

The Texas Counseling Association recommends the following revisions to the Commissioner's Rules Concerning Educator Standards. Subchapter BB. Administrator Standards. §149.2001. Principal Standards. Our recommendations are shared as a "redline" to the proposed rules and are summarized in the following bullets:

- Use the term "educator" rather than "teacher" and in addition to "staff" in several sections as indicated below to reflect the diversity of personnel – both certified and uncertified – who work directly with students on a campus and under the direction of the campus principal. Section 5.001 of the Texas Education Code defines "Educator" as someone who is "required to hold a certificate issued under Subchapter B, Chapter 21." For example, school counselors, who hold dual certification as both teachers and school counselors, work in partnership with classroom teachers to deliver classroom guidance lessons to students. These lessons align with the course curriculum as well as the four content areas set forth in statute and the *Texas Model for Comprehensive School Counseling Programs*. Use of the term "educators" more closely aligns with the Texas Education Code and more accurately reflects the diversity of personnel with whom principals work.
- Chapter 33 of the Texas Education Code sets forth specific programs to be delivered by school counselors. These programs are incorporated into the *Texas Model for Comprehensive School Counseling Programs* which is organized into four delivery components designed to develop student competencies in interpersonal effectiveness, intrapersonal effectiveness, post-secondary education and career readiness, and personal health and safety. Research supports that campuses with fully implement comprehensive school counseling programs experience fewer disciplinary referrals, increased student retention as well as pursuit of postsecondary opportunities, and improved academic performance. Students at these schools also report feeling safer and more secure. Given the initiatives underway due to the recent natural disasters and incidents of campus violence, as well as the statutory references to the work of school counselors, including knowledge and implementation of the *Texas Model for Comprehensive School Counseling Programs* is an appropriate and essential standard for Texas principals.

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that educators ~~teachers~~ align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to educators ~~teachers~~, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom and campus trends and determine appropriate interventions. Educators and Sstaff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective educators ~~teachers~~ who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) 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 educators ~~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.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality educators ~~teachers~~ and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat educators and staff ~~faculty/staff members~~ as their most valuable resource and invest in their development, support, and supervision; ~~of the staff~~;

(II) ensure all educators and staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, educators and staff teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that educators and staff teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective educators teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all educators and staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of educators teachers and staff.

(ii) In schools with effective leaders of human capital, educators and staff understand how they are being evaluated and what the expectations are for their performance. Educators and sStaff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Educator and Sstaff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, educators and staff support each other's development through regular opportunities for collaboration, and effective educators and staff have access to a variety of leadership roles in the school.

(B) Indicators.

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

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

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

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

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep educators and staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for educators, staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, educators ~~teachers~~ and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all educators, staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) 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;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) incorporate the four components of the Texas Model for Comprehensive School Counseling Programs throughout instructional and student support initiatives; -

(V) focus on students' interpersonal effectiveness, intrapersonal effectiveness and personal health and safety to ~~social and emotional development and~~ help students develop resiliency and self-advocacy skills; and

(VI) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, educators and staff believe in and are inspired by the school vision and have high expectations for all students. Educators and Sstaff take responsibility for communicating the vision in their interactions with students classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers and school counselors regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students, educators, 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) Comprehensive school counseling programs. The principal ensures all students have access to school counselors through classroom guidance, individual planning, responsive services and system support to support their interpersonal and intrapersonal effectiveness, college and career readiness and personal health and safety.

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

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to ~~both~~ maximize instructional time, access to school counseling programs, and to create regular time for educator~~teacher~~ collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support students' learning, interpersonal and intrapersonal effectiveness, college and career readiness and personal health and safety; and

(V) treat central office staff as partners in achieving goals and collaborate with educators and staff throughout the district to adapt policies as needed to meet the needs of students, educators, and staff.

(ii) In schools with effective leaders of strategic operations, educators and staff have access to resources needed to meet the needs of all students. Educators and ~~S~~staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Educators and ~~Members of the~~ staff collaborate with the principal to develop the

school calendar. Teachers, school counselors, ~~teams~~ and administrators ~~s-teams~~ meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all educators and staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves educator 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 as well as school counseling programs, and build in time for educator and 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, educators, and staff.