



Course Syllabus: **Leading through Effective Communication**

West College of Education
EDLE 5713 Section X20/DX1
Spring 2023 Online

Contact Information

Instructor: Tom Deighan
Office hours: Tuesdays 9:00 AM to 12:00 AM; Wednesdays 4:00-5:00 PM; Fridays
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Communication and Response Policy

Students should contact instructor through the D2L Email Platform for ALL course communications. The instructor will respond within an appropriate period of time.

[Click here to enter text.](#)

Required Texts

Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756

Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248

Additional Readings

[The Leader's Guide to Storytelling](#)

Course Description

EDLE 5713 - Leading through Effective Communication is a course designed to give potential administrators skills in dealing with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring. In addition, the course deals with use of technology and storytelling in communication and in developing communication plans for a school.

Course Objectives

Course Objectives

Students will be able to:

1. communicate components of the school vision in written and oral forms to diverse stakeholders.
2. incorporate technology/media in communicating the vision.
3. develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.
4. learn and apply the "language" of conflict resolution, mediation, cognitive coaching, and mentoring.

Class Policies

1. **Written Work:** All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you.
2. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Plagiarism Statement:** "By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook.
4. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course in D2L* in a timely manner.
5. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of "chat" or "instant messaging" jargon is not acceptable for class discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person's humorous comment can be another person's boorish or degrading remark.

- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
- Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Course Texas Principal Certificate Standards

Domain I - School Culture (School and Community 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 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III - Human Capital (Human Resource Management)

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

Domain IV - Executive Leadership (Communication and Organizational Management)

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

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

Domain V - Strategic Operations (Alignment and Resource Allocation)

Competency 009 The entry-level 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 entry-level 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.

Course Assignments and Grading Values

Activity	Description	Possible Points	Week and Due Dates
Discussions in Discussion Board	<i>Getting to Yes</i> and <i>Resolving Conflicts at Work</i> responses	200 (20 points per discussion)	Weekly (10 discussions)
Technology Integration: Multimedia School Message	Share school message using media/technology	150	Week 5 2/13
Conflict Resolution Practice in the Workplace	Strategy Implementation and Report	100	Week 11 4/3
School Vision Speech Documentation	Speech to stakeholders that conveys school vision, (This is also a TK20 portfolio activity that will be uploaded to both D2L and TK20).	200	Week 13 4/17
Presentation of Strategy Demonstration with Role Play	Demonstration of one of the strategies in <i>Resolving Conflicts at Work</i> (video)	200	Week 14 4/24
Negotiation Paper	<i>Getting to Yes</i> paper including scenario and script	150	Week 15 4/29

Grading Policy

- A- 900-1000 points
- B- 800-899 points
- C- 700-799 points
- D- 600-699 points
- F- Below 600

Week/Dates	Topics/Activities
Week One	Self-Presentation in Discussion Board

1/10-1/16	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 1 <i>Read Conflict Resolution in the Workplace Strategy Implementation Assignment to begin planning for it. It is found in the Week 11 folder. Please email me any questions.</i> Discussion Week 1
Week Two 1/17-1/23	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 2 Resolving Conflicts at Work – Introduction and Strategy 1: Understand the Culture and Dynamics of Conflict Discussion Week 2
Week Three 1/24-1/30	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 3 Resolving Conflicts at Work – Strategy 2: Listen Empathetically and Responsively <i>Read Technology Integration: Multimedia School Message Assignment to begin planning for it. It is found in the Week 5 folder. Please email me any questions.</i> Discussion Week 3
Week Four 1/31-2/6	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 4 Resolving Conflicts at Work – Strategy 3: Search Beneath the Surface for Hidden Meaning Discussion Week 4
Week Five 2/7-2/13	Read Storytelling Document - Leader's Guide to Storytelling Technology Integration: Multimedia School Message
Week Six 2/14-2/20	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 5 Resolving Conflicts at Work – Strategy 4: Acknowledge and Reframe Emotions <i>Read School Vision Speech to Stakeholders Assignment to begin planning for it. It is found in the Week 13 folder. Please email me any questions.</i> Discussion Week 6
Week Seven 2/21-2/27	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 6 Resolving Conflicts at Work – Strategy 5: Separate What Matters from What Gets in the Way Discussion Week 7
Week Eight 2/28-3/6	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 7 Resolving Conflicts at Work – Strategy 6: Solve Problems Paradoxically and Creatively Discussion Week 8
Week Nine 3/7-3/13	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 8 and Conclusion Resolving Conflicts at Work – Strategy 7: Learn from Difficult Behaviors Discussion Week 9
Spring Break 3/14-3/20	No assignments due this week. Enjoy Spring Break!

Week Ten 3/21-3/27	Resolving Conflicts at Work – Strategy 8: Lead and Coach for Transformation <i>Read Presentation of Strategy Demonstration Role Play Assignment to begin planning for it. It is found in the Week 14 folder. Please email me any questions.</i> Discussion Week 10
Week Eleven 3/28-4/3	Conflict Resolution Practice in the Workplace Strategy Implementation
Week Twelve 4/4-4/10	Resolving Conflicts at Work – Strategies 9 & 10: Explore Resistance and Negotiate Collaboratively & Mediate and Design Systems for Prevention Discussion Week 12
Week Thirteen 4/11-4/17	School Vision Speech to Stakeholders Speech Documentation Form and Support Materials
Week Fourteen 4/18-4/24	Presentation of Strategy Demonstration with Role Play Presentation Link Upload
Week Fifteen 4/25-4/29	Getting to Yes Negotiation Paper

References/Scientifically-Based Research/Additional Readings:

Aguilar, Elena. *The Art of Coaching: Effective Strategies for School Transformation*.

John Wiley and Sons, Inc., 2013.

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed., McGraw-Hill Education, 2012.

Stone, Douglass, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed., Penguin Books, 2010.

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Homework

Use this area to describe your homework. Be sure to include how and when homework will be turned in.

Quizzes

If you give quizzes, provide details such as how many, due dates, their point values or percentage of the overall grade, when they are scheduled, and whether or not they are timed. These will appear on the Course Schedule in more detail.

Exams

Exam details should be provided: how many, their point values or percentage of the overall grade, when, and whether or not they are timed. These will appear on the Course Schedule in more detail.

Important Dates

Last day for term schedule changes: [Click here](#) to enter text.

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A

student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Communicate components of the school vision in written and oral forms to diverse stakeholders.	Competency 1 Competency 2
Incorporate technology/media in communicating the vision.	Competency 1 Competency 7
Develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.	Competency 1 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9
Learn and apply the "language" of conflict resolution, mediation, cognitive coaching, and mentoring.	Competency 6 Competency 9 Competency 10

Appendix B: Assignment/Standard Alignment Matrix

Assignment/Module/ Course Activities	Standard or Competency
Discussions	Competency 1 Competency 2 Competency 4

Assignment/Module/ Course Activities	Standard or Competency
	Competency 6 Competency 7 Competency 8 Competency 9 Competency 10
Multimedia School Message	Competency 1 Competency 2 Competency 7 Competency 8 Competency 9
School Vision Speech Documentation	Competency 1 Competency 2 Competency 9
Conflict Resolution in the Workplace	Competency 7 Competency 10
Presentation of Strategy of Demonstration with Role Play	Competency 7 Competency 10
Negotiation Paper	Competency 7 Competency 8 Competency 10

Appendices

Appendix A: NELP BUILDING LEVEL Standards and Alignment of Assignments

Appendix B: Texas PRINCIPAL Standards and Alignment of Assignments

Appendix C: Texas Administrative Code and Alignment of Assignments

Appendix D: ISTE Standards and Alignment of Assignments

Note: Alignment of Assignments included in tables above. Standards included below.

APPENDIX: A

NELP DISTRICT LEVEL STANDARDS AND COMPETENCIES

Midwestern State University
EDLE 6143
Theories of Leadership, Administration, and Organizational Management

NELP District Level Standards and Competencies

Standard 1: Mission, Vision, and Improvement	
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	
Competency	
<i>NELP Standard Component 1.1</i>	
<i>Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</i>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the role and importance of school mission and vision • Processes for collaboratively developing a mission and vision • Processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community • The characteristics of well-written mission and vision statements <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing mission and vision processes and statements • Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community • Develop a comprehensive plan for communicating the mission and vision 	
<i>NELP Standard Component 1.2</i>	
<i>Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</i>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p>	

<ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence- informed improvement • Data collection, analysis, and use • Implementation theory and research <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process 	
<p align="center">Standard 2: Ethics and Professional Norms</p> <p align="center">Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.</p>	
<p align="center">Competency</p>	
<p><i>Component 2.1</i> Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being • Practices that reflect professional norms • Approaches to cultivating professional norms in others • Reflective practice <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice as a professional norm • Cultivate professional norms among school staff members • Communicate professional norms to diverse constituencies • Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital 	

citizenship, diversity, inclusiveness, and the belief that each child can learn)	
NELP Standard Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	
<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on decision making • Decision-making processes • Guidelines for ethical and legal decision making <p>Educational Leadership Skills</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate ethical dimensions of issues • Analyze decisions in terms of established ethical frameworks • Develop a communication plan to advocate for ethical decisions 	
NELP Standard Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	
<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Ethical practice • Approaches to cultivating ethical behavior in others <p>Educational Leadership Skills</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Formulate a school-level ethical leadership platform • Model ethical practice • Cultivate ethical behavior in others 	
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture..	
Competency	
NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	
<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful) • Research on inclusive school cultures 	

<ul style="list-style-type: none"> • Processes for evaluating school culture • Processes for effecting changes to school culture • Engaging in advocacy <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate school culture • Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture • Develop strategies for improving school culture • Advocate for a supportive and inclusive school culture 	
<p>NELP Standard Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the consequences for students of equitable and inequitable use of educational resources and opportunities • Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships) • Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate sources of inequality and bias in the allocation of educational resources and opportunities • Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values • Advocate for the equitable access to educational resources, procedures, and opportunities 	
<p>NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Culturally responsive instructional and behavior support practices • Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff 	

<ul style="list-style-type: none"> • Research on implications for students of equitable, culturally responsive, and inclusive practices • Broader social and political concern with equity and inequality in schools <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate root causes of inequity and bias • Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff • Support the use of differentiated, content- based instructional materials and strategies • Advocate for equitable practice among teachers and staff 	
<p>Standard 4: Learning and Instruction Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.</p>	
<p>Competency</p>	
<p>NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the leadership of academic and non-academic programs • Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems • Evidence-based curricula, use of technology, and other supports for academic and non- academic programs • Infrastructures for the ongoing support of academic and non-academic programs <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate (a) curricula, use of technology, and other supports and (b) academic and non- academic systems • Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non- academic programs 	
<p>NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and</p>	

<p>implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.</p>	
<p>Standard 4; Component 4.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Evidence-based instructional practices for different student populations • Curricula, educational technologies, and other educational resources that support digital literacy among students and adults • Educational service providers • Approaches to coordinating resources and services in support of the school's academic and non-academic services <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems • Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning 	
<p>NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being..</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the effective and ineffective assessment of student learning and well-being • Research on assessment practices that are culturally responsive and accessible for each student • Formative and summative measures of student learning and well-being • Approaches to coordinating among assessments, instructional improvement, and educational service delivery <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Use research to evaluate the quality of formative and summative assessments of learning • implement formal and informal culturally responsive and accessible assessments of student learning 	

<ul style="list-style-type: none"> • Interpret data from formative and summative assessments for use in educational planning • Cultivate teachers' capacity to improve instruction based on analysis of assessment data 	
<p>NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices • Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being • Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services • Approaches and strategies for supporting faculty collaboration <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices • Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices • Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results 	
<p style="text-align: center;">Standard 5: Community and External Leadership</p> <p>Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	
<p style="text-align: center;">Competency</p>	

<p>NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the role of families in supporting student learning in and out school • Research on student and family diversity • Strategies for understanding and cultivating relationships with families and engaging them in their children’s education <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Gather information about family demographics and funds of knowledge available within students’ families that can be accessed to enhance student learning • Cultivate collaboration among staff and families in support of student learning and success • Foster two-way communication with families 	
<p>NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. to benefit learners, schools, and the district as a whole.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • School organizational cultures that promote community engagement • Research on how community members, partners, and other constituencies can support school improvement and student success • Collaboration methods to develop and sustain productive relationships with diverse community partners • Practices for accessing and integrating external resources into the school <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Collaboratively engage with diverse community members, partners, and other constituencies around shared goals • Cultivate regular, two-way communication with community members, partners, and other constituencies • Identify and use diverse community resources to benefit school programs and student learning 	
<p>NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral,</p>	

<p>written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the importance and implications of social, cultural, economic, legal, and political contexts • Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities • Educational policy and advocacy <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Develop a plan for identifying and accessing resources • Gather information about the policy and district context • Develop targeted communication for oral, written, and digital distribution • Advocate for school and community needs 	
<p>Standard 6: Operations and Management Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	
<p>Competency</p>	
<p>Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school management, operations, use of technologies, communication, and governance systems • Principles of systems management and continuous improvement • Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations • Processes for developing and implementing management, communication, technology, school-level governance, and operation systems 	

<ul style="list-style-type: none"> • Use of technology to enhance learning and program management <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes • Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems • Develop and implement management, communication, assessment, technology, school-level governance, and operation systems • Develop a school’s master schedule 	
<p>NELP Standard Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • School-based budgeting • Strategies for acquiring resources • Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems • Strategies for aligning and allocating resources according to school priorities and student needs • Methods and procedures for managing school resources <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate resource needs • Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities • Advocate for resources in support of needs 	
<p><u>Standard 6: Component 6.3</u> <i>Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.</i></p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults 	

<ul style="list-style-type: none"> • Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities • Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues • Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders • Monitor and ensure adherence to laws, rights, policies, and regulations 	
<p style="text-align: center;">Standard 7: Policy, Governance, and Advocacy</p> <p style="text-align: center;">Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning</p>	
<p style="text-align: center;">Competency</p>	
<p>NELP Standard Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on teacher recruitment, hiring, and selection • Practices for recruiting, selecting, and hiring school staff • Strategic staffing based on student, school, and staff needs <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate school’s professional staff capacity needs • Evaluate applicant materials • Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body 	
<p>NELP Standard Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p>	

<ul style="list-style-type: none"> • Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being • Effective communication • The role of relationships, trust, and well-being in the development of a healthy and effective professional culture <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Use research to design and cultivate a collaborative professional culture • Model and foster effective communication • Develop a comprehensive plan for providing school community members with a healthy and positive school building environment 	
<p>NELP Standard Component 7.3 Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on teacher professional learning • Practices for supporting and developing school staff • Practices for cultivating and distributing leadership among staff • Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success • How to use digital technology in ethical and appropriate ways to foster professional learning for self and others <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate professional staff capacity needs and management practices • Identify leadership capabilities of staff • Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success • Engage staff in leadership roles • Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others 	
<p>NELP Standard Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.</p>	
<p>Content Knowledge Program provides evidence of candidate knowledge of:</p>	

<ul style="list-style-type: none"> • Research-based strategies for personnel supervision and evaluation • Importance of, and the ability to access, specific personnel evaluation procedures for a given context • Multiple approaches for providing actionable feedback and support systems for teachers <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Observe teaching in a variety of classrooms • Gather and analyze district policies on instructional expectations • Provide teaching staff with actionable feedback to support improvement • Develop a system for monitoring whether supervision and evaluation strategies promote improvement 	
<p style="text-align: center;">Standard 8: Internship</p> <p style="text-align: center;">Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.</p>	
<p>Competency</p>	
<p><u>Standard 8; Component 8.1</u> <i>Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.</i></p>	
<p><u>Standard 8; Component 8.2</u> <i>Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.</i></p>	
<p><u>Standard 8; Component 8.3</u> <i>Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.</i></p>	

APPENDIX: B

TEXAS BUILDING LEVEL STANDARDS AND COMPETENCIES

Texas Principal Certification Domains and Competencies

Domain I: Leadership of the Educational Community	
Domain I; Competency 001 <i>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).</i>	
Competency	
Domain I; Competency 001 A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals	
Domain I; Competency 001 B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.	
Domain I; Competency 001 C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	
Domain I; Competency 001 D. Aligns financial, human, and material resources to support implementation of a campus vision and mission	
Domain I; Competency 001 E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision	
Domain I; Competency 001 F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture	
Domain I; Competency 001 G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment	
Domain I; Competency 001 H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture	
Domain I; Competency 001 I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well- being of staff and students	
Domain I; Competency 001 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	

Domain I; Competency 002 <i>The beginning principal knows how to work with stakeholders as key partners to support student learning.</i>	
Competency	
Domain I; Competency 002 A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision	
Domain I; Competency 002 B. Implements strategies to ensure the development of collegial relationships and effective collaboration	
Domain I; Competency 002 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	
Domain I; Competency 002 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)	
Domain II; Competency 003 <i>The beginning principal knows how to collaboratively develop and implement high-quality instruction.</i>	
Competency	
Domain II; Competency 003 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	
Domain II; Competency 003 B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs	
Domain II; Competency 003 C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment	
Domain II; Competency 003 D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards	
Domain II; Competency 003 E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning	

Domain II; Competency 004	
<i>The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</i>	
Competency	
Domain II; Competency 004 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	
Domain II; Competency 004 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)	
Domain II; Competency 004 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	
Domain II; Competency 004 D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap	
Domain II; Competency 004 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)	
Domain III; Competency 005	
<i>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.</i>	
Competency	
Domain III; Competency 005 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	
Domain III; Competency 005 B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting	

individualized professional growth opportunities	
Domain III; Competency 005 C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data	
Domain III; Competency 005 D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources	
Domain III; Competency 005 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	
Domain III; Competency 005 F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership	
Domain III; Competency 006	
<i>The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</i>	
Competency	
Domain III; Competency 006 A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes	
Domain III; Competency 006 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	
Domain III; Competency 006 C. *Creates leadership opportunities, defines roles, and delegates responsibilities to	

effective staff and administrators to support campus goal attainment	
Domain III; Competency 006 D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff	
DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)	
Domain IV; Competency 007	
<i>The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.</i>	
Competency	
Domain IV; Competency 007 A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences	
Domain IV; Competency 007 B. *Develops and implements strategies for systematically communicating internally and externally	
Domain IV; Competency 007 C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies	
Domain IV; Competency 007 D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals	
Domain IV; Competency 008	
<i>The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</i>	
Competency	
Domain IV; Competency 008 A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning	
Domain IV; Competency 008 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	
Domain IV; Competency 008 C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions	
Domain IV; Competency 008 D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision	
Domain IV; Competency 008 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)	
Domain V; Competency 009	
<i>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.</i>	
Competency	
Domain V; Competency 009 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	
Domain V; Competency 009 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	
Domain V; Competency 009 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	
Domain V; Competency 009 D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment	
Domain V; 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.

Competency	
Domain V; Competency 010 A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment	
Domain V; Competency 010 B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan	
Domain V; Competency 010 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)	
Domain V; Competency 010 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	
Domain V; Competency 010 E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)	
Domain V; Competency 010 F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students	
Domain V; Competency 010 G. Collaborates with district staff to ensure the understanding and implementation of	

district policies and advocates for the needs of students and staff	
Domain V; Competency 010 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	
Domain VI; Competency 011	
<i>The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</i>	
Competency	
Domain VI; Competency 011 A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)	
Domain VI; Competency 011 B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors	
Domain VI; Competency 011 C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community	
Domain VI; Competency 011 D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn	
Domain VI; Competency 011 E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)	
Domain VI; Competency 011 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	

Domain VI; Competency 011 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	
Domain VI; Competency 011 H. Articulates the importance of education in a free, democratic society	
INTEGRATION (Constructed Response Only)	
Competency	
<p>A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II & III)</p> <p>B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)</p> <p>C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)</p> <p>D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)</p>	

APPENDIX: C

**Texas Administrative Code TAC Requirements
Title 19 Texas Administrative Code
Educator Preparation Curriculum (19.TAC.228.30.c. 1-9)**

Title 19 Texas Administrative Code	
Educator Preparation Curriculum (19.TAC.228.30.c. 1-9)	
Competency	
<p>1. Code of Ethics</p> <p>(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:</p> <p>(A) professional ethical conduct, practices, and performance;</p> <p>(B) ethical conduct toward professional colleagues; and</p> <p>(C) ethical conduct toward students;</p>	
<p>2. Dyslexia</p> <p>(2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);</p>	
<p>3. Mental Health, Substance Abuse, Youth Suicide</p> <p>(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice</p>	
<p>4. High Expectations</p> <p>(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;</p>	
<p>5. Classroom Management Skills</p> <p>(5) the importance of building strong classroom management skills;</p>	
<p>6. Framework for teacher and principal evaluation.</p> <p>(6) the framework in this state for teacher and principal evaluation;</p>	

<p>7. Appropriate Relationships, boundaries, and communications between educators and students.</p> <p>(7) appropriate relationships, boundaries, and communications between educators and students;</p>	
<p>8. Digital Learning, Virtual Instruction, and Virtual Learning (ISTE Alignment)</p> <p>(8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:</p> <p>(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;</p> <p>(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and</p> <p>(C) include resources to address any deficiencies identified by the digital literacy evaluation; and</p>	
<p>9. Inclusive practices for students with disabilities</p> <p>(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1).</p>	

APPENDIX: D

ISTE STANDARDS FOR EDUCATIONAL LEADERS

SECTION 3: EDUCATION LEADERS	
3.1. Equity and Citizenship Advocate	
Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:	
Competency	
3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.	
3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.	
3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.	
3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.	
3.2. Visionary Planner	
Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology	
3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.	
3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.	
3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.	
3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.	
3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.	
3.3. Empowering Leader	
Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:	
Competency	
3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.	
3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice	
3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.	
3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social- emotional needs of individual students.	
3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.	
3.4. Systems Designer	
Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders	

Competency	
3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan	
3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.	
3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.	
3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.	
3.5. Connected Learner	
Leaders model and promote continuous professional learning for themselves and others. Education leaders:	
Competency	
3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	
3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.	
3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.	
3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning	