

Principal Preview Information

Transitioning from 068 to 268



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About This Document

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

This document is intended to provide important information on the upcoming new TExES Principal (268) test. This information is intended to help principal preparation programs understand the changes in the assessment and work to prepare for needed adjustments to curriculum, classes, and the practicum. It is important to note that some of the information in this document is in draft status and will not be finalized and approved until later in the regeneration process. Changes and revisions may be needed throughout the remainder of the design process.

However, TEA is working proactively to make information available to preparation programs and seeking their input during the process. Making this document available to preparation programs is a part of TEA's commitment to effective and proactive communication during the change process.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The Standards

The Principal (268) test is aligned with the August 2016 update to the Texas Principal Certificate Standards found in Texas Administrative Code §241.15.

Question Types

The new Principal (268) will include four constructed-response (CR) questions in addition to a variety of selected-response (SR) questions.

Question Types	Principal (068)	Principal (268)
Selected-Response (SR) Questions	120 SR Questions	70 SR Questions
Item Types	Discrete items Cluster sets Decision sets Technology-enhanced items	Discrete items Cluster sets Technology-enhanced items (including video stimulus)
Constructed-Response (CR) Questions	N/A	4 CR Questions (including authentic documents and video stimulus)

Domains

The new Principal (268) will include different domains with different weightings, as estimated below.

Constructed-response items will assess content from Domains I, II and III.

Principal (068) Domains	Domain Weight*	Principal (268) Domains	Domain Weight*
I. School Community Leadership Competencies 1–4	33%	I. School Culture Competency 1 Competency 2	22%
		II. Leading Learning Competency 3 Competency 4	42%
II. Instructional Leadership Competencies 5–7	44%	III. Human Capital Competency 5 Competency 6	18%
		IV. Executive Leadership Competency 7 Competency 8	6%
III. Administrative Leadership Competencies 8–9	23%	V. Strategic Operations Competency 9 Competency 10	6%
		VI. Ethics, Equity, and Diversity Competency 11	5%

*The weightings of the domains are approximate.

Domains and Competencies – A 068 to 268 Comparison

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**.

Domain I Comparison

For 068, Domain I decreases from three competencies to two competencies. Some aspects of Competency 2 (communication with stakeholders) move to competency 7 in the 268 assessment. As well, Competency 3 for 068 moves to Domain VI in the 268 assessment.

For 268, Domain I continues to focus on a shared vision and working with stakeholders to develop a positive culture.

TEExES Principal (068)	TEExES Principal (268)
I. School Community Leadership	I. School Culture (School Community Leadership)
Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community (students, staff, parents/caregivers, community members)	Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.	Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.

Domain II Comparison

Domain II for 068 has four competencies that include curriculum, instruction, assessment, and professional development.

Domain II for 268 focuses on high-quality curriculum and monitoring and assessing classroom instruction to promote student achievement. The knowledge and skills of Domain II are central to the role of an effective principal in Texas schools and are weighted heavily on the 268 assessment.

For 268, all aspects of professional development and staff evaluation move to Domain III.

TEGES Principal (068)	TEGES Principal (268)
II. Instructional Leadership	II. Leading Learning (Instructional Leadership/Teaching and Learning)
Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessment; and promote the use of varied assessments to measure student performance.	Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.
Competency 005: The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.	Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III Comparison

For 068, professional development and staff evaluation were a part of Domain II.

For 268, coaching, professional development, evaluation, building teacher capacity, and retention practices make up a new domain, Domain III, which focuses on all aspects of human capital.

TExES Principal (068)	TExES Principal (268)
II. Instructional Leadership	III. Human Capital (Human Resource Management)
<p>Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.</p>	<p>Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.</p>
<p>Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.</p> <p>Competency 007: The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.</p>	<p>Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p>

Domain IV Comparison

For 068, communication with stakeholders is a part of Competency 2. Competency 7 includes leadership skills like organizational decision making and problem solving.

For 268, communication with internal and external stakeholders, organizational collaboration, and change management form Domain IV.

TEGES Principal (068)	TEGES Principal (268)
I. School Community Leadership and II. Instructional Leadership	IV. Executive Leadership (Communication and Organizational Leadership)
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.	Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
Competency 007: The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.	Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain V Comparison

For 068, parts of Competencies 7, 8, and 9 are reorganized and become the focus of Domain V for the 268 assessment. The topics include management, budgeting, and physical campus safety to ensure an effective learning environment.

For 268, Domain V focuses on strategic planning and alignment and allocation of resources to support the school’s vision and policy implementation and a safe learning environment.

TExES Principal (068)	TExES Principal (268)
<p>II. Instructional Leadership and III. Administrative Leadership</p> <p>Competency 007: The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.</p> <p>Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.</p>	<p>V. Strategic Operations (Alignment and Resource Allocation)</p> <p>Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.</p>
<p>Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.</p> <p>Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>	<p>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.</p>

Domain VI Comparison

For 068, Competency 3 was moved to Domain VI in the 268 assessment to address integrity, ethics, and legal requirements.

For 268, ethics, equity, and diversity become their own domain to signify their importance to Texas principals. The role of the principal includes meeting legal and ethical requirements, but it also includes a focus on ensuring diversity, cultural competence, and equity in schools.

TExES Principal (068)	TExES Principal (268)
I. School Community Leadership	VI. Ethics, Equity, and Diversity
Competency 003: The principal knows how to act with integrity, fairness and in an ethical and legal manner.	Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Integration – Constructed Response Comparison

For 268, four constructed-response items will be added to assess key aspects of Domains I, II, and III, shown below.

TExES Principal (068)	TExES Principal (268)
No constructed-response items	<ul style="list-style-type: none"> 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 (Domains II & III) B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness (Domain II) C. Supports staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II) 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)

The Characteristics of Questions

The following chart provides some key characteristics of the assessment questions.

Principal (068)	Principal (268)
Selected-Response (SR) Questions	
<ul style="list-style-type: none"> • Presents short scenarios with content- and skill-based questions • Provides broad scenarios that present a singular focus • Presents scenarios that represent rural, urban, elementary, middle, and high schools • Presents cluster and decision sets with single documents to support the scenario • Includes a supplemental booklet with a TAPR Report 	<ul style="list-style-type: none"> • Presents current and relevant contextually-rich scenarios • Provides up-to-date scenarios that reflect common situations school leaders face in Texas schools • Presents scenarios that represent rural, urban, and suburban in early childhood, elementary, middle, intermediate, and high schools • Various student groups are represented in items (e.g., early childhood, second-language learners, struggling learners, gifted and talented, special education) • Provides multiple documents supporting the scenario to allow for an analysis of multiple aspects of a situation • Includes some questions with a video stimulus • Includes questions focused on high-leverage aspects of school leadership, as identified by priority statements in the framework • Presents a stronger focus on the day-to-day role of an instructional school leader, delving into high-leverage actions • Includes more emphasis on cultural competence, building leadership capacity, and coaching teachers • Provides a focus on root cause analysis and data analysis to inform the decision-making process • Will not include a supplemental booklet, but part of a TAPR report will be included electronically • Presents cluster sets that may contain state-mandated assessment results as well as other types of student performance data

Principal (068)

Constructed-Response (CR) Questions

No Constructed-Response Questions

- Focuses on curriculum and instruction
- Includes a video stimulus
- Emphasizes multiple aspects of the instructional coaching and feedback process
- Delves into the curriculum and development process
- Demonstrates the importance of school culture as a lever in the school improvement process
- Includes data analysis to inform the decision-making process

A Summary of 268 Content

Domain	Competency	Integration (Constructed Response)	Approximate Percentage of Test
I. School Culture	<p>1 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).</p> <p>2 The beginning principal knows how to work with stakeholders as key partners to support student learning.</p>	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.	22%
II. Leading Learning	<p>3 The beginning principal knows how to collaboratively develop and implement high-quality instruction.</p> <p>4 The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</p>	<p>Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness.</p> <p>Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions.</p>	42%
III. Human Capital	<p>5 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.</p> <p>6 The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p>	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.	18%

Domain	Competency	Integration (Constructed Response)	Approximate Percentage of Test
IV. Executive Leadership	<p>7 The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.</p> <p>8 The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</p>		6%
V. Strategic Operations	<p>9 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.</p> <p>10 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.</p>		6%
VI. Ethics, Equity, and Diversity	<p>11 The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</p>		5%

The 268 Principal Test Framework

The asterisks below note TEA Priority Statements for beginning Principals.

DOMAIN I – SCHOOL CULTURE (School and Community Leadership)

Competency 001

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

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

Competency 002

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

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. *Ensures that parents and other members of the community are an integral part of the campus culture

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

Competency 003

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. *Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004

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

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III – HUMAN CAPITAL (Human Resource Management)

Competency 005

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

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006

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

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007

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

- A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. *Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008

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

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V – STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009

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

- A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010

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

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI – ETHICS, EQUITY, AND DIVERSITY

Competency 011

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

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

The beginning principal

- 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 and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- 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)

Key Words List

The list of key words below is intended to provide tools to help preparation programs and candidates be aware of new terms and the focus of the Principal (268) assessment. This key word list is not intended to be an exhaustive list of important words. Rather, the list reflects representative words that will be useful during preparation. The Principal (268) preparation manual will include a complete list of key words.

Change Management Process — A practice of taking deliberate and intentional actions in response to a specific problem in order to achieve a desired outcome. Change management includes consideration for processes, systems, organization structures, and people to make a successful transition to a desired outcome.

Continuous Improvement Process — A cycle of improvement actions that are sustained over extended periods of time and focused on improving the quality, effectiveness, and efficiency of a school. An ongoing, multifaceted plan is part of an organizational commitment to enhancing a school's effectiveness and includes steps for identification, planning, execution, and assessing progress.

Culturally Responsive Teaching — A student-centered approach to teaching in which students' unique cultural strengths are identified and nurtured in all aspects of learning to promote student achievement and a sense of well-being for all students.

Exemplar — An example or model that has the characteristics of a high-quality response. An exemplar can be useful in providing a concrete illustration of the evidence needed for meeting a desired standard.

Exit Ticket — A short, written formative assessment given by a teacher after completing a lesson to determine the degree to which students have learned the material taught in the lesson.

Instructional Coaching — A process for developing a teacher's knowledge, skills, and practice to improve instruction and student learning. By offering individual support and feedback in a nonevaluative and trusting setting, an instructional coach works with the teacher to provide ongoing and job-embedded professional development specific to the teacher's needs.

Item Analysis — A data-review process focused on studying individual questions on an assessment. An item analysis allows educators to evaluate the quality of each question and facilitates data disaggregation to measure student performance at different levels, determine student misconceptions, and plan interventions.

Key Lever — Key areas where school leaders can exert influence in order to obtain a desired outcome with a level of efficiency and effectiveness that otherwise would not be possible.

Probing Question — A question that is intended to help others think more deeply about an issue. Probing questions are more than clarifying questions and move toward challenging assumptions and exposing contradictions, which leads to new understandings.

Protocol — A well-defined structure or set of actions, usually in the form of a simple one- or two-page document, that is used by educators to structure professional conversation and ensure that meeting time is efficient, purposeful, and productive.

Real-time Feedback — A practice by an instructional coach to give feedback to a teacher while the lesson is in progress in order to provide immediate feedback and enhance the teacher’s execution of instruction.

Root-cause Analysis — The process for determining the deepest underlying reason a problem occurs, such that, if the cause is removed, the symptoms of the problem can be eliminated or substantially reduced.

Show-call — A teaching technique used after a written task is completed. The teacher chooses a student example to show the class and calls on various students to discuss in detail some aspect of the student work. This technique can be a great tool for studying characteristics and common errors of student work for all students’ benefit.

Think, Pair, Share — A discussion technique that gives students the opportunity to think about a question presented by the teacher. Then students pair up with a classmate to compare mental or written notes. Finally, the teacher calls on pairs of students to share their thinking with the rest of the class. Asking students to write and discuss ideas with a partner before sharing with the larger group builds confidence, encourages greater participation, and results in more thoughtful discussions.

Turn and Talk — An instructional strategy that allows all students to participate in discussions. When using this strategy, students turn and talk to a classmate about a topic at the teacher’s prompting. All students are able to process new learning while engaging in meaningful conversation with a classmate.

Preparation Resources

The list of resources below is intended to provide tools to help preparation programs and candidates understand the focus of the Principal (268) assessment. This resource list is not intended to be an exhaustive list of resources for the assessment. Rather, the list is representative of sources that will be useful during preparation. The Principal (268) preparation manual will include a complete list of preparation resources.

Bambrick-Santoyo, Paul. Driven by Data: A Practical Guide to Improved Instruction. San Francisco: John Wiley & Sons, 2010.

---. Get Better Faster: A 90-Day Plan for Coaching Teachers. San Francisco: John Wiley & Sons, 2012.

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Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry. Corwin Press, 2008.

Marshall, Kim. Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap. 2nd ed. Jossey-Bass. 2013.

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

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Texas Education Agency. Texas Teacher Evaluation & Support System (T-TESS), 2016.

Texas Education Agency. Prekindergarten Guidelines, 2015.

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Villegas, Ana María, and Tamara Lucas. Educating Culturally Responsive Teachers: A Coherent Approach. State University of New York Press. 2002.

WEBSITES

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