. While the current test has served its purpose, the multiple-choice format of the test limits the types of questions that could better elicit information about what a principal candidate really knows and is able to do.

Test development for the new principal examination began in early spring 2016 with the drafting of a new test framework based on an analysis of the new principal standards and a job analysis study on the draft test framework. A principal committee, comprised of current Texas principals and principal preparation program staff, met in August 2016 to review test development work conducted thus far and to provide input on the test framework. The draft principal test framework was posted on the TEA website for 30 days for public comments and 4 people provided feedback or posed questions. The principal test framework and a summary of the public comments received may be found in Attachment III. No changes were made to the test framework based on the comments.

Texas Education Agency (TEA) staff met in October and December 2016 with staff from Educational Testing Service (ETS), the current state contractor for educator certification testing, to discuss options for a more comprehensive principal assessment that would include components that allowed principal candidates to more authentically demonstrate the knowledge and skills expected of a school leader. From those discussions, TEA staff and ETS staff began moving forward with a new principal assessment that will include multiple components, including 1) constructed-response items; 2) multiple-choice items on the computer-administered test; and 3) a performance assessment to capture the real-life skills that a beginning principal must possess for a successful first year.

The performance assessment for Texas will be composed of three authentic tasks that are aligned with the principal standards and submitted through an online system for scoring. The addition of constructed-response items and a performance assessment will better meet the requirements of TEC 21.046 to provide a more comprehensive assessment to ensure that a principal possesses the knowledge, skills, and leadership capabilities necessary for success as an instructional leader.

A principal committee met in late January 2017 to finalize the test design of the new principal assessment. Future test development work includes item writing, item reviews, piloting constructed-response items, principal committee reviews of items, creating operational test forms and preparation materials, principal committee review of piloted items and complete test forms, and standard setting. It is anticipated that the performance assessment online submission period would be in the fall of 2018, and the revised computer-administered test would be given for the first time in December 2018.

**FISCAL IMPACT:** Texas Education Agency (TEA) staff has determined there will be fiscal implications as a result of the new principal assessment. Principal candidates will bear the costs associated with the new principal examination structure, which are expected to be approximately $185 for the TExES Principal (268) computer-administered test and approximately $400 for the performance assessment. A full assessment of fiscal impact will be provided to the SBEC when TEA staff presents an agenda item requesting approval of test fees.

**PUBLIC AND STUDENT BENEFIT:** The development of a new principal examination would result in a better alignment of the standards to the certification test to ensure that candidates can actually demonstrate essential competencies expected of a beginning principal, which will lead to stronger preparation of principals in educator preparation programs and improved readiness for candidates to assume the role of campus instructional leader.

**PROCEDURAL AND REPORTING IMPLICATIONS:** An assessment of procedural and reporting implications can be made after the SBEC gives guidance to TEA staff.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENT:** An assessment of locally maintained paperwork requirements can be made after the SBEC gives guidance to TEA staff.

**Staff Members Responsible:**     Marilyn Cook, Director
                                   Educator Certification and Testing

                                   Tim Miller, Director
                                   Educator Preparation

                                   Becky McCoy, Manager
                                   Educator Certification and Testing

                                   Jennifer Perez, Program Specialist
                                   Educator Certification and Testing

**Attachments:**     I.   Statutory Citations
                     II.  Text of 19 TAC Chapter 241, Principal Certificate, §241.15 Standards Required for the Principal Certificate
                     III. Principal Test Framework and Public Comments

**ATTACHMENT I**

**Statutory Citations Related to Principal Certification Assessment**

**Texas Education Code, §21.041, <u>Rules; Fees</u> (excerpt):**

(b)    The board shall propose rules that:

    (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 (excerpt):**

(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 processing, 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, §21.048, <u>Certification Examinations</u> (excerpt):**

(a)    The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board. The commissioner shall determine the satisfactory level of performance required for each certification examination. For the issuance of a generalist certificate, the commissioner shall require a satisfactory level of examination performance in each core subject covered by the examination.

**ATTACHMENT II**

**Text of New 19 TAC Chapter 241, <u>Principal Certificate</u>,
§241.15 <u>Standards Required for the Principal Certificate</u>**

(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.

Attachment III

Principal Test Framework and Public Comments

**DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

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

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

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

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

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

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

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

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

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

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

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

**Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.**

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

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

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

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

**DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

**Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.**

A.  Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B.  Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C.  Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D.  Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E.  Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

A.  Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

B.  Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

C.  Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D.  Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E.  Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

**DOMAIN III—HUMAN CAPITAL (Human Resource Management)**

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

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

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

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

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

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

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

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

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

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

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

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

**DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

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

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

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

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

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

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

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

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

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

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

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

**DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

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

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

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

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

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

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

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

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

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

## Public Comments Related to Principal Framework

1.  A university professor asked why the term "beginning" was used when referring to the principal since the superintendent framework did not use this term. TEA Response: *The descriptor, "beginning," is used to be clearer about the level of the educator and will likely be used in the superintendent framework when it is updated.*

2.  A university professor suggested that a hyperlink be added to the referenced Educators' Code of Ethics. TEA Response: *If a link is not possible, the URL for this document will be included in the resources section of the framework.*

3.  An educator affiliated with a regional service center commented that she loved the organization of the new principal framework. TEA Response: *We agree.*

4.  A regional education service center educator asked for clarification on the terms "all stakeholders" and "all campus stakeholders." TEA Response: *The term, "all stakeholders," is defined in Competency 001.* The educator expressed concern that a beginning principal may not be able to "ensure that parents and other members of the community are an integral part of the campus culture" and suggested other language that limits a principal's responsibility in this area. TEA Response: *This exact language is used in the principal standards, so no changes will be made in the test framework.*