Region 5 Principal Leadership Certification Program Handbook

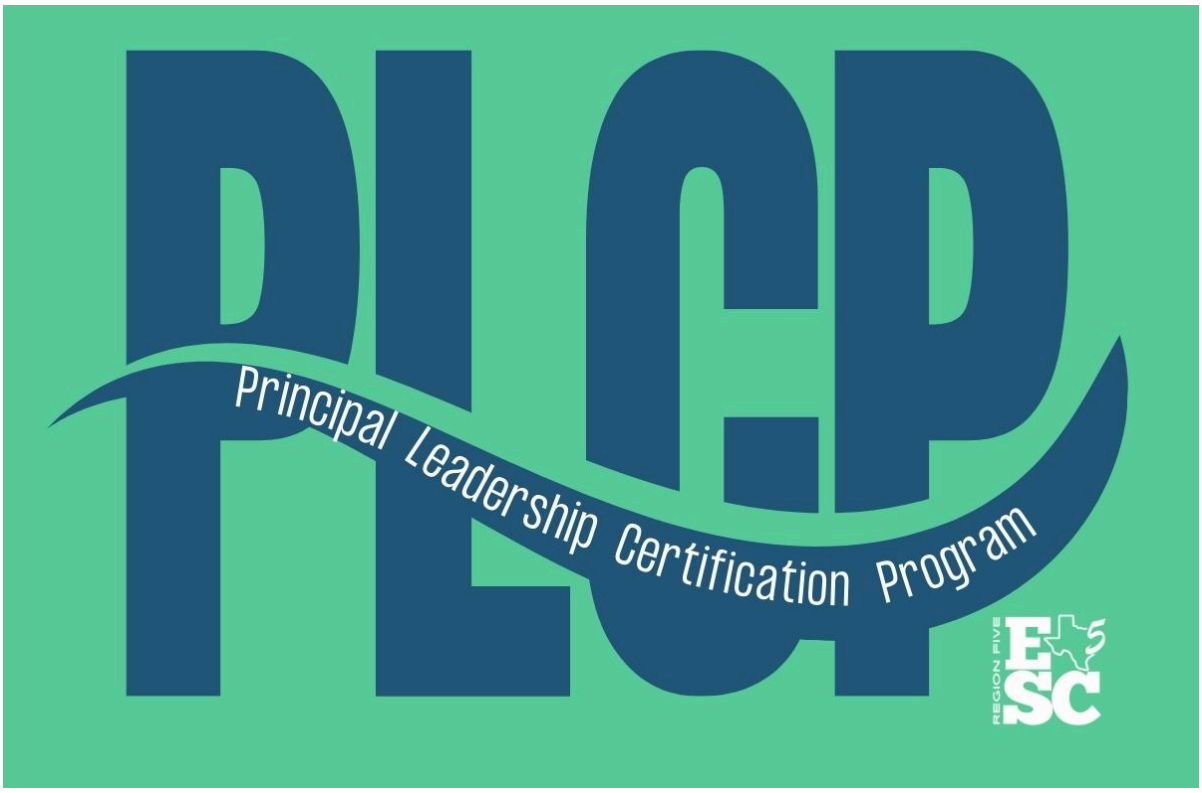


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Program Overview

The Principal Leadership Certification Program is provided through Region 5 ESC in collaboration with the regional school districts and participating charter schools. The program is designed to assist our schools in filling administrative positions with highly trained, exceptional administrators who understand the commitment and dedication required and who have the skills necessary to promote continuous school improvement. The program is also designed to assist high-need LEAs in providing additional professional development, mentoring, and coaching for beginning administrators. The PLCP is state accredited and meets SBEC requirements. The PLCP is a minimum 12-month program composed of pre-service training, field-based experiences and internship/practicum supervised by a mentoring administrator.

Candidates make valuable connections throughout the Region 5 ESC area, developing a supportive network and contacts. The principal candidate will obtain knowledge on a broad array of topics ranging from school law and governance to organizational change and effective leadership. The courses are designed for candidates to develop greater understanding and awareness of the role and responsibilities required of today's leaders and translate this knowledge into actual practice. Candidates are trained to develop essential administrator practices that maximize individual student learning.

Region 5 ESC Principal Leadership Certification Program provides:

- 1-year program
- Fall and spring practicum
- Face-to-face sessions
- Regional leaders providing training
- Real-world, field-based performance measures
- Responsive staff and trainers
- TExES review

Vision Statement

The Principal Leadership Certification Program (PLCP) at Region 5 Education Service Center is committed to training candidates to become administrators who:

- improve student achievement by implementing best practices
- conduct themselves professionally toward students, colleagues and parents
- assume responsibility for leadership practices and performance
- exhibit character traits of integrity, maturity, ethical conduct, and honesty
- seek additional professional growth activities
- contribute to or make a difference in the lives of children
- provide a safe environment for children both physically and emotionally

How this will be accomplished:

The certification process will be accomplished in one year by:

- meeting federal, state and local requirements
- meeting individual school district guidelines
- utilizing human, technical, financial and organizational resources: ECP consultants, campus mentors, ESC organization, campus principal, professional growth opportunities and ECP alumni
- completing ECP Professional Portfolio via Google Classroom

How outcomes are measured:

The ECP staff measures success in the following ways:

- TExES results
- Field Supervisor's observations and feedback
- PLCP attendance, class participation, course exams, practicum activities and projects
- Understanding and adherence to the Educator's Code of Ethics
- Internalization and utilization of best practices and content presented in PLCP classes
- Site Supervisor's recommendation for certification
- Field Supervisor's recommendation for certification
- Completion of all assignments and requirements

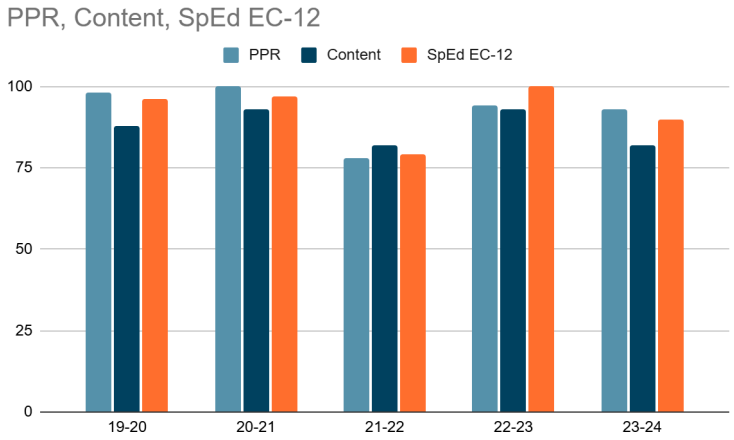
SUPPLY AND DEMAND FORCES ON THE EDUCATOR WORKFORCE

The following chart outlines the current employment and projected workforce on educator positions in the Region 5 ESC regional areas.

For more information, visit the Texas Labor Analysis webpage: [TopStatistics - Texas Labor Analysis]

	Current Employment	Job Postings	Projections (2032)
Elementary School Teachers	2752	10	2873
Secondary School Teachers	2840	49	2777
Middle School Teachers	1720	5	1790
Education Administrators	1310	39	1262

Consumer Information



For additional information on the performance of the Region 5 Educator Certification Program over time, visit the TEA website:

Consumer Information About Educator Preparation Programs | Texas Education Agency

PLCP Requirements

Requirements for Admittance

- Hold a Master's degree earned from an accredited institution of higher education; with a minimum GPA of 3.0 on a 4.0 scale (official transcripts are required)
- Hold a valid Texas teaching certificate from an accredited institution
- Complete the Region 5 ESC online application
- Complete a formal interview with the program director or coordinator
- Submit a teacher service record verifying a minimum of two years teaching experience
- Secure employment in a public, approved private, or approved charter school (employment as an administrator is not required)
- Submit a criminal records release authorizing Region 5 PLCP staff to obtain criminal record information from law enforcement agencies

You must have access to a personal computer that has high-speed internet. Many schools and public libraries have internet filters in place that will not allow the viewing of downloads from the internet. It is also your responsibility to check your email regularly (once daily) for announcements from the Educator Certification staff. Regular meetings between candidates and their Site Supervisor are required.

TRANSFER CREDIT

Region 5 ESC will consider the following service, training, or education for educator certification requirements:

- Military Service – Any verified service, training or education that is directly related to the certification being sought will be considered for credit towards certification requirements. Candidates are asked to submit verified documentation of military service, training, or education for review by the EPP Director. The EPP Director will notify the candidate if credit is awarded based on alignment of EPP coursework criteria and objectives.
- Accredited University Credit – Any coursework that is directly related to the certification being sought and within the past five years will be considered for credit towards certification requirements. Candidates are asked to submit verified transcripts. The EPP Director will notify the

candidate if credit is awarded based on alignment of EPP coursework criteria and objectives.

- Alternative EPP Credit - Any coursework within the past five years from an accredited Regional Education Service Center will be considered for credit towards certification requirements. Candidates are asked to submit verified course credit and other documentation of completion of courses. The EPP Director will contact the other Regional ESC to verify alignment of EPP coursework criteria and objectives. The EPP Director will notify the candidate if credit is awarded.

Any coursework from other Alternative EPPs will not be considered for credit towards certification requirements.

TRAINING

Attendance and cooperation in all training sessions are required for successful completion of the program. Documentation of attendance, mastery of skills and participation at each session will be on file in the ECP office. Training has been designed to provide interns with experiences and information needed for a successful internship as an educational leader.

The PLCP staff maintains high standards of conduct during the training and expects interns to demonstrate professional behaviors during training and in their classrooms. This includes being punctual for the beginning of training sessions and after each break. Attendance for the entire training session is required.

An individual conference can be scheduled if there is a need to discuss any of the program expectations. An intern may be asked to drop from the program if he/she cannot meet the expectations of the program. If an intern is experiencing difficulty in a specific area, the program director will meet with the intern to determine the course of action, which may include a corrective action plan; time lines for remediation will be established. Those involved in the development of the corrective action plan will meet regularly to evaluate the implementation. Copies of the plan will be provided to the intern, principal, ESC advisor and kept in the intern's file.

Interns placed on a corrective action plan may not be given approval for the TExES test. In addition, interns scheduled for tutorials may not be given TExES approval until deficient areas are mastered.

REQUIRED COURSES

Content Training
Orientation and Educational Foundation
Campus Mentor/Mentee Training
Performance Assessment for School Leaders
Systemic Root Cause Analysis/Leading Through Change
School Law & Governance
Climate, Culture, Communications & Community Relations
Human Resources Management
Instructional Coaching: Part 1 and 2
Special Populations & Programs
ELPS, LPAC, ELLs
School Ethics
Professional Development & Supervision
School Safety/Ch. 37 and Professional Development/STR for Administrators
Data Analysis & Accountability
Fiscal & Business Issues
Creating a School Culture of Effective Data Use
Advancing Educational Leadership Training
Texas Teacher Evaluation and Support System (T-TESS) Training
TExES Review and Secure Practice Test

ADDITIONAL REQUIREMENTS

Candidates are responsible for completion of all performance assessments for each course, 160-hour practicum, and passing the required exam for the Principal as Instructional Leader (TExES 268 and PASL). Candidates will have three observations with coaching sessions from a Field Supervisor. For standard certification, recommendation from site supervisor, ECP Field Supervisor, and ECP Director are required.

ABSENCE FROM TRAINING

It is expected that all training sessions be attended. In case of emergencies, an intern may find it necessary to miss training. He/she must call the ECP office at 409.951.1826 or email an ECP contact. It is solely the intern's responsibility to secure all information (oral and written) disseminated on each training day. All assignments/products are due as scheduled. Interns will

be required to meet with an advisory committee to discuss the specific consequences of absences.

OBSERVATIONS
TAC 228.35 (h)

Ongoing educator preparation program support for certification in a certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

> (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
>
> (2) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
>
> (3) Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

RECOMMENDATION FOR CERTIFICATION

Interns must:

- attend all sessions and perform to mastery level
- pass the required TExES exams
- complete practicum activities (minimum of 160 hours)
- complete PLCP Google Classroom requirements/assignments
- complete the on-line Survey of Principal Preparation and Certification Program
- be recommended for certification by site supervisor, field supervisor and ECP Director
- produce quality products required by individual instructors
- have fees paid in full
- complete course exams and projects as assigned

PROGRAM WITHDRAWALS

PLCP interns who choose to withdraw from the program will need to submit a written statement or email the Director. Re-entry into the program will be considered on an individual basis.

CRITERIA FOR PROBATION or DISMISSAL

Accepted applicants will sign an Exit/Dismissal Policy during orientation. The agreement states that the candidate may be dismissed from the program. As stated in the handbook, the following are reasons for dismissal:

- insubordination to program and/or district personnel
- termination from a position under a district board policy
- unacceptable behavior identified in the Texas Educator's Code of Ethics
- failure to comply with school district's rule or policy which leads to concerns by the school administrator (this applies to actions outside the classroom as well as in the classroom)
- classroom incompetence based on appraisal results and evaluations by the building principal, and ECP consultant
- failure to pay fees on time
- failure to show consistent and timely progress in coursework
- falsification of information or documentation (including sign in/out sheets, observation reports, and other required documentation)
- failure to comply with instructional requirements
- documentation of concern
- failure to comply with Policies

The Region 5 Principal Leadership Certification Program should be completed within two years. Inactive candidates will be dismissed from the program after one year of inactivity. Inactive candidates are those who are no longer completing coursework, training, and testing requirements.

The program director will investigate and determine if the candidate will be dismissed. Although the candidate may be placed on probation before dismissal, a candidate is not required to be placed on probation.

The candidate will submit a resignation/withdrawal letter in writing via mail or email within seven days. In the event of withdrawal/dismissal from the program, any amounts paid toward the required fees are non-refundable.

The Region 5 ESC complaint process is listed on the official website: https://www.esc5.net/page/ECP_TCP-complaint

TRANSFERS

IMPACT SETX will accept individuals transferring from another alternative certification program only at the request of a Region 5 school district or charter school or from another Education Service Center. A candidate leaving another program will need to have a TEA Candidate Transfer Information Form completed when they apply/enter with PLCP. This officially notifies each program that the intern is leaving and going into another program. PLCP will not accept a transfer student who has been unsuccessful on a TExES with another program, unless reviewed and approved by the Director and Advisory Council.

TESTING

Interns must:

- Test approval will be given once interns scores 75% or higher on the post-test
- register for the approved test by deadline
- if intern does not pass, they must receive remediation in the appropriate area before they are approved to retest

Responsibilities

Responsibilities for the Principal Leadership Certification Program (PLCP) include:

- implements program in accordance with the Texas State Board for Educator Certification
- provides interns with written feedback regarding observations, products and class performance (online observation document and Google Classroom)
- provides appropriate training for campus site supervisors
- reviews all intern, campus administrator and field supervisor reports
- issues CPE credit to campus site supervisors
- completes all the necessary paperwork for certification application including, but not limited to, application process, TExES scores, site supervisor recommendations, program assessments and program recommendations
- plans/facilitates on-going training of PLCP interns
- provides support and technical assistance for interns throughout the program
- provides training space for program sessions
- maintains accurate records of intern participation, progress and fee payment
- provides timely and relevant communication to the candidates concerning their admission, academic progress, performance and status
-

School District

- signs and returns Region 5 ESC's Statement of Eligibility for Internship/Verification of Employment form if hired as an administrator
- signs and returns Region 5 ESC's Internship Agreement form
- assigns the intern a site supervisor
- facilitates the intern attending 200 hours of professional development planned during the school year. Training (included in the program fee) will be held on Saturdays and during the summer months at Region 5 ESC.
- communicates immediately to Region 5 ESC any assignment changes of the mentor or intern and/or situations which affect the intern's performance

Intern

- reads procedural guidelines, signs and returns PLCP Policies and PLCP Guidelines
- attends all training (a missed training must be completed in Canvas and performance assessments passed at mastery level)
- meets regularly with site supervisor
- dresses appropriately as a professional on campus and at training
- completes PLCP assignments on time (to mastery level)
- achieves level of performance required to secure site supervisor's recommendation for certification
- attends scheduled mentor training with site supervisor
- completes a minimum of 200 hours of content training
- attends T-TESS and AEL training
- completes a minimum of 160 hours of practicum activities

Professional Organizations

- Upon employment, it is strongly recommended that interns join a professional organization.
  e.g.. Texas Association of School Administrators (TASA) - www.tasanet.org, Texas Elementary Principals and Supervisors Association (TEPSA) - www.tepsa.org, Texas Association of Secondary School Principals (TASSP) - www.tassp.org
- Administrator organizations provide professional growth opportunities and liability insurance.
- Most districts allow payroll deduction for organizational fees.

Region 5 Education Service Center
Principal Leadership Certification Program (PLCP) Fees

Payable to Region 5:

PLCP Application Fee (due with application)	$0.00 (for a limited time)
Program Fee: Due at orientation Monthly Installments Invoiced to participant	$4,850.00 (see breakdown below) $650.00 $4,200.00

Payable to other entities:

TExES Exam (268/PASL)	$200.00/$375* each
National Criminal Background check (payable when subbing or teaching)	$47.00*
Fingerprinting (payable when subbing or teaching)	$47.00 - $60.00*
Intern Certificate (payable if hired by district)	$77.00*
Standard Certificate (due near end of internship)	$77.00*
*These are approximate, are not set by Region 5, and are subject to change.	

Payment options: personal check, money order, cashier's check or debit/credit card (3.5% processing fee on all card payments).

All fees payable to Region 5 ESC are non-refundable

Region 5 Education Service Center Principal Leadership Certification Program (PLCP) Policies

As a professional leadership participant of the Region 5 Education Service Center Principal Leadership Certification Program (PLCP), I agree to the following:

- Follow The Code of Ethics and Standard Practices for Texas Educators and maintain a professional attitude throughout the principal internship program.
- Punctually attend all required PLCP trainings, meetings, and informational/review sessions.
- Obtain and submit a current service record of employment history.
- Assume the complete cost of the training program.
- Submit all documentation accurately and honestly. Falsification of information is grounds for dismissal.
- Regularly check email and other forms of communication.
- Apply for a certificate and pay all required fees to SBEC on a timely basis if an administrative position is secured.
- If an administrative position is secured, submit all required documentation with the required signatures in a timely manner to the PLCP office.
- Attempt the TExES for Principals (268) and PASL in a timely manner as required for certification and pay test fees until all tests are passed.
- Meet with the PLCP site supervisor and campus administrator/mentor to review progress three times during the year of internship.
- Complete projects, assignments, and required tasks on time and to mastery level.
- Successfully complete the internship, gaining approval from the PLCP site supervisor, campus/administrator/mentor, and the PLCP Director.
- Comply with the directives of the PLCP staff and director.
- Agree to the PLCP General Guidelines that provide detailed guidelines for participation in the PLCP program.

The issuance of an intern principal certificate is contingent upon clearance of the district and SBEC criminal history check. *Failure to obtain an intern certificate will prevent an intern from continuing in the program if the intern is serving in the capacity of an administrator.*

As a PLCP Intern, I will be recommended for standard principal certification to the State Board of Educator Certification (SBEC) upon successful completion of all program requirements, demonstrating competence at the campus in the standards for principal certification as evaluated by the principal and the PLCP facilitator and passing all required examinations.

Attendance at trainings, meetings, seminars, review sessions and other PLCP activities is mandatory and interns not meeting their responsibility and timelines throughout the year may be dismissed.
Failure to abide by the standards stated in the PLCP Policies may result in sanctions up to and including dismissal from the program.

Code of Ethics
And Principal Standards

Region 5 Policy

As educators, you are role models and should always behave in a professional manner.

You are expected to understand and adhere to 247.2 Code of Ethics and Standards Practices for Texas Educators. As an educator, you shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty. The following standards apply:

1. Region 5 ESC is a tobacco free environment (this includes smokeless tobacco). Therefore, please do not use tobacco products in the building. All school campuses are tobacco free; therefore, there should be no tobacco products on the entire school campus (before, during or after school).

2. Alcohol/drugs are not allowed at Region 5 ESC or on any school campus. Alcohol/drugs should not be consumed during any part of the training day, including lunch.

3. Any other conduct that is considered unprofessional or in violation of any rule of law or policy of the State Board for Educator Certification (SBEC), Texas Education Agency, State Board of Education (SBOE), or Region 5 ESC may be grounds for dismissal from the program.

Sanctions up to and including dismissal from the program may result from failure to abide by the standards stated in the PLCP Handbook.

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

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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 intentionally, knowingly, or recklessly 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, abuse, or distribution of controlled substances, 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.

(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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment

(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.

TEXAS PRINCIPAL STANDARDS

INSTRUCTIONAL LEADERSHIP. YOU ARE RESPONSIBLE FOR ENSURING EVERY STUDENT RECEIVES HIGH-QUALITY INSTRUCTION.

As an effective principal, you prioritize student achievement by developing a clear definition of high-quality instruction based on your research of best practices. You implement and analyze a rigorous curriculum within state standards, which ensures that teachers align content across grades and meet the particular curricular needs of their diverse student populations. Additionally, you model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. By dedicating a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending team meetings, you contribute to a higher student success rate.
In schools led by effective principals, data are used to determine instructional decisions and monitor progress. You implement common interim assessment cycles to track classroom trends and determine appropriate interventions.

With a focus on instruction, your school is filled with effective teachers who can describe, plan, and implement strong instruction for students to stay actively engaged in cognitively challenging and differentiated activities.

Indicators

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

HUMAN CAPITAL: YOU ARE RESPONSIBLE FOR ENSURING THERE ARE HIGH-QUALITY TEACHERS AND STAFF IN EVERY CLASSROOM THROUGHOUT THE SCHOOL.

By focusing on key issues related to human capital, you treat faculty/staff members as the most valuable resource and invest in their development, support, and supervision. You are strategic in selecting and hiring candidates whose vision aligns with the school's and whose skills match the needs. Once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching, and school-wide support; all of this development is supported by your facilitation of professional learning communities to review data. This development creates opportunities for effective teachers and staff to take on a variety of new leadership roles.

In your school, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength, and they have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.

Indicators

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

EXECUTIVE LEADERSHIP: YOU ARE RESPONSIBLE FOR MODELING A CONSISTENT FOCUS AND PERSONAL RESPONSIBILITY FOR IMPROVING STUDENT OUTCOMES.

As principal, you take personal responsibility for the success of the school and motivate the community by modeling a relentless pursuit of excellence. Because of this, you are reflective in your practice and strive to continually improve, learn, and grow, acknowledging mistakes while remaining focused on solutions. When a strategy fails, you analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt future strategies. Keeping staff inspired and focused on the end goal is crucial while supporting effective change management. It is important to have strong communication skills and be willing to listen to others and create opportunities for staff and stakeholders to provide feedback. By treating all members of the community with respect, you develop strong and positive relationships.

The impact of your leadership as principal on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, your first priority is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community.

Indicators

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

SCHOOL CULTURE:YOU ARE RESPONSIBLE FOR ESTABLISHING AND IMPLEMENTING A SHARED VISION AND CULTURE OF HIGH EXPECTATIONS FOR ALL STAFF AND STUDENTS.

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students‘ social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

STRATEGIC OPERATIONS: YOU OUTLINE AND TRACK CLEAR GOALS, TARGETS, AND STRATEGIES ALIGNED TO A SCHOOL VISION THAT CONTINUOUSLY IMPROVES TEACHER EFFECTIVENESS AND STUDENT OUTCOMES.

While assessing the current needs of your school, you review a wide set of evidence to determine the school's priorities in order to set ambitious and measurable goals, targets, and strategies that inform strategic plans. With leadership teams, you regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. You develop a year-long calendar and daily schedule that strategically maximize both instructional time and create regular time for teacher collaboration and data review. This deliberate allocation of resources (staff time, dollars, and tools) aligns your strategy with school priorities and goals. You treat central office staff as partners in achieving goals and collaborate with additional staff throughout the district to adapt policies crucial to meeting the needs of students.

Your faculty and staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with you to develop the school calendar, and teacher and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the

year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

Indicators

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Source: TAC Chapter 149, June 2014

Region 5 ESC PLCP GENERAL GUIDELINES

Assessments – Principal candidates are expected to complete all class assessments to receive credit for the module.

Attendance – Attendance in all training sessions is required for successful completion of the program. Principal candidates are expected to attend all training sessions as scheduled. If a principal candidate is ill or cannot attend for any reason, the Principal Leadership Certification (PLCP) staff is to be notified of the reason prior to the training. Should an absence occur, candidates must schedule a time to come to the Region 5 offices to view the recorded training session. The missed training must be made up prior to the next scheduled training. Recorded trainings are a poor substitute for the interaction and group dynamics of the face-to-face training. For this reason, if a principal candidate misses more than two training sessions, the principal candidate may be dismissed from the program. The sign-in sheets are auditable by the Texas Education Agency and are part of the requirements for certification.

Principal candidates are expected to attend the entire training session. It is expected that principal candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Principal candidates are expected to be active participants during training, and for this reason, breaks will be provided so that candidates may check electronic devices or take care of personal business. Electronic devices, such as iPads and Smartphones, should be used as needed for content or class assignments during trainings.

Occasionally, a principal candidate's schedule is controlled by supervisors, preventing the candidate's attendance due to the required attendance at such things as conferences, district or campus events, etc. It is the responsibility of the principal candidate to notify the PLCP Director prior to the absence. It may be possible for the principal candidate to receive credit for a missed training session if the absence was to attend a similar training. Approval must be received from the PLCP Director, and it is the responsibility of the candidate to provide proper documentation of the substituted training.

Benchmarks – It is extremely important that all required forms are completed and submitted by the due dates. This requirement is necessary for principal candidate certification documentation.

Breaks – As stated previously, principal candidates are expected to attend the entire training session. All training sessions include breaks. Excessive time out of training may result in the need for makeup training. Remember, the training is planned to help the principal candidate prepare for an administrative role and the certification test; therefore, it is in the best interest of the principal candidate to give full attention to the training.

Children – Due to limited space, safety concerns, and the need for principal candidates to focus on the training, children are not permitted in training. Please make other arrangements for them.

Communication – Principal candidates need to stay abreast of all program activities. There are several means of communication available to the principal candidate including the master calendar, e-mail, website, text messaging, and phone. Please do not hesitate to ask for assistance; the staff is here to support all principal candidates.

Dress – Dress may be casual for training, but respectful. Shorts are not permissible. Caps or hats should not be worn in the building. Sessions are designed as professional leadership training and presenters are often from area districts. While in the schools, principal candidates should dress as professionals as determined by their duties and assignments. Keep in mind, for supervising administrators to see the principal candidate as a future principal, he or she must envision it! Look the role to get the role!

Fees – All principal candidates are expected to pay $650 at the day of orientation and the remaining $3,850 paid out over the following 10 months until the balance is clear. If payroll deduction will be used, it is the principal candidate's responsibility to make arrangements with his or her school district. It is the responsibility of the principal candidate to make monthly payments (unless another payment plan has been approved by the PLCP Director) directly to Region 5 ESC if payroll deduction is not used. Accounts 90 days overdue will result in the possible dismissal of the principal candidate. The complete program fee must be submitted prior to being recommended for the standard principal certificate.

Food/Beverages – Principal candidates may bring food or drinks into the training rooms provided they do not interfere with the learning process and principal candidates are still able to participate in the training activities. Principal candidates are expected to pick up after themselves.

Inclement Weather – In case of inclement weather or other events that may cause closure of ESC Region 5, information will be posted on the website at www.esc5.net. Additionally, a phone message will be available at 409-951-1854. The Edison Plaza (Region 5's location) was designed to withstand hurricanes; however, travel during severe weather may jeopardize safety. Please check our website or call our office.

Parking – Region 5 ESC participants are allowed to park behind Edison Plaza (facing the Neches River) between the hours of 8 and 4. For safety concerns, Region 5 ESC participants should never park in the spaces directly in front of Edison Plaza facing Crockett Street as those doors are locked and chained after hours causing individuals to walk around the building to access their vehicle.

Participation – Principal candidates are expected to be active participants during training sessions; therefore, it is not appropriate to conduct other business. It is the principal candidate's responsibility to come to class prepared with appropriate assignments, documents, or knowledge over assigned reading material.

Probationary Certification – The probationary principal certificate is a one-year certificate and may be renewed up to two times. The need for probationary certification is left to the discretion of the principal candidate and district. Should the principal candidate require probationary certification, it is the responsibility of the principal candidate to provide the PLCP office with a written request from a district representative that has the appropriate signature(s).

In order to be eligible for a probationary certificate, a candidate must be up-to-date on all training, benchmarks, projects, fees, as well as submitting the proper documentation to the PLCP office and have a passing score on the 268 exam.

Application for probationary certification is completed online by the principal candidate with the Texas Education Agency/State Board for Educator Certification.

Professionalism – Principal candidates are expected to conduct themselves as professionals at all times. Treat others with the same respect and courtesy with which you want to be treated. As stated earlier, for administrative supervisors to see and trust you as a principal, you must conduct yourself as one.

Secure Principal Practice Test – In preparation for the state required Texas Examination of Educator Standards (TExES) exam, principal candidates will be required to take the secure practice test upon completion of all training and coursework. Post-tests are given to determine a candidate's readiness to take the state TExES exam. Any principal candidate scoring below 75% on the post-test may be required to attend additional review sessions or complete additional assignments. Non-attendance will prevent a candidate from registering for the test.

Signing-In – Each principal candidate must sign in for each training session. Because Region 5 is located in a building guarded by Homeland Security, guests and visitors are often asked to sign in with the guards on the first floor. The sign-in sheets kept by the guards are not the property of Region 5 ESC, thus principal candidates must sign in on the PLCP Sign-In sheets located in the training rooms to get credit for that day's training. If a principal candidate is more than 10 minutes late, it is necessary to write the time of arrival. Consistent tardiness may result in dismissal from the program. Principal candidates may only sign in for themselves and no one else. Your signature is a professional and ethical statement of your presence. The sign-in sheets are auditable by the Texas Education Agency and are part of the requirements for certification. Make-up training is required for absences, and sign-in sheets will be used to verify training sessions have been made up in a timely manner. *(Refer to Attendance for further clarification.)*

Standard Certification – Principal candidates are eligible for Standard Principal Certification upon: 1) successful completion of all benchmarks and assessments; 2) successful completion of the practicum; 3) passing score on the TExES (268) and PASL; 4) recommendation of the site supervisor; 5) recommendation of the field supervisor; 6) recommendation of the PLCP Director; 7) required attendance of the

minimum 200 clock-hours training and make-up of any training sessions; and 8) payment of all fees.

Upon the completion of the above, and once all required documents and paperwork have been submitted to the PLCP office, the principal candidate will be approved to apply for his or her Standard Principal Certificate.

Substituting prior or ongoing experience/professional training – Principal candidates that wish to request that prior or ongoing experience and/or professional training be substituted for part of the educator preparation requirements must submit in writing their request to the Program Director. Each request will be reviewed on a case-by-case basis, provided that the experience or training is not also counted as a part of the internship or practicum requirements, and is directly related to the certificate being sought.

Tardies – Principal candidates are expected to be on time for all training sessions. Allow extra time for traffic and parking. Principal candidates are required to make up all tardies (10 minutes or more late) and early exits (10 or more minutes prior to the end of class).

TExES – Principal candidates will be prepared for the TExES exam through a variety of ways including but not limited to training handouts, rich class discussions, examples of test questions, and strategies for attacking scenario questions. It is the responsibility of the principal candidate to spend quality time on his or her own to read relevant material and study to ensure content mastery and comprehension of material.

Director
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"Make a difference...Lead your School!"