

Region 13 Principal Certification Network
POLICY MANUAL
PCN 32



ESC Region 13
PRINCIPAL CERTIFICATION
Network

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Education Service Center Region 13 Principal Certification Network Contact Information

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Region 13 Help Desk

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- Identifying E-Campus login credentials
- Merging duplicate E-Campus accounts
- Accessing Canvas courses
- Registration questions and updates
- Billing inquiries for workshops held at Region 13 (Credit card payments, purchase orders, invoices)

Education Service Center Region 13

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Skills and Compliance Information

Communication – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.

Change Management – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Conflict Management – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

Creative Thinking – Engages in and fosters an environment for others to engage in innovative thinking.

Customer Focus – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

Delegation – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

Dialogue/Inquiry – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.

Emotional Intelligence – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

Environmental Awareness – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.

Global Perspective – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

Judgment – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.

Organizational Ability – Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.

Personal Ethics and Values – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

Personal Responsibility for Performance – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.

Responsiveness – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

Results Orientation – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.

Sensitivity – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.

Systems Thinking – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

Technology – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

Time Management – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.

Visionary – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Source: USER'S GUIDE: Texas Principal Evaluation & Support System: http://www4.esc13.net/uploads/pdas/docs/3_T-PESS_Users_Guide_051215_1.pdf pp. 21-22.

Supply and Demand for Administrators in Texas

Regional Information (Texas)

Labor Market: 11-9032.00- Education Administrators, Elementary and Secondary School

2016 National employment	251,300
2016 Texas employment	25,098
Texas projected employment by 2026	30,341
Texas projected annual employment and Turnover openings through 2026	2,563

Annual Wages: \$84,834.00

Employment Rate: Employment is expected to increase by 20.89%.

Our region is projected to have about 218 openings for school administrators annually through 2026, and an average annual salary of \$81,071.

Work Values (Ranked by highest value)

- Relationships
- Independence
- Working Conditions
- Achievement
- Recognition
- Support

Source: Texas Labor Market and Career Information: <http://www.lmci.state.tx.us/>

Responsibilities of Administrators

(TEA: McREL’s Balanced Leadership 21 Leadership Responsibilities)

- Affirmation
- Change Agent
- Communication
- Contingent Rewards
- Culture
- Discipline
- Flexibility
- Focus
- Ideals & Beliefs
- Input
- Intellectual Stimulation
- Involvement in curriculum, instruction and assessment
- Knowledge of curriculum, instruction and assessment
- Monitor & Evaluate
- Optimize
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

Source: USER’S GUIDE: Texas Principal Evaluation & Support System:
http://www4.esc13.net/uploads/pdas/docs/3_T-PESS_Users_Guide_051215_1.pdf pp. 27-30.

Activities/Other Responsibilities of Administrators

- Plan and lead professional development activities for teachers, administrators, and support staff.
- Participate in special education-related activities such as attending meetings and providing support to special educators throughout the district.
- Meet with federal, state, and local agencies to keep updated on policies and to discuss improvements for education programs.
- Plan, coordinate, and oversee school logistics programs such as bus and food services.
 - Coordinate and direct extracurricular activities and programs such as after-school events and athletic contests.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Direct and coordinate school maintenance services and the use of school facilities.
 - Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Enforce discipline and attendance rules.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvements needed.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Recommend personnel actions related to programs and services.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- Create school improvement plans by using student performance data.
- Mentor and support administrative staff members such as superintendents and principals.
- Teach classes or courses to students.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.

Source: Texas Labor Market and Career Information, <http://www.lmci.state.tx.us/>

Program Description

The Education Service Center Region 13 Principal Certification Network (PCN) prepares future leaders to meet the evolving challenges faced by schools of the new millennium through redefining educational leadership. PCN is a high-quality certification program designed exclusively to prepare aspiring educational leaders for the principalship through non-traditional means. The certification program permits participants to engage in the work of principals and assistant principals through a leadership practicum or internship while working around demanding schedules, and provides a cohort of peers for networking.

PCN provides participants with a challenging and relevant certification program that requires minimal on-site attendance. During the program, cohorts participate in a cohort orientation and StrengthFinder and Norms building training via live Zoom to kick off the program year. Throughout the program year students receive specialized online PASL (Performance Assessment for School Leaders) launch training, engage in Advancing Educational Leadership (AEL) and Texas Teacher Evaluation & Support System (T-TESS) trainings as well as 9 online Canvas courses with 9 embedded performance assessments, complete additional self-study activities and are provided additional training opportunities through the ESC Region 13 E-Campus system. The program also requires a school-based practicum/internship component which lasts from July 2021-July 2022, spanning a full academic year.

Each of the 9 core curriculum Canvas courses launch on a designated Saturday; this coursework is completed online, including a variety of assignments requiring online interaction with other cohorts and the course facilitators as well as campus-based experiences. The PCN curriculum is written and facilitated by individuals with campus administrator and/or district-level experience based on best practices, and is fully aligned to the state standards and objectives, and TExES Principal as Instructional Leader (268) and PASL (368) state assessments.

Required Program Fees

ALL FEES ARE NON-REFUNDABLE

Each participant candidate is required to pay the following fees:

Application Fee	\$100.00
Registration Fee (waived for ESC 13 certification program alumni)	\$300.00
Program Fee	\$6,000.00

Fees paid directly to other entities (268 and 368 cost may change)

TEExES 268 Registration Fee-Paid to Pearson	\$200.00
PASL Registration Fee-paid to ETS (resubmission fees not included here)	\$375.00
Probationary Certificate Fee (paid to TEA)	\$ 52.00
Standard Certificate Application Fee (paid to TEA)	\$ 78.00
Textbooks	approx. \$450.00

Extension Fees

if applicable \$500/semester

See page 29 for more info.

Fees

A non-refundable fee of \$100 is assessed for processing applications. A non-refundable registration fee of \$300 is due upon admission offer for the program (waived for ESC 13 certification program alumni).

Remaining program fees are divided into 12 payments of \$500.00 that are paid through monthly district paycheck auto-deduction in twelve (12) equal payments June 2021-June 2022.

Program fees are considered past due if not paid by the deadline date. Students with late or incomplete payments may be restricted from continued coursework access until payments are up-to-date.

Ongoing late or incomplete payments may result in dismissal from the program. PCN students are responsible for pro-active communication with Program Coordinator and Program Support staff in the event of alternative payment plan support.

AEL and T-TESS trainings have been scheduled through ESC Region 13 over the course of two 3 day trainings (Friday-Sunday). It is the responsibility of cohort members to attend these as scheduled; if they should need to attend an alternate date/location, they will be responsible for additional costs to arrange this. Pending TEA's extension of live virtual state-wide trainings, these trainings may be facilitated via Zoom. You will receive more information on this as soon as it's available from TEA. If commuting to the service center may be an issue, and TEA requires AEL and T-TESS trainings to return to in-person only, you may make alternative arrangements to attend these at a local service center or other provider near you, no later than December 2021. Make arrangements in advance with PCN Program Assistant in order to be eligible for up to \$200 reimbursement per training pending documentation of successful completion.

Please note that the Education Service Center Region 13 does not meet the IRS definition of an “eligible educational institution” in that we do not provide courses for which academic credit is offered. Therefore, we are not required to file or provide a 1098-T form to the candidates in our Alternative Certification Programs.

State Certification Rules and Information

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 241</u>	PRINCIPAL CERTIFICATE
RULE §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.

Source Note: The provisions of this §241.1 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective July 13, 2004, 29 TexReg 6646; amended to be effective October 25, 2009, 34 TexReg 7200

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 241</u>	PRINCIPAL CERTIFICATE
RULE §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).

Source Note: The provisions of this §241.5 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective October 25, 2009, 34 TexReg 7200

Chapter 241. Principal Certificate

§241.15. Standards Required for the Principal Certificate.

a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) 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.

Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 247](#)

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329

General Guidelines

Certification

Requirements

The Texas Legislature and SBEC regulate Texas educator certification. All educators in Texas, regardless of the route they take to certification, must pass mandated state board exams. No guarantee of certification is implied by acceptance into PCN or completion of the practicum/internship. The following must be completed before PCN will recommend a participant for certification:

- *Satisfactorily complete all PCN class and coursework requirements, including attendance, assessments, self-study projects and Canvas coursework;*
- *Submit all required orientation documents; (intern, site-supervisor, district, etc.)*
- *On a course by course basis, acquire an unconditional recommendation from facilitator as communicated to the program coordinator;*
- *Successful completion of all required state certification exams (TExES 268 and 368, PASL);*
- *Successful completion of the practicum/internship;*
- *Payment of all required fees;*
- *Obtain an evaluation of satisfactory or above from the employing school district and mentor principal;*
- *Obtain an unconditional recommendation from the following: Site-supervisor, Field Supervisor, and Program Coordinator. If, in the professional judgment, the candidate has not demonstrated professional qualities that are in the best interests of students or has demonstrated attitudes or behaviors that detract from the learning environment of the school district, recommendation will be withheld.*

Texas Examinations (TExES 268 and PASL 368)

The Texas Education Agency (TEA) has developed a new principal certification assessment path to better meet the needs of today's principal. As the landscape of Texas Schools has changed over the last fifteen years, so has the principal's role. Research shows that being an instructional leader is a hallmark of effective principals. The new TExES Principal as Instructional Leader (268) exam coupled with the Performance Assessment for School Leaders (PASL) (368), will focus on the important instructional role that principals fulfill in Texas schools today and in the future.

The Texas Examinations of Educator Standards (TExES) 268 is the certification test by the State Board for Educator Certification (SBEC). The PASL (Performance Assessment for School Leaders) 368 is a performance-based certification test through ETS. These examinations are based on the principal standards that have been developed by SBEC and Texas educators.

A candidate must pass both the TExES Principal As Instructional Leader (268) exam and PASL (368) in order to be recommended for the standard certification; at least the (268) must be passed in order to be recommended for an intern certificate.

Registration is handled through ETS (PASL) and TEAL (268) and scores are returned to the candidate and the PCN. If a candidate fails the TExES (268) exam, the test can be re-taken up to 4 times with a 30 day waiting period in between testing attempts. If the candidate fails their initial PASL submission, he/she must follow re-submission deadlines and procedure for additional attempts.

Candidates with incomplete program coursework and/or participating in a growth plan will not be recommended for testing for the TExES exam until deficient areas are mastered. If the test has not been passed by the end of the program, the candidate will need to apply for an extension and pay the extension fees and any other applicable fees until state assessments are passed or candidate requests dismissal from the program.

TExES Principal as Instructional Leader (268)

The new Principal (268) includes four constructed-response (CR) questions, totaling 40% of the exam score, in addition to a variety of 70 selected-response (SR) questions, making up the remaining 60% of the score. The test item types will include discrete items, cluster sets, and technology-enhanced items (including video stimulus). You will have a total of 4 hours and 45 minutes following opening tutorial to complete this computer-based exam.

The exam will be administered on a quarterly basis through Pearson. You must be recommended to take this exam through your PCN Program Coordinator, and then register to take the exam.

Your PCN program coordinator will determine your readiness to take this exam by assessing PCN coursework, quality of participation and work, Leadership Ready and 268 Prep Workshop participation, and practice exam(s) results.

You will be required to have a TEAL account and Pearson account login. More information can be found at <http://www.tx.nesinc.com/Home.aspx>.

Domains

The Principal as Instructional Leader (268) will include different domains with different weightings, as estimated below. Constructed-response items will assess content from Domains I, II, and III.

Principal (268) Domains	Domain Weight
I. School Culture Competency 1 Competency 2	22–23%
II. Leading Learning Competency 3 Competency 4	41–45%
III. Human Capital Competency 5 Competency 6	18–19%
IV. Executive Leadership Competency 7 Competency 8	5–6%
V. Strategic Operations Competency 9 Competency 10	5–6%
VI. Ethics, Equity, and Diversity Competency 11	4–6%

Note: for 268 score reporting, constructed-response items may be reported separately.

Test Framework

The PCN program is based on the state standards established by SBEC and are aligned with the TExES Principal as Instructional Leader (268) exam domains and competencies.

Note: Descriptive Statements with asterisks below note TEA Priority Statements for beginning Principals.

Domain I. School Culture (School 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, perspective, student learning, and processes) to collaboratively develop a shared 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, co-curricular, 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 a 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 Leadership)

Competency 007: The beginning principal knows how to develop relationship 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 safety 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, co-curricular, and extracurricular programs in relation to other school districts 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.

Advanced TExES (268) Testing Request for Intern Certification

Per TAC §228.40, our principal preparation program is required to ensure you are adequately prepared to pass the TExES Principal as Instructional Leader (268) exam prior to granting test approval. We expect our PCN students to pass on the first attempt; it's extremely important you have completed every necessary preparation action in order to ensure that happens.

Per TAC §230.36, a Principal as Instructional Leader (PAIL) candidate must pass the TExES Principal as Instructional Leader (268) in order to be eligible for an intern or probationary certificate. In alignment with this requirement, you will not be eligible for a SOE (Statement of Eligibility) from ESC Region 13 until your Program Coordinator has received confirmation of the passed 268 TExES exam. Upon receipt of this passed exam, the anticipated timeline to generate the SOE and finalize the intern certificate is 1-2 weeks.

Due to COVID-19, testing centers have limited available dates and registration spots; upon notification that you are approved to schedule your exam, ensure that you sign up for the soonest available date following your certain completion date of the below required preparation steps. Should you not pass the first attempt, you may not be granted a second attempt until you have completed the first 3-4 regularly scheduled cohort blended courses, which may result in a second attempt no sooner than the regularly scheduled cohort testing time period.

The following procedure is to be followed for the advanced testing request:

Initial Admission Steps:

- Acceptance of the PCN program admission offer via required documentation
- All program fees up-to-date and financial paperwork in order for program launch
- Completion of Live Zoom PCN Orientation and StrengthFinder/Norms sessions
- Submission of signed advanced testing request agreement to Program Coordinator (requested from Program Coordinator)

Test Preparation Steps:

1. Read:

- Teach Like a Champion
- Driven By Data 2.0
- Get Better Faster
- Leverage Leadership 2.0

2. Complete Leadership Ready self-paced online course. Upon receipt of advanced testing request document, a 100% off discount code will be generated and sent to you via the Leadership email. This online course which on average will take 6-8 hours to complete in total, should be completed as far into completion of required reading above as possible. Upload completion certificate into your PCN student Google folder.

3. Practice completing constructed response within 25-30 minutes each using 4 practice questions in the online Pearson prep manual at <http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>. Upload your four responses into your PCN student Google folder. Your Program Coordinator will provide feedback, and you may be asked to revise if you score less than a 2/3 average response score.

4. Schedule and take full Pearson practice test; you will pay \$10 for this exam. This experience must be scheduled for a 6 hour block of time on a date scheduled at least 2 weeks in advance with the PCN Program Coordinator. Most Monday-Friday 8-5 is available, as well as some specific Saturday opportunities. You are expected to score a 2-3 on each of the four constructed responses as well as 79% minimum on individual competencies tested through Selected Response. Upon completion of the practice exam, you'll complete a reflective survey and engage in a post-conference with the Program Coordinator to review any further steps needed prior to test date.

5. Schedule and take full representative test at ESC Region 13. This experience must be scheduled for a 6 hour block of time on a date scheduled at least 2 weeks in advance with the PCN Program Coordinator. Most Monday-Friday 8-5 is available, as well as some specific Saturday opportunities. You are expected to score a 2-3 on each of the four constructed responses as well as 79% minimum on individual competencies tested through Selected Response. Upon completion of the practice exam, you'll complete a reflective survey and engage in a post-conference with the Program Coordinator to review any further steps needed prior to test date.

Potential Additional Requirements:

You may be asked to access Elaine Wilmore's test prep book for Principal as Instructional Leader assessment in order to further your understanding of test taking strategies or tested competencies.

(Performance Assessment for School Leaders (PASL) (368)

The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders. Your beginning of program year PASL launch training will include you to the PASL tasks and their requirements, and support your task assignments with data analysis, root cause analysis, and action plan training. Your Program Coordinator and Field Supervisor will collaborate to provide structured support. Upon launch of program year, you will create a plan/timeline to complete the PASL prior to the first Fall submission deadline. You are expected to maintain consistent communication with your mentor principal as you work through the tasks.

The assessment is administered twice per year during pre-established submission windows. The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. You will complete tasks by entering and submitting a written response and uploading artifacts via an online submission system.

Task 1: Problem Solving in the Field

In this task, you will demonstrate the ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning. The task asks you to provide evidence in regard to your colleagues, the school and/or the community and to identify a problem/challenge that has implications for instructional practice and student learning.

Task 2: Supporting Continuous Professional Development

In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning.

Task 3: Creating a Collaborative Culture

In this task, you will demonstrate your ability to facilitate stakeholder's efforts to build a collaborative team within the school to improve instruction, student achievement and the school culture. A 15-minute video is required with this task.

More information on PASL, task requirements, rubrics, registration window and cost information, and more can be found at <https://www.ets.org/ppa/test-takers/school-leaders/about>.

Canvas Core Curriculum

The PCN program is based on the state standards established by SBEC and are aligned with the TExES Principal as Instructional Leader (268) exam domains and competencies.

- Ethics, Equity, and Diversity (5 Weeks)
- Communication (4 weeks)
- Leading Through School Culture (6 weeks)
- Curriculum Leadership (8 weeks)
- Instructional Leadership
 - Part A: Specialty Areas (Dyslexia, 504, EL, and SpEd for Admin.) (3 weeks)
 - Part B: Data-Driven Instruction (6 weeks)
 - Part C: Observation and Feedback (5 weeks)
- Human Capital Leadership (6 weeks)
- Leading Groups, Change, and Decision-Making (6 weeks)
- Budget and Resource Management (4 weeks)
- Leading School Operations and Safety (4 weeks)

Additional Required Curriculum and Training:

- 368 PASL Support:
 - Launch Training: Overview, Data Analysis, Root Cause Analysis and Action Planning

- 268 Support:
 - Leadership Ready self-paced online course
 - Live Zoom full day workshop-PAIL Certification Assessment Test Prep
 - Half day practice Pearson online exam session-\$10-(home or R13 ESC)
 - Half day representative exam session (R13 ESC only)
 - Note: If you are outside of the Region 13 service area, you may be excused from this on-site assessment if you meet one of the two criteria:
 - You demonstrate at least 85% selected-response average AND you demonstrate a 3 or higher CR score for at least 3/4 responses, and no less than a 2 on the remaining 1 response
 - You are able to access an opportunity (your additional cost) to take the released official representative exam at a certified program provider near you, and are able to provide documentation of completion and scoring of assessment to PCN Program Coordinator

Assessment

Candidates are assessed during the program in many different ways, including but not limited to the following:

- End of module tests online;
- Observations by facilitators, such as submitted performance assessments, live Zoom and Face-to-Face trainings, and field observations;
- Written assignments that are submitted for evaluation by online course facilitators and/or PCN program coordinator;
- Oral presentations in class via online submission and live Zoom or face-to-face class;
- Nine major performance assessments based on TEA's Pillars (see Appendices).
- Conference board postings and responses to the postings of other candidates throughout the online coursework;
- Tasks submitted throughout the online coursework;
- Reports from site and field supervisors of on-the-job performance.

Attendance

Attendance for all class sessions is required. In the case of an emergency, a candidate may find it necessary to miss a training. In this case, he/she must notify the program coordinator of the absence prior to the beginning of the missed session. The candidate is also responsible for completing an Absence Make-up form, addressing how the missed session will be made up. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the PCN Coordinator in advance of attending a make-up session. Completed Absence Make-Up forms must be uploaded into your student Google folder.

At the point in which the candidate is absent in excess the PCN program committee will meet to discuss the absences and will make a decision concerning continuation in the program. A letter may be mailed to the candidate and the candidate's site supervisor/principal. Both an extension in the program or dismissal from the program will be considered. Extensions due to absences will be handled in the same way and with the same fees as extensions due to performance. If a person is dismissed from the program, no fees will be refunded.

The PCN program staff maintains high standards of conduct during instruction and expects candidates to demonstrate professional behavior as well. This includes being punctual and engaged. Attendance for the entire class session is required for live Zoom and face-to-face trainings. The program reserves the right to meet and discuss chronic tardiness as well.

Appeals

To appeal a dismissal or an extension, a candidate must contact the PCN Program Coordinator with the written documentation of reasons for the appeal. The Program Coordinator will review the information, and if necessary, a face-to-face conference may be requested with the candidate.

If the candidate is not satisfied with the decision of the PCN Program Committee, the decision can be appealed to the Deputy Executive Director of Strategic Initiatives. The candidate must appeal the dismissal/extension in writing within 10 business days of the decision. The Deputy Executive Director of Strategic Initiatives must respond to the appeal in writing within 10 business days of the filing of the appeal.

On-Line Learning

All online coursework is required to be completed in the time allotted for each course. Participants should budget minimum 6-8 hours a week minimum to complete readings and online work. Because coursework requires on-campus application, some time should be scheduled between Monday through Friday.

With each course, you will have weekly deadlines. It is the responsibility of the candidate to engage in effective time management practices in order to successfully meet weekly deadlines. In case of emergency, the candidate may communicate pro-actively via Canvas message with the instructor for extension needs.

Failure to complete all course requirements (discussion board postings, readings, activities, performance assessments, etc.) in the allotted time will result in an “Incomplete” status for the course. Your initial status will be recorded in your PCN file as having not completed the coursework on time. Failure to complete future coursework may jeopardize your continuance in the program. **Participants will not be allowed to begin a new Canvas course until the assignments for the previous course have been successfully completed;** exception may be determined in advance with PCN Coordinator.

Should you display a pattern of not completion required coursework and/or training, your situation will be reviewed by the PCN program staff, which could result in the following:

- Probationary status;
- Future module registration may be suspended/locked;
- Growth plan in collaboration with Field-Supervisor and Site-Supervisor
- Unallowed to take TExES exam;
- Dismissal from PCN.

Please note that failure to complete two Canvas courses by the deadline for each **may be grounds for dismissal.**

Candidate Roles and Responsibilities— Online Modules

Prior to Beginning Course:

- Ensure you are prepared to meet all technical requirements and have access to required textbook(s).

Beginning of Course:

- Review the Introduction pages, syllabus, assignments, and Performance Assessment(s).
- Develop a personal schedule of time for completing the course requirements.
- Communicate with principal mentor on any resource/access needs in advance.

During the Course:

- Be an active participant each week of the courses; frequently visit the online discussions.
- Spend ample time on each content page, engaging with content when viewing videos and reading texts.

- Submit each week's assignments by Sunday midnight deadline; don't wait until the end of the weekend to complete the discussions. Other participants are depending on your initial submission to respond to your work.
- Plan for work time Monday-Friday in order to address any assignments requiring campus-based activities.
- Keep in mind that your interaction with others in the online courses is primarily through written communication, so be cognizant of the "message" you are sending; on the other hand, try not to "read" too much into messages from others. If you are unsure of what someone "means," ask them to clarify.
- Write clearly; use the spell check feature.
 - For lengthy postings, create them in a word processing document first and then copy and paste it to the conference board. There is a time limit on the conference board. You will "time out" and lose your writing.
 - Respond to others in discussion boards; both validate and question your cohort members in discussion responses.
- Respond to Canvas messages, e-mails, and/or phone calls from the facilitator, PCN Program Coordinator, Field Supervisor, etc. promptly within 24-48 hours.
- Respond to requests for work corrections and comments requiring dialogue in a timely manner.

Upon Completion of the Course:

- Double check that you have completed all the course requirements, responded to all required discussion board postings, responded to any remaining colleague discussion questions, and corrected work marked incomplete.
- The course facilitator will need about one (1) week to review all final course work before your status will be changed.
- Participants will not be allowed to begin a new module until the assignments for the previous module have been successfully completed and payment is up-to-date. Failure to complete two (2) courses by the deadline may be grounds for dismissal from the program.

Professionalism

Professionalism is an important part of the education administrator's career. As educators work with their colleagues, teachers, parents, and community, conducting one's self in a professional manner is very important. When an applicant becomes a member of the PCN program, it is expected that the member will model professionalism. Successful completion of the program is contingent upon meeting all course and attendance requirements, satisfactory performance on assessments, demonstration of interpersonal skills deemed necessary for working in a team environment and professional conduct in all face-to-face and online class sessions. PCN participants agree to "maintain a professional demeanor and exercise sound judgment at all times while representing my school, my district, and the Principal Certification Network."

Professionalism includes being on time for all trainings, meeting deadlines, participating in class discussions, maintaining pro-active and timely communication, treating fellow participants, field supervisor, and facilitators with respect, as well as conducting oneself as a professional in the work place. This is a vital part of the PCN instruction and participation in the PCN. Failure to adhere to these provisions is grounds for immediate dismissal from the program.

Dismissal

Although a candidate may be placed on probation prior to dismissal, there is no requirement that a candidate be placed on probation prior to dismissal. The following are grounds for dismissal:

- Insubordination to program staff;
- Unacceptable behavior identified in the Texas Educator's Code of Ethics;
- Coursework incompetence based on appraisal results and evaluations by program coordinator and/or course facilitators;
- Failure to pay fees in a timely manner;
- Excessive absences and/or tardiness;
- Falsification of information or documents;
- Failure to complete requirements for Canvas coursework or other training;
- Failure to meet PCN requirements/standards during AEL, T-TESS, additional training;
- Failure to receive a district evaluation of satisfactory or above, and/or contract extension with current district.

Hiatus

A candidate who is granted a hiatus from the program for any reason may be given the option to complete the program requirements with the next scheduled cohort. Credit will be given for professional development and courses completed by the candidate prior to taking the hiatus. If the program is not completed with the next scheduled cohort group, the candidate will be terminated from the PCN and will only be able to re-enter the program through re-applying and completing the full application process. The PCN Coordinator will determine if prior program credit may be transferred into the newly applied for program year. There is no guarantee of acceptance into the program through reapplication or approval of application of prior coursework credit.

Probation Status

In the event that a candidate is not meeting program expectations, he/she may be placed on probationary status and could ultimately be removed from the program. If a candidate is experiencing difficulty in a specific area, including participation in instruction sessions, attendance, completing work in a timely manner, completing work by course end date, organizational management, professional communication, or performance during the practicum/internship, the program coordinator will meet with the candidate to determine the course of action, which may include a growth plan and/or contact with the candidate's principal mentor and field supervisor.

All incomplete assignments must be “made up” by completing coursework in a time frame designated by PCN program staff. Candidates who do not finish work during the time period specified when granted an incomplete in a Canvas course will have to pay to retake and complete the course the next time it is offered in order to be certified. Once all missing coursework is completed and approved by your facilitator, your status will be changed to “Passed.”

Any growth plan requirements must be followed in accordance with the given deadlines designated by PCN program staff. Once all growth plan requirements are completed, you may be removed from the growth plan and returned to satisfactory status. The Program Coordinator will communicate regularly with the candidate, principal mentor, and field supervisor, to evaluate progress.

Candidates placed on a make-up work plan or formal growth plan will not receive the required endorsement from PCN that enables them to take the TExES exam and will not be recommended for the Principal Certificate until the candidate returns to a satisfactory status for a minimum of 3 courses; candidates who are put on a growth plan and probationary status more than once will be reviewed for potential program dismissal.

Extensions

If a candidate does not complete all of the above requirements by the designated deadline, one (1) extension may be granted. Decisions about extensions are made by the PCN program staff. A candidate may be extended for the following reasons:

- If a candidate has not passed the state assessments (268 and 368)
- If a candidate has been granted a second course cycle to make-up missed curriculum
- If a candidate does not receive an unconditional recommendation from the PCN program, Field Supervisor, and Site-Supervisor

An extension *is possible but not guaranteed*. Recommendation may be withheld for failure to make up absences, failure to complete all course assignments and/or performance assessments, failure to complete all training, failure to meet growth plan expectations by given deadlines, unsatisfactory district evaluation, etc.

The candidate may also be required to attend additional instruction as may be deemed necessary for their professional growth and performance success. Fees for this instruction will be the responsibility of the candidate.

If an extension is granted, a non-refundable fee of \$500.00 per semester may be assessed until the end of the extension period, for up to a maximum of one year or 2 semesters.

During an extension period, the candidate will receive continued online access to PCN course content, access to in-person already scheduled PCN specific curriculum-related trainings, communication and support from the PCN Coordinator. In addition, PCN program staff will continue site visits at a minimum of one per semester until program completion or dismissal.

The candidate must show progress toward meeting the certification performance requirements based on a growth plan developed in conjunction with the PCN Program Coordinator. There must be successful completion of all growth plan requirements prior to recommendation.

Complaint Process

Region 13 EDUCATOR PREPARATION PROGRAMS COMPLAINT PROCESS

The Region 13 Educator Preparation Programs encourage stakeholders to discuss their concerns with appropriate program personnel who have the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level. Informal resolution shall be encouraged.

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a formal complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation.

For filing a formal complaint, please follow the links below:

[https://www4.esc13.net/uploads/mrt/docs/Complaint_process_for_Educator_Preparation_Programs_\(1\).pdf](https://www4.esc13.net/uploads/mrt/docs/Complaint_process_for_Educator_Preparation_Programs_(1).pdf)

[https://www4.esc13.net/uploads/mrt/docs/Complaint_Form-_Region_13_EPPs_\(1\).pdf](https://www4.esc13.net/uploads/mrt/docs/Complaint_Form-_Region_13_EPPs_(1).pdf)

TEA COMPLAINT

If any complainant has an unresolved complaint and appeal decision regarding the Region 13 Educator Preparation Programs and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the TEA website at:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs>

Probationary and Intern Certificates

Candidates who complete the program orientation, StrengthsFinder/Norms session, have launched their Canvas coursework, and pass the Principal as Instructional Leader (268) may be eligible to receive an Intern certificate. This certificate is good for 12 months and may not be renewed. An intern certificate must be for a principal or assistant principal.

§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.

Candidates who pass both the Principal 268 and PASL may be eligible for a Probationary certificate under two conditions. This certificate may be renewed once.

19 TAC §228.35(e)(8)(C)(ii)

(ii) An EPP may recommend an additional practicum under a probationary certificate if:

(I) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or

(II) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.

A Statement of Eligibility Form must be completed by the hiring district and submitted to the Principal Certification Network office. This can be requested from the Program Coordinator. See Advanced Testing Request information previously shared in handbook for more information on this process.

Standard Certification

Candidates are eligible for Standard Principal Certification upon: 1) Successful completion of all coursework, assignments and assessments, 2) Successful completion of the practicum; 3) Passing score on the TExES (268) and all 3 PASL task submissions; 4) Recommendation of the program coordinator, taking into account information from site and field supervisor; 5) Required attendance and make-up; and 6) payment of all fees and 7) An evaluation of satisfactory or above from the employing school district.

Application for standard certification is completed online by the candidate with the State Board of Educator Certification. Once the candidate has applied online and paid their certification fee through TEAL, it is his/her responsibility to notify the PCN Program Coordinator. This should be completed within one week of program graduation date.

After the PCN program coordinator is notified by the cohort of the filing of his/her application for principal certification, PCN will review the application and inform SBEC of its recommendation for approval of the candidate. Candidates can monitor the status of their application by periodically logging in to their individual TEAL account. Once certification is granted by SBEC, the candidate is notified by e-mail from PCN and TEAL. It is the student's responsibility to make sure within 48 hours of recommendation to verify that their standard certificate is updated on TEAL. Please notify PCN staff if there any issues with this.

Textbooks and Additional Resources

A list of all required textbooks is provided by the PCN at the beginning of the program. Participants are responsible for obtaining a copy of them prior to the launch of the first Canvas course, and are responsible for the costs of the textbooks. Texts are college level textbooks, or are research-based study books published by recognized research and staff development organizations.

The Pearson practice exam is \$10 must be purchased prior to the schedule practice exam day. Do not take the exam prior to the scheduled exam day. You can purchase it here: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html

T-TESS Rubric Flip Chart: https://store.esc13.net/products/t-tess-rubric-flipchart?_pos=3&_sid=56ce4f98e&_ss=r&variant=22887097669

Aguilar, Elena. *The Art of Coaching Teams: Building Resilient Communities the Transform Schools*. Jossey-Bass, 2016.

Allan A. Glatthorn & Jerry M. Jilall. *The Principal As Curriculum Leader: Shaping What is Taught and Tested*. 4th ed. Corwin Press, 2017.

Bambrick-Santoyo, Paul. *Driven by Data 2.0: A Practical Guide to Improve Instruction*. Jossey- Bass, 2019.

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. John Wiley & Sons, 2012.

Bambrick-Santoyo, Paul & Lemov, Doug. *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2018.

Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin Press, 2014.

Kemerer, Frank R and John A Crain. *Texas Documentation Handbook Appraisal, Non-Renewal, Termination*. 6th ed., Park Place Publications.

Lemov, Doug & Atkins, Norman. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. Jossey-Bass, 2015.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When the Stakes are High*. 2nd ed., McGraw-Hill, 2012.

Rath, Tom, and Barry Conchie. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. Gallup Press, 2008.

Schmoker, Michael J. *Focus: Elevating the Essentials to Radically Improve Student Learning*. ASCD, 2011. (first edition, orange cover)

Sorenson, Richard D., and Lloyd M Goldsmith. 3rd Edition. *The Principal's Guide to School Budgeting*. 2013.

Website Resources:

Texas Education Agency: Texas Teacher Evaluation & Support System (T-TESS) www4.esc13.net/ttess

Texas Education Agency: Texas Principal Evaluation & Support System (T-PESS) www4.esc13.net/tpess

Texas Education Agency. The Texas Rural Schools Task Force Report: Elevating Support of Texas Rural and Small Schools, 2017.

<https://tea.texas.gov/sites/default/files/17-0648%20Texas%20Rural%20Schools%20Taskforce%20Report%20v06%20FINAL%20-%20lm.pdf>

Texas Prekindergarten Guidelines: <https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

Support System

Principal Certification Network Staff/Program Coordinator

The staff will support the candidate by monitoring the candidate's progress and providing feedback, recommending programmatic modifications as needed, and documenting program benchmarks.

Program Coordinator provides ongoing support through:

Weekly Canvas Updates Message

Quarterly check-in's via live Zoom with the candidate and includes Field Supervisor feedback.

Ongoing PASL support

Ongoing communication among Program Coordinator, Field Supervisor, and Site-Supervisor

Each student has a program status spreadsheet updated monthly. Prior to marking as complete and recommending for standard certification, all attendance records, completion of all coursework and program requirements, and financial payment in full is checked.

Field Supervisors

The candidate's Field Supervisor provides ongoing formal and informal support. Four field observations will take place (each quarterly), all including a pre- and post-conference. Coaching records will be shared with candidate, Site-Supervisor, and Program Coordinator following each visit. If candidate works within the Region 13/20 area, face-to-face observations are possible and recommended. If a candidate works outside of the Region 13/20 service area, field observations will be conducted via live virtual setting only unless special travel and funding arrangements can be made. The fourth observation post-conference includes leadership development next steps and resume review.

The Field Supervisor provides ongoing support in texts, calls, and emails throughout the program year as needed and provides feedback formally at the candidate's quarterly check-in's with the Program Coordinator.

Site-Supervisor (Mentor)

As an experienced administrator and/or instructional leader to whom the principal candidate is assigned, the site-supervisor also plays a vital role in the support system.

“Site supervisor--For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.”

The site-supervisor will assist the candidate by:

- Completing a 30 minute Site-Supervisor training via live Zoom with PCN Coordinator and Mentee
- Working with the candidate to support his/her PASL work.
- Communicating regularly with the candidate to provide information, guidance and feedback.
- Provided requested feedback on candidate progress at quarterly formal check-in's throughout the program year.
- Communicating with the Principal Certification Network Staff during identified site visits.
- Notifying the Principal Certification Network Staff immediately of concerns related to the performance of the candidate when efforts to remediate problems on campus have not been successful.
- Providing input and feedback regarding recommendation for principal certification near the end of the school year.

Candidate Roles and Responsibilities—Training

Candidates are responsible for, but not limited to, the following:

- Attend all scheduled training sessions, including summer and school year sessions. These sessions, are mandatory to the completion of the PCN program and for a recommendation of certification to SBEC by Region 13 program staff.
- Submit all assignments to the PCN program coordinator by the posted deadlines.
- Be an active participant; do not multi-task with unrelated class tasks/email/etc.
- Be on time, return from breaks promptly, and stay until the end of the session.
- Respect other candidates by leaving communication devices on silent or vibrate during class sessions.

Program Benchmarks Assessment of Growth

Benchmarks are the methodology by which we assess a candidate’s growth in the program. It is important that all required forms are completed and submitted by due dates.

- 1. Completion of Required In-Service Training Face-to-Face and Online:** The candidates will engage in nine online Canvas courses; each online course will include content aligned to the Texas principal standards and the new Principal as Instructional Leader exam and PASL tasks. The candidates will also engage in AEL and T-TESS training the first semester of their program year.

Assessment Tool: Canvas course attendance, attendance report, Participation and Formative Assessments, Reflections, 268- like selected-response and constructed-response questions

2. Nine Pillar Performance Assessments

Pillar	Performance Assessment
Communication with Stakeholders	Research and respond to a campus concern by developing appropriate communication to key stakeholders.
Curriculum Alignment	Determine the effectiveness of current curriculum and demonstrate how they will effect change through professional development that supports moving your goals for curriculum and instruction toward higher levels of thinking.
Data-Driven Instruction	Facilitate a data meeting.
Observation and Feedback	Conduct a classroom observation and facilitate a coaching session with the teacher.
Diversity and Equity	Identify a challenge found in their school or community related to bias, equity, and/or diversity and lead a discussion around the identified challenge.
Hiring, Selection, and Retention	Facilitate the process to recruit and support a high quality teacher aligned with a vision and culture of high expectations through creation of a teacher profile and interview rubric and engaging in the interview and candidate selection process.
Professional Development	Facilitate professional development on campus.
School Vision and Culture	Facilitate a collaborative process to establish a shared vision and culture of high expectations on campus.
Strategic Problem-Solving	Conduct a comprehensive needs assessment, develop an action plan that supports the findings, develop a budget for plan implementation, determine the impact of the plan on school operations and safety, as well as develop procedures to ensure a smooth transition.

Assessment Tool: Rubrics and Program Coordinator feedback

- 3. Field Observation Visits:** An ESC Region 13 field supervisor will observe the candidate a minimum of four times during the practicum. Each visit will occur within one quarter of the program year, and include a pre- and post-conference. A formal report of each visit will be shared promptly with the candidate and their site-supervisor. The first and fourth visit will include a collaborative meeting between candidate, field supervisor, and site-supervisor, as well as an extended post-conference to provide coaching on the candidate's leadership resume, future career application, interview steps and strategies, and further professional development needs upon exiting the program. Additional visits may be made if deemed necessary by ESC Region 13 program staff or site-supervisor. It will be the responsibility of the candidate to work with the field supervisor in scheduling times that works for the candidate, the field supervisor, and the site-supervisor/mentor.

Assessment Tool: Field Visit Reports, informal coaching logs

- 4. Leadership Experience:** The candidate will engage in a campus-based practicum/internship throughout the school year. The candidate will complete a minimum of 175 hours based on standards and competencies required for Texas principal certification. The practicum will span two semesters. These hours will be logged and signed off on by the candidate's site-supervisor.

Assessment Tool: Leadership Experience Log

- 5. Diverse Campus Visit:** The candidate will participate in a visit to a campus with demographics that are significantly different from the one where the candidate works. Visits are structured as "fact finding" with emphasis on: learner-centeredness, discipline management, diversity, technology, innovative programs, and communications. The candidate will complete and submit a written report detailing the visit and reflecting on what has been learned.

Assessment Tool: Submitted report (rubric)

- 6. Campus Leadership Resume:** The candidate will develop a resume in pursuit of a principal/campus administrator position. This resume should reflect knowledge, skills and mindset gained throughout the PCN program year. In the candidate's final field observation post-conference, they will receive coaching on their resume content and career next steps.

Assessment Tool: Submitted resume (rubric)

- 7. School Board Meeting Analysis:** The principal candidate will attend a minimum of one school board meeting. A set of guided questions are provided to the principal candidate to develop the analysis of the board decision-making process, which will be synthesized into

a report. A copy of the board agenda, as legally posted, must be included if available.

Assessment Tool: Submitted report (rubric)

8. TExES (268) Preparation: Candidates will participate in two focused 268 preparation activities. Leadership Ready is a fully online self-paced course designed to actively engage the student in the test preparation manual and test strategy practice. The 268 test prep workshop is full day, live and interactive via Zoom, focused on test strategy and both Selected-Response and Constructed-Response practice.

Assessment Tool: Sign-In Sheets, Class Participation, Leadership Ready completion certificate

9. TExES (268) Practice Exams: Candidates will participate in one online practice exam through the Pearson website within a 5-hour time frame. They will also participate in one full length representative exam on site at Region 13 or another provider if initial practice test minimum performance has not been met. Following each practice exam, candidates will meet 1-1 with Program Coordinator to review results, receive feedback, determine any changes to testing strategy, and plan for next steps in exam preparation.

Assessment Tool: Sign-In Sheet, Exam Results, Reflection

10. 268 and 368 Reflection: Upon passing the 268 and 368 assessments, principal candidates will complete a reflection addressing their performance on the exams including strengths and weaknesses and plans for future professional development based on this data.

Assessment Tool: 268 and 368 results and reflection (rubric)

11. Recommendation for certification by Program Coordinator (input from site & field supervisors)

Candidate progress will be tracked through feedback from field and site-supervisors during the program year. At the conclusion of their program year, candidates will receive final assessment feedback via a standard certification recommendation form from Field Supervisor, Site-Supervisor, and Program Coordinator for standard certification.

Assessment Tool: Quarterly check-in feedback/Survey questionnaire, standard certification recommendation form

Technology

The PCN integrates technology into the preparation program both for communication and course delivery. All program participants must have the following access: daily access to a personal computer, printer, and internet connection

- DVD access for clips via a text-related disc for Canvas courses
- E-mail address
- Phone number
- Google: Drive, Folders, Docs, Jamboard
- Zoom

- Word
- Excel
- Ability to upload pictures as JPEG attachment
- E-campus
- Canvas
- Recording device for online and in-person practice

Employment and Intern Certification

Obtaining a Position

It is the responsibility of the candidate to obtain a qualifying administrative position within a district when the candidate is ready. The PCN does not "place" candidates within districts and/or positions. When districts notify the PCN of administrative openings, information regarding eligible intern certified PCN candidates and/or alumni is released. It is important that the candidate strive to obtain a leadership role/position as soon as possible during or after PCN program so they set themselves up for ample leadership and networking experiences and continued professional leadership growth.

Acceptable Positions

Ideally, the candidate obtains an administrative position as an assistant principal or principal within a district; however, there are other types of administrative positions that are acceptable such as Special Programs Director, Curriculum Director, Special Education Director, etc. Less desirable are teaching positions with additional leadership opportunities provided by the school administration.

Note that Intern Certificates or current PCN active students are only provided to candidates in Principal or Assistant Principal positions.

Internship/Practicum

Candidates must complete 175 hours of leadership experience during the course of the program. These hours can be fulfilled in various ways. Ideally, a principal or assistant principal position would meet this obligation if a candidate was on an intern certificate fully in a leadership role. Candidates not in a campus administrative position will be asked to perform administrative and instructional leadership roles on a campus throughout the program, and to document the hours involved through a practicum. The PCN program has embedded leadership activities within the curriculum and the PASL work is included in eligible hours for documentation; however it is the responsibility of the candidate to ensure they complete the 175 hours by the conclusion of the program year. Candidates will need to regularly meet with their site-supervisor to ensure that the remaining leadership hours can be met and documented by the end of the program.

Responsibility of the Employing District/Campus

District/Campus Responsibilities

Participation in the Region 13's Principal Certification Network program obligates the district to the following responsibilities:

- Assign a site supervisor/mentor. Site Supervisor/Mentor Qualifications include: Principal Certification, a minimum of three years administrative experience and who is collaboratively assigned by the campus or district administrator and the educator

preparation program (EPP); who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

- Allow release time as needed for the candidate to attend all PCN training, including up to six (6) release days during the academic year. This may be needed for the Diverse Campus Visit, as well as if the candidate is unable to attend the weekend provided AEL and T-TESS trainings, and for potential free professional development opportunities that arise for the candidate as part of Region 13's PCN.
- Allow candidate to complete three required PASL tasks within the program year on a district campus.
- Evaluate the overall performance of the candidate using your district's assessment tools. Contact the PCN program staff immediately if the candidate is not performing satisfactorily, and with the PCN Coordinator, develop a program to provide the candidate with the necessary support.
- Contact the PCN Program coordinator if a criminal background check of the candidate reveals information that would jeopardize the candidate's good standing in the district or PCN program.

Site-Supervisor/Mentor Responsibilities

Participation in Region 13's Principal Certification Network Program obligates the site supervisor to the following responsibilities:

- Participate in site-supervisor/mentor training provided by PCN via live Zoom.
- Provide regular feedback to the candidate on strengths and opportunities for growth.
- Support the PCN program staff as needed to assure the completion of assignments, leadership experience hours, and mastery of proficiencies.
- Allow and support the candidate to complete three required PASL tasks within the program year on campus.
- Meet regularly with PCN candidate to provide guidance and support as needed, maintain awareness of program status, and to provide access to resources required for use during online coursework.
- Notify the PCN Program Coordinator of any concerns related to the performance of the PCN candidate, both at formal check-in's and throughout the program year.
- Allow release time as needed for the candidate to attend all PCN training, including up to six (6) release days during the academic year. This may be needed for the Diverse Campus Visit, as well as if the candidate is unable to attend the weekend provided AEL and T-TESS trainings, and for potential free professional development opportunities that arise for the candidate as part of Region 13's PCN.
- Meet with the field-supervisor and candidate during first and fourth field observation window.
- Review Program Coordinator email information at the beginning of each new PCN course.

Appendices

Principal Certification Network Training Practicum Requirements Professional Leadership

Training	Credit Hours
Leadership Orientation	6
Launch Training: StrengthFinder/Cohort Agreements	6
ECP PCN Interview Event (if held via live Zoom during program year)	3
Leadership Ready Online Course	6
268 Certification Assessment Test Prep	6
268 Online Practice Exam/Debrief	6
268 Representative Practice Exam/Debrief	6
Key Texts	
<i>Strengths-Based Leadership</i>	
Self-Study	
Leadership Resume	
268 & 368 Reflection	
175 Hours Min. Leadership Experience	
Field Observations/Coaching	

Domain I: School Culture

Training	Credit Hours
AEL	18 Live Zoom
Leading Through School Culture Canvas Course	36 Online
Key Texts	
<i>Leverage Leadership 2.0</i>	

Domain II: Leading Learning

Training	Credit Hours
Curriculum Leadership Canvas Course	48 Online
Instructional Leadership Canvas Course (3 Parts: Data-Driven Instruction, Observation and Feedback, Specialty Areas-EL, SpEd, Dyslexia & 504)	84 Online
Key Texts	
<i>Driven By Data 2.0</i>	
<i>Leverage Leadership 2.0</i>	
<i>Teach Like a Champion 2.0</i>	
<i>Focus</i>	
<i>The Principal as Curriculum Leader</i>	

Domain III: Human Capital

Training	Credit Hours
T-TESS (3 days)	18 Live Zoom
Human Capital Leadership Canvas Course	36 Online
Key Texts	
<i>Get Better Faster</i>	
<i>Texas Documentation Handbook</i>	
<i>Crucial Conversations</i>	

Domain IV: Executive Leadership

Training	Credit Hours
Youth Mental Health 1 st Aid with Integral Care	6
Communication Canvas Course	24 Online
Budget and Resource Management Canvas Course	24 Online
Leading School Operations and Safety Canvas Course	24 Online
Key Texts	
<i>The Principal's Guide to School Budgeting</i>	
Self-Study	
School Board Meeting Analysis	
Principal Shadowing-Discipline Management	

Domain V: Strategic Operations

Training	Credit Hours
PASL-Data Dig, Root Cause Analysis, Action Planning	12
Leading Groups, Change, and Decision-Making Canvas Course	36 Online
Key Texts	
<i>The Art of Coaching Teams</i>	

Domain VI: Ethics, Equity, and Diversity

Training	Credit Hours
Ethics, Equity, and Diversity Canvas Course	30 online
Key Texts	
<i>Culturally Responsive Teaching and the Brain</i>	
Self-Study	
Diverse Campus Visit	

Total: 399 Hours

Leadership Experience Hours

Practicum/Internship

Interactive Observations	Clock Hours
School Board Meeting	3
Diverse Campus Visit	6
Field Observations/Coaching (4)	10
Established Leadership Activities	Clock Hours
PASL	50+
PCN ECP Interview Event (if occurs via live Zoom this program year)	3
Communication with Stakeholders Performance Assessment	10
Curriculum Alignment Performance Assessment	10
Data-Driven Instruction Performance Assessment	10
Observation and Feedback Performance Assessment	10
Diversity and Equity Performance Assessment	10
Hiring, Selection, and Retention Performance Assessment	10
Professional Development Performance Assessment	10
School Vision and Culture Performance Assessment	10
Strategic Problem-Solving Performance Assessment	10
Additional Course Application Activities	40+
Mentor/Mentee Determined Leadership Activities	?
TOTAL Before Additional Determined Leadership Activities	202+

PCN Training Schedule

Program Launch	5.15.2021 6.5.2021 5.15-6.5.2021	Live Zoom Orientation Live StrengthsFinder/PCN Cohort Agreements Session PASL Launch Training
9 Canvas Courses	1. 6.5-7.17.2021 2. 7.17-8.14.2021 3. 8.14-9.25.2021 4. 9.25-11.20.2021 5. 11.20.2021-3.26.2022 i. Specialty Areas-EL, SpEd, Dyslexia for Admin. (3 weeks) ii. Data-Driven Instruction (6 weeks) iii. Observation and Feedback (5 weeks) 6. 3.26-5.7.2022 7. 5.7-6.18.2022 8. 6.18-7.23.2022 9. 7.23-8.20.2022	Ethics, Equity, and Diversity (5 weeks) Communication (4 weeks) Leading Through School Culture (6 weeks) Curriculum Leadership (8 weeks) Instructional Leadership Human Capital Leadership (6 weeks) Leading Groups, Change, and Decision-Making (6 weeks) Budget and Resource Management (4 weeks) Leading School Operations and Safety (4 weeks)
Additional Training/Sessions	6.25-6.27.2021 (Fri.-Sun.) 7.30-8.1.2021 (Fri.-Sun.) 11.12.2021 OR 4.29.2022	AEL @ ESC 13 unless directed by TEA to use Zoom T-TESS @ ESC 13 unless directed by TEA to use Zoom YMHFA via Integral Care-Asynchronous Prep Work & Live Virtual
PAIL Prep	3.26-4.23.2022 4.23.2022 5.14.2022 6.18.2022	Leadership Ready Online Course Live Zoom PAIL Certification Test Prep Workshop Live Zoom 268 Pearson Practice Test (remote online) In-Person 268 Representative Practice Test (Region 13 or other provider)

Education Service Center Region 13

Principal Certification Network Self-Study Projects

The following Projects are completed as self-study (outside of class and online learning).

Projects	Due Dates
<p>School Board Meeting Analysis: The principal candidate will attend a minimum of one school board meeting. A set of guided questions will be provided to the principal candidate to develop the analysis of the board decision-making process, which will be synthesized into a report. A copy of the board agenda, as legally posted, must be included.</p>	<p>End of Program Year</p>
<p>Diverse Campus Visit: The candidate will participate in a visit to a campus with demographics that are significantly different from the one where the candidate works. Visits are structured as “fact finding” with emphasis on: learner-centeredness, discipline management, diversity, technology, innovative programs, and communications. Specific criteria for the visit will be shared with the candidate. The candidate will complete and submit a written report detailing the visit and reflecting on what has been learned.</p>	<p>End of Program Year</p>
<p>Leadership Resume: The candidate will develop a portfolio containing a collection of performance- based artifacts related to each of the Learner-Centered Standards for Principals and the TExES competencies. The artifacts should represent both program and campus experiences and activities recorded on the internship log. This will be a record of your professional development throughout the program year.</p>	<p>Fourth Field Observation Date</p>
<p>Internship Log (Leadership Experience Hours): Candidates will keep a detailed record of activities during the internship. At least 175 hours of activities must be undertaken during the program and recorded. The activities should encompass the full range of school leadership experiences. Candidates should submit their updated logs at the end of each module to show consistent progression in leadership experiences.</p>	<p>End of Program Year</p>
<p>Principal Shadowing: A minimum of 12 hours must be spent shadowing Principal Mentor, and at least 6 of those must be in the area of Discipline-Management. These hours should be documented on the internship log form; however, they should be distinguishable in the competency category with the label “shadowing...”, “shadowing discipline management...”</p>	<p>End of Program Year</p>
<p>268 & 368 Reflection: Upon passing the 268 and 368 state assessments, principal candidates will complete a reflection addressing their performance on each assessment including strengths and weaknesses and plans for future professional development based on this data.</p>	<p>Post-Receipt of Results</p>

PASL: As part of Texas principal certification requirements, the candidate will complete the three PASL tasks independently. The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders. The assessment is administered twice per year during pre-established submission windows. You will elect your submission window at the launch of your program year, and have a specific timeline of completion.

**Spring 2022
Submission
Window**

Field Support Visits

Observation Cycle	Field Supervisor Responsibilities	Principal Intern Responsibilities
First Communication June 2021	<ul style="list-style-type: none"> • Contact the intern by email or telephone. • Schedule and facilitate orientation via live Zoom to clarify first visit/ cycle expectations and instructions. 	<ul style="list-style-type: none"> • Respond to Field Supervisor within 48 hours. • Participate in orientation via live Zoom. • Schedule initial campus visit and observation. Schedule meeting with principal mentor during first visit.
First Quarter Observation July-September 2021	<ul style="list-style-type: none"> • Send a reminder about 1st observation. • Schedule pre-conference via live Zoom within 3 days of the field observation. Remind the intern to set up visit with principal mentor and field supervisor. • Schedule post-conference within 48 hours of field observation. • Share report with intern and principal mentor. • Provide informal coaching as needed. 	<ul style="list-style-type: none"> • Respond to the Field Supervisor within 48 hours. Participation in pre-conference via live Zoom within 3 days of field observation. • Participate in pre-conference via live Zoom within 3 days of the field observation. • Organize intern-led meeting time with field supervisor and principal mentor. • In advance, email agenda of intern-led meeting with principal mentor and field supervisor to the field supervisor and principal mentor. • Participate in post-conference within 48 hours of field observation to debrief. • Review final report with principal mentor and plan follow up support steps and practice opportunities.

<p>Second Quarter Observation October 2021-January 2022</p>	<ul style="list-style-type: none"> • Send a reminder about 2nd observation. • Schedule pre-conference via live Zoom within 3 days of the field observation. • Schedule post-conference within 48 hours of field observation. • Share report with intern and principal mentor. • Provide informal coaching as needed. 	<ul style="list-style-type: none"> • Respond to the Field Supervisor within 48 hours. Participation in pre-conference via live Zoom within 3 days of field observation. • Participate in pre-conference via live Zoom within 3 days of the field observation. • Participate in post-conference within 48 hours of field observation to debrief. • Review final report with principal mentor and plan follow up support steps and practice opportunities.
<p>Third Quarter Observation February-April 2022</p>	<ul style="list-style-type: none"> • Send a reminder about 3rd observation. • Schedule pre-conference via live Zoom within 3 days of the field observation. • Schedule post-conference within 48 hours of field observation. • Share report with intern and principal mentor. • Provide informal coaching as needed. 	<ul style="list-style-type: none"> • Respond to the Field Supervisor within 48 hours. Participation in pre-conference via live Zoom within 3 days of field observation. • Participate in pre-conference via live Zoom within 3 days of the field observation. • Participate in post-conference within 48 hours of field observation to debrief. • Review final report with principal mentor and plan follow up support steps and practice opportunities.

<p>Fourth Quarter Observation May-July 2022</p>	<ul style="list-style-type: none"> • Send a reminder about 4th observation. • Schedule pre-conference via live Zoom within 3 days of the field observation. Remind the intern to set up visit with principal mentor and field supervisor. • Schedule post-conference within 48 hours of field observation. • Provide leadership resume, career and interview coaching as needed. • Share report with intern and principal mentor. • Provide informal coaching as needed 	<ul style="list-style-type: none"> • Respond to the Field Supervisor within 48 hours. Participation in pre-conference via live Zoom within 3 days of field observation. • Participate in pre-conference via live Zoom within 3 days of the field observation. • Organize intern-led meeting time with field supervisor and principal mentor. • In advance, email agenda of intern-led meeting with principal mentor and field supervisor to the field supervisor and principal mentor. • Participate in post-conference within 48 hours of field observation to debrief. • Review final report with principal mentor and plan follow up support steps and practice opportunities.
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SBEC Certification Application Instructions

Step 1: Access the State Board for Education Certification (SBEC) website by going to www.tea.state.tx.us and selecting *TEAL Login* from the right side of the screen.

Step 2: Log in to your account. As an educator in the state of Texas you are required to have an SBEC account. You may be required to verify your profile information. Once you have done, so, click on *Continue*.

Step 3: Select *Applications* from the menu on the left side of the screen.

Step 4: Select the appropriate certificate from the menu on the left side of the screen.

Probationary Certificate Texas Program

Intern Certificate Texas Program

Standard Certificate Texas Program

Step 5: Select *Apply for Certification*

Step 6: Answer the question regarding your background. Select *Region 13 Education Service Center (Alternative Program)* as your entity. Type in your certification area: *principal*. Select *Apply*.

Step 7: Payment must be made via electronic check or credit card (Discover, MasterCard, Visa or American Express). Probationary certificates are \$52 and Standard certificates are \$78.

Step 8: Notify PCN Program Assistant via email after you have applied and paid for certification.

Forms

**Program and Policy Handbook
And Program Requirements Acknowledgement
Principal Certification Network (PCN)**

I, _____, certify that I have read the information contained in the Principal Certification Network (PCN) Program and Policy Handbook. I agree to meet all program and course completion requirements as specified in the PCN Policy Handbook, PCN website, and coursework. I acknowledge that PCN recommendation for the Principal Certificate to the State Board for Educator Certification is dependent on successful completion of all PCN program requirements.

Printed Name: _____

Signature: _____

Date: _____

Education Service Center Region 13 Principal Certification Network Leadership Experience Hours Log

Candidates will keep a detailed record of activities during the internship. At least 175 hours of activities must be undertaken during the program and recorded. The activities should encompass the full range of school leadership experiences. Logged hours should be uploaded monthly into your student Google folder.

Principal Candidate's Name:
 Principal Mentor's Name:
 Principal Mentor's Signature:
 Total Hours Completed on This Log:

DATE	Principal Competency/Competencies Ex: 001, 011	Description of Activity Ex: Facilitated Team Mtg. on Equity Data

Duplicate log as needed.

Education Service Center Region 13 Principal Certification Network Principal Shadowing

Principal Shadowing

District:

Campus:

Participant Name:

Mentor:

12 hours must be spent shadowing Principal Mentor, and at least 6 of those must be in the area of Discipline-Management. Summarize the daily activities of your principal. Include meetings, staff communication, events, parent communication, communication with other administrators, etc. (12 hours required)

Date:	Hours Spent:

Summary of Activities:

Date:	Hours Spent:

Summary of Activities:

Education Service Center Region 13

Principal Certification Network Leadership Experience Planning Guide

The PCN program is based on the state standards established by SBEC and are aligned with the TExES exam. Curriculum includes state standards and principal competencies. The PCN Modules are based on the knowledge, skills, and mindsets necessary for school leadership.

Canvas Course: Ethics, Equity, and Diversity

Main Text(s):

Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.

Standards/Competencies: Domain 6: 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.

Possible Field-Based Activities:

Diversity and Equity Performance Assessment
Attend and/or conduct discipline conference with student, teacher, & parent
Know and understand the special education referral process
Participate in a 504 meeting or ARD meeting
Review laws/ administrative procedures relating to child welfare and/or PD for staff on reporting to CPS
Review district procedures/programs for dyslexic students
Participate in an attendance review committee meeting
Understand the attendance procedures and processes
Review procedures/programs for Bilingual and ELL students and participate in an LPAC meeting
Review administrative procedures/programs for At-Risk students
Attend and/or conduct meeting required for expulsion or AEP placement
Participate in Gifted & Talented selection committee
Review campus RTI procedures and attend RTI meeting
Review district procedures for what is kept in student folders (PRC)
Review school, district, and state policies and procedures for promotion and retention
Complete paperwork for filing on a student with excessive absences, attend parent meeting, and attend hearing
Review requirements for releasing information on a student and parents' rights regarding student records (Open Records Act and FERPA)
Complete paperwork for filing on a student with excessive absences, attend parent meeting, and attend hearing
Review laws/ administrative procedures relating to child welfare and/or PD for staff on reporting to CPS
Review district procedures/programs for dyslexic students
Participate in an attendance review committee meeting
Understand the attendance procedures and processes
Review procedures/programs for Bilingual and ELL students and participate in an LPAC meeting
Lead equity training

Canvas Course: Communication

Main Text(s):

Aguilar, Elena (2016). The Art of Coaching Teams: Building Resilient Communities That Transform Schools. Jossey-Bass.

Patterson, K., Grenny, J., McMillan, R., Switzler, A., (2011). Crucial Conversations (2nd Edition). McGraw-Hill.

Standards/Competencies:

Domain 1: School Culture- School Community Leadership

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

Domain 4: Executive Leadership- Communication and Organizational Leadership

- Competency 007 – The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
- Competency 008 – The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Possible Field-Based Activities:

Communication Performance Assessment Work
Participate in a parent meeting to review graduation requirements, degree plans, and/or student placement/retention
Participate in the coordination of open house or other parent/community function
Attend a PTA/PTO meeting or a PTA/PTO board meeting
Create and/or develop a written memo to all staff
Review school webpage and know the follow-up procedures and processes
Write parent newsletter article or letter that goes to every parent
Gain familiarity with outside agencies that are associated with the campus (i.e. communities in schools agency, CPS, counseling interventions, businesses, food bank)
Work with unique parent groups (GT, Booster club, Band, Cheer, etc.)

Additional:

Canvas Course: Leading Through School Culture

Main Text(s):

Teach Like a Champion 2.0: 52 Techniques That Put Students on the Path to College

Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools

Standard/Competencies: Domain 1: School Culture- School 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)
- Competency 002 – The beginning principal knows how to work with stakeholders as key partners to support student learning.

Possible Field-Based Activities:

School Vision and Culture Performance Assessment Work
Meet with community organizations, organize student participation in community events, or solicit business or community partnerships
Attend a district SBDM meeting/campus SBDM
Participate in ongoing development of Campus Improvement
Plan Participate in the planning of a school ceremony
Conduct orientation for new teachers
Conduct training for volunteers
Facilitating team building activities on campus
Coordinate volunteer recognition program
Establish norms within a team

Additional:

Canvas Course: Curriculum Leadership

Main Text(s):

Focus: Elevating the Essentials to Radically Improve Student Learning
The Principal As Curriculum Leader: Shaping What is Taught and Tested.
Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools
Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College

Standards/Competencies: Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Possible Field-Based Activities:

Curriculum Alignment Performance Assessment Work
Work with testing coordinator to prepare for district or state mandated testing
Participate in campus or district curriculum committee
Participate in a vertical team meeting for one of the core subject areas (ELA, Math, Science, Social Studies) in which the resident is not currently teaching and/or involved
Review lesson plan requirements with campus administrator
Review the campus technology plan and STAR Chart requirements
Work with RTI systems on campus
Review procedures for PSAT, SAT, ACT, and other relevant tests

Additional:

Canvas Course: Instructional Leadership

Main Text(s):

Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools

Driven by Data 2.0: A Practical Guide to Improve Instruction

Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College

Focus: Elevating the Essentials to Radically Improve Student Learning

Get Better Faster: A 90-Day Plan for Coaching New Teachers.

Standards/Competencies: Domain 2: Leading Learning- Instructional Leadership/Teaching and Learning

- Competency 003 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- Competency 004 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Possible Field-Based Activities:

Observation and Feedback Performance Assessment Work
Data-Driven Instruction Performance Assessment Work
Work with instructional leadership team to calibrate on observation and feedback procedures, conduct observations, and provide feedback and coaching to teachers
Participate on committee to analyze attendance and/or discipline data
Participate in the development of Personnel Graduation Plans (PGP)
Participate in a Grade Placement Committee Meeting and development of an Accelerated Instruction Plan
Review textbook selection procedures
Coordinate special performances/events or plan school assembly or supervise dances and/or athletic events
Facilitate team or whole campus data-dig
T-Tess Walk-Through's and Observations
Pre- and Post- Conferences
Plan, Facilitate, and Evaluate Professional Development
Facilitate team meetings

Canvas Course: Human Capital Leadership

Main Text(s):

Get Better Faster: A 90-Day Plan for Coaching New Teachers

Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools

Driven by Data 2.0 : A Practical Guide to Improve Instruction

Texas Documentation Handbook Appraisal, Non-Renewal, Termination

The Art of Coaching Teams: Building Resilient Communities that Transform Schools.

Standards/Competencies: Domain 3: 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.
- 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.
- Competency 008 - The entry level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Possible Field-Based Activities:

Hiring, Selection, and Retention Performance Assessment Work
Professional Development Performance Assessment Work
Participate in the personnel selection process (screening, scheduling, conducting interviews, and preparing questions)
Conduct walk-through observations with feedback
Coordinate and/or present staff development session(s)
Review the district's grievance procedures (students, parents, teachers, etc.)
Review policies related to sick leave (FMLA), personal leave, workman's comp, etc. and use of substitutes on campus
Participate in orientation for new staff members
Review staff development goals in Campus Improvement Plan
Participate in the development/revision of staff handbook

Additional:

Canvas Course: Leading Groups, Change, and Decision-Making

Main Text(s):

The Art of Coaching Teams: Building Resilient Communities the Transform Schools

Standards/Competencies: Domain 4: Executive Leadership- Communication and Organizational Leadership

- Competency 001: The entry level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
- Competency 005: The entry level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally
- Competency 008 – The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
- Competency 009: The entry level principal knows low to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Possible Field-Based Activities:

Strategic-Problem Solving Performance Assessment Work
Facilitate a campus committee meeting that addresses an issue, concern, program, or initiative; using group process skills, use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
Work with staff to analyze test results (i.e. STAAR, EOC, SAT, ACT, etc.
Create a plan for special populations based on data
Monitor the plan; follow up with instructional leadership
Conduct an orientation meeting for new staff on the use of campus data
Facilitate a parent/teacher conference

Additional:

Canvas Course: Budget and Resource Management

Main Text(s):

The Principal's Guide to School Budgeting

Standards/Competencies: Domain 5: 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.
- 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.

Possible Field-Based Activities:

Strategic Problem-Solving Performance Assessment Work
Review campus/district budget with administration; focus on the formula for staffing and budget allocations, procedures for campus activity funds, and campus/district purchasing procedures
Develop a schedule (i.e. testing, assembly, duty/supervision, lunch, shortened day, etc.)
Understand the development of a campus-level budget
Review federal programs available and guidelines in district and on the campus
Review fundraising guidelines
Participate in site textbook inventory
Implement procedures for distributing/turning in textbooks

Additional:

Canvas Course: Leading School Operations and Safety

Main Text(s): *Leverage Leadership 2.0*

Standards/Competencies: Domain 5: Strategic Operations (Alignment and Resource Allocation)

- 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).
- 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.
- 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.

Possible Field-Based Activities:

Strategic-Problem Solving Performance Assessment Work
Review district procedures for admitting and withdrawing students, including verifying residency requirements, and policies/procedures related to parental custody
Coordinate fire drills and conduct inspection with Fire Marshal or District Safety Coordinator
Review site disaster plans, administrative procedures, Emergency Management Plan
Conduct a safety audit on campus, including campus grounds^; complete accident report for student and/or employee
Review campus bus schedules and procedures for releasing students
Survey building maintenance needs and work with staff to complete work orders
Review requirements/procedures for equitable use of facilities
Review administrative procedures for missing children
Review procedures for volunteers on campus
Review crisis management plan including fire drills and administrative procedures
Review first aid procedures (AED, transporting injured, asthma, diabetic plans, etc.)

Additional:

Education Service Center Region 13 Principal Certification Network Absence Make-up Proposal Form

PCN Absence Policy: "Attendance for all class sessions is required. In the case of an emergency, a candidate may find it necessary to miss a class. In this case, he/she must notify the program coordinator of the absence prior to the beginning of the missed session. The candidate is also responsible for completing an Absence Make-up form, addressing how the missed session will be made up. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the PCN Coordinator in advance of attending a make-up session. If approved, document must be uploaded into your student Google folder. Once make-up is complete, candidate is responsible for uploading certificate of completion/evidence of completion into the student Google folder.

NOTE: Attendance at PCN class sessions takes precedence over other activities.

Region 13 Principal Certification Program—Program and Policy Handbook

Name of Candidate:

Topic Missed:

Date of missed training:

Brief description of make-up activity:

How will you ensure that your proposed activity is equivalent to original clock hours and content?

Proposed completion date:

To be completed by PCN Coordinator:

Approved:

Date:

Denied:

Date:

PCN Program Payment Tracking

Use this document to track on-time payments throughout your program year.

Fee	Due Date	Completed? (Notes)
\$100 Application Fee	Submission of online application	
\$300 Registration Fee	Specific to admission offer letter	
1st monthly payment	June 2021	
2nd monthly payment	July 2021	
3rd monthly payment	August 2021	
4th monthly payment	September 2021	
5th monthly payment	October 2021	
6th monthly payment	November 2021	
7th monthly payment	December 2021	
8th monthly payment	January 2022	
9th monthly payment	February 2022	
10th monthly payment	March 2022	
11 th monthly payment	April 2022	
12 th monthly payment	May 2022	



PCN Candidate/Intern Agreement

Candidate Name: _____ **Candidate Email:** _____

Campus: _____ **Current Assignment:** _____

Campus Address: _____ **Campus Phone:** _____

Mentor Name: _____ **Mentor Email:** _____

District Name: _____

As a candidate in the Region 13 Principal Certification Network Program, I agree to the following:

1. Participate in all PCN activities in a professional manner. Prompt attendance at all sessions is mandatory; tardiness or leaving early may be counted as absences.
2. Maintain a professional demeanor and exercise sound judgment at all times while representing my school, my district, and PCN.
3. Provide information regarding my employment and performance to PCN as required.
4. Notify the PCN staff of change of district, campus, position, campus and home address, email and phone numbers during the program.
5. Receive a satisfactory overall performance score on my district appraisal and forward a copy of it to the PCN program staff as soon as it is completed.
6. Register for and pass the TExES 268 & 368 following the schedule provided by the PCN program staff.
7. Successfully complete all required coursework by assigned deadlines as specified by the PCN program staff.
8. Secure a campus arrangement to fulfill the requirements of the internship/practicum hours. Submit signed documentation of the internship/practicum hours as required by the PCN program.
9. Participate in scheduled field observations.
10. Notify the PCN Coordinator of any difficulties as soon as possible so that support can be arranged.
11. If extended for an additional year due to failure to meet any of the above requirements, I agree to the extension contract, which may include additional payments and professional development.
12. Understand that the following must be successfully completed in order to be recommended for principal certification:
 - Satisfactorily complete all PCN class and coursework requirements, including attendance, assessments, self-study projects and Canvas coursework;
 - Submit all required orientation documents; (intern, site-supervisor, district, etc.)
 - On a course by course basis, acquire an unconditional recommendation from facilitator as communicated to the program coordinator;
 - Successful completion of all required state certification exams(TExES 268 and 368, PASL);
 - Successful completion of the practicum/internship;
 - Payment of all required fees;
 - Obtain an evaluation of satisfactory or above from the employing school district and mentor principal;
 - Obtain an unconditional recommendation from the following: Site-supervisor, Field Supervisor, and Program Coordinator. If, in the professional judgment, the candidate has not demonstrated professional qualities that are in the best interests of students or has demonstrated attitudes or behaviors that detract from the learning environment of the school district, recommendation will be withheld.

Thank you for supporting the Region 13 Principal Certification Network Program.

Candidate's Signature and Date: _____



PCN Site Supervisor/Mentor Agreement

Candidate Name: _____ **Candidate Email:** _____

Campus: _____ **Current Assignment:** _____

Campus Address: _____ **Campus Phone:** _____

Mentor Name: _____ **Mentor Email:** _____

Site Supervisor/Mentor Qualifications include: Principal Certification, a minimum of three years administrative experience and who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

Participation in the Region 13 Principal Certification Network Program obligates the site supervisor/mentor to the following responsibilities:

1. Participate in site-supervisor/mentor training provided by PCN via live Zoom.
2. Provide regular feedback to the candidate on strengths and opportunities for growth.
3. Support the PCN program staff as needed to assure the completion of assignments, leadership experience hours, and mastery of proficiencies.
4. Allow and support the candidate to complete three required PASL tasks within the program year on campus.
5. Meet regularly with PCN candidate to provide guidance and support as needed, maintain awareness of program status, and to provide access to resources required for use during online coursework.
6. Notify the PCN Program Coordinator of any concerns related to the performance of the PCN candidate, both at formal check-in's and throughout the program year.
7. Allow release time as needed for the candidate to attend all PCN training, including up to six (6) release days during the academic year. This may be needed for the Diverse Campus Visit, as well as if the candidate is unable to attend the weekend provided AEL and T-TESS trainings, and for potential free professional development opportunities that arise for the candidate as part of Region 13's PCN.
8. Meet with the field-supervisor and candidate during first and fourth field observation window.
9. Review Program Coordinator email information at the beginning of each new PCN course.

Thank you for supporting the Region 13 Principal Certification Network Program.

Site Supervisor/Mentor's Signature and Date: _____

Site Supervisor/Mentor's Name and Title: _____



PCN Campus/District Agreement

Candidate Name: _____ Candidate Email: _____

Campus: _____ Current Assignment: _____

Campus Address: _____ Campus Phone: _____

Mentor Name: _____ Mentor Email: _____

District Name: _____

Participation in the Region 13 Principal Certification Network Program obligates the Campus to the following responsibilities:

1. Assign a site supervisor/mentor. Site Supervisor/Mentor Qualifications include: Principal Certification, a minimum of three years administrative experience and who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.
2. Allow release time as needed for the candidate to attend all PCN training, including up to six (6) release days during the academic year. This may be needed for the Diverse Campus Visit, as well as if the candidate is unable to attend the weekend provided AEL and T-TESS trainings, and for potential free professional development opportunities that arise for the candidate as part of Region 13's PCN.
3. Allow candidate to complete three required PASL tasks within the program year on a district campus.
4. Evaluate the overall performance of the candidate using your district's assessment tools.
5. Contact the PCN program staff immediately if the candidate is not performing satisfactorily, and with the PCN Coordinator, develop a program to provide the candidate with the necessary support.
6. Contact the PCN Program coordinator if a criminal background check of the candidate reveals information that would jeopardize the candidate's good standing in the district or PCN program.

Thank you for supporting the Region 13 Principal Certification Network Program.

Campus Principal Signature

Date

Campus Principal Printed Name and Title

**Education Service Center Region 13
Principal Certification Network
Site-Supervisor Feedback Form**

This form will be completed by your Principal Mentor in the final weeks of your program year; your Program Coordinator will send this to your Field Supervisor, and they will return it directly to your Program Coordinator.

Candidate's Name: _____

1. How frequently have you observed/interacted with the principal program candidate?

2. Has the principal program candidate been actively engaged in developing/implementing the three PASL tasks?

3. What are the main strengths of positive areas of performance that you have observed in the principal program candidate?

4. What are the suggestions for improvement that you have given the principal program candidate? What follow up steps have you taken to support the candidate in this improvement?

5. Do you support a recommendation for the principal program candidate to receive the standard principal certificate? (A "No" answer requires previous contact with the ESC Region 13 program staff, documentation of problems, and an intervention plan.)
Yes No

6. Other comments:

Site-Supervisor Signature _____ Date _____

Email Address _____

**Education Service Center Region 13
Principal Certification Network
Field Supervisor Feedback Form**

This form will be completed by your Field Supervisor in the final weeks of your program year; your Program Coordinator will send this to your Field Supervisor, and they will return it directly to your Program Coordinator.

Candidate's Name: _____

1. How frequently have you observed/interacted with the principal program candidate?

2. Has the principal program candidate been actively engaged in developing/implementing the three PASL tasks?

3. What are the main strengths of positive areas of performance that you have observed in the principal program candidate?

4. What are the suggestions for improvement that you have given the principal program candidate? What follow up steps have you taken to support the candidate in this improvement?

5. Do you support a recommendation for the principal program candidate to receive the standard principal certificate? (A "No" answer requires previous contact with the ESC Region 13 program staff, documentation of problems, and an intervention plan.)
Yes No

6. Other comments:

Field Supervisor Signature _____ Date _____

Email Address _____