



Texas Principal Certificate Standards Alignment with ETS® Performance Assessment for School Leaders (PASL) Tasks

PASL Tasks and Steps	Texas Principal Certificate Standards
<p>PASL Task 1: Problem Solving in the Field Candidates' ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning</p>	<p>Standard B: Elements 1, 2, 3, 4, 5, 8, 11 Standard C: Elements 2, 8 Standard D: Element 6 Standard E: Elements 1, 2, 3, 6, 7, 8, 9, 10, 11 Standard F: Elements 1, 2, 4, 5</p>
<p>Step 1 Identifying a Problem/Challenge Candidates' ability to identify a significant problem/challenge</p>	<p style="text-align: center;">Standard B: Elements 1, 2, 3, 5, 11</p> <p>(1) Ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision. (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision; and (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture.</p> <p style="text-align: center;">Standard C: Elements 2, 8</p> <p>(2) Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; and (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard E: Elements 1, 2, 3, 6, 7, 8, 9, 10, 11</p> <p>(1) Ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning</p>



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	<p>data, and other information to collaboratively develop a shared campus vision;</p> <p>(3) Uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p> <p>(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;</p> <p>(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness;</p> <p>(10) Uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals: and</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture</p> <p style="text-align: center;">Standard F: Element 1, 2, 4, 5</p> <p>(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;</p> <p>(2) Outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(4) Establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies that are proving ineffective; and</p> <p>(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision.</p>
<p>Step 2 Researching and Developing a Plan Candidates' ability to develop a plan to address a significant problem</p>	<p style="text-align: center;">Standard B: Elements 1, 2, 3, 4, 5, 8, 11</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;</p>



PASL Tasks and Steps	Texas Principal Certificate Standards
	<p>(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;</p> <p>(4) supports the implementation of the campus vision by aligning financial, human, and material resources;</p> <p>(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;</p> <p>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; and</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture.</p> <p style="text-align: center;">Standard C: Elements 2, 8</p> <p>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; and</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard D: Element 6</p> <p>(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team.</p> <p style="text-align: center;">Standard E: Elements 3, 6, 7, 8, 10</p> <p>(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p> <p>(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;</p> <p>(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; and</p> <p>(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals.</p> <p style="text-align: center;">Standard F: Elements 2, 4, 5</p> <p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p>



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	<p>(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; and</p> <p>(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.</p>
<p>Step 3 Implementing the Plan Candidates' ability to implement and then analyze the effectiveness of the plan</p>	<p style="text-align: center;">Standard B: Elements 1, 4, 5, 8, 11</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(4) supports the implementation of the campus vision by aligning financial, human, and material resources;</p> <p>(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;</p> <p>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; and</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture.</p> <p style="text-align: center;">Standard C: Element 8</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard D: Element 6</p> <p>(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team.</p> <p style="text-align: center;">Standard E: Elements 3, 8, 9, 10, 11</p> <p>(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness;</p> <p>(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and</p> <p>(11) keeps staff inspired and focused on the campus vision while supporting effective change management.</p> <p style="text-align: center;">Standard F: Elements 2, 4, 5</p>



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	<p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness; and</p> <p>(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.</p>
<p>Step 4 Reflecting on the Plan and the Resolution Candidates' ability to reflect on the effectiveness of the plan</p>	<p style="text-align: center;">Standard E: Elements 1, 2, 9</p> <p>(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;</p> <p>(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; and</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness.</p>



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<p>PASL Task 2 Supporting Continuous Professional Development Candidates' ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning</p>	<p>Standard B: Elements 1, 2, 9 Standard C: Elements 2, 3, 4 Standard D: Elements 1, 2, 3, 4, 5, 6, 7, 8 Standard E: Elements 3, 7, 8, 9, 10 Standard F: Elements 2, 3 9 Standard G: Element 4</p>
<p>Step 1 Designing Building-level Professional Development Candidates' ability to work with colleagues to develop a prioritized list of significant professional development needs</p>	<p style="text-align: center;">Standard B: Elements 1, 2</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; and (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision.</p> <p style="text-align: center;">Standard C: Element 4</p> <p>(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs.</p> <p style="text-align: center;">Standard D: Elements 4, 5, 6, 7, 8</p> <p>(4) Coaches and develops teachers by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities; (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school; (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; and (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.</p> <p style="text-align: center;">Standard E: Elements 7, 8, 10</p>



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	<p>(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; and</p> <p>(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals.</p> <p style="text-align: center;">Standard F: Elements 2, 3</p> <p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; and</p> <p>(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning.</p>
<p>Step 2 Implementing Building-Level Professional Development Candidates' ability to facilitate professional development to address building-level teachers' needs</p>	<p style="text-align: center;">Standard B: Elements 1, 9</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; and</p> <p>(9) develops and uses effective conflict-management and consensus-building skills.</p> <p style="text-align: center;">Standard C: Element 2</p> <p>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research.</p> <p style="text-align: center;">Standard D: Elements 1, 6, 7</p> <p>(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; and</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;</p> <p style="text-align: center;">Standard E: Elements 3, 7, 8, 9</p> <p>(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p> <p>(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;</p>



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	<p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; and</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness.</p> <p style="text-align: center;">Standard F: Element 2</p> <p>(2) Outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.</p>
<p>Step 3 Analyzing Three Participants' Responses Candidates' ability to analyze the effectiveness of professional development on colleagues</p>	<p style="text-align: center;">Standard B: Element 1</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p style="text-align: center;">Standard C: Elements 2, 3, 4</p> <p>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;</p> <p>(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; and</p> <p>(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs.</p> <p style="text-align: center;">Standard D: Elements 1, 2, 3, 4, 7, 8</p> <p>(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;</p> <p>(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;</p> <p>(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; and</p>



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	<p>(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.</p>
<p>Step 4 Reflecting on Building-Level Professional Development Candidates' ability to reflect on the effectiveness of the implementation of building-level professional development</p>	<p style="text-align: center;">Standard B: Element 1</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals.</p> <p style="text-align: center;">Standard C: Element 4</p> <p>(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs.</p> <p style="text-align: center;">Standard D: Elements 1, 5, 7, 8</p> <p>(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;</p> <p>(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; and</p> <p>(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.</p> <p style="text-align: center;">Standard E: Element 9</p> <p>(9) develops, implements, and evaluates change processes for organizational effectiveness.</p> <p style="text-align: center;">Standard F: Element 9</p> <p>(9) uses technology to enhance school management.</p> <p style="text-align: center;">Standard G: Element 4</p> <p>(4) models and promotes the continuous and appropriate development of all learners in the campus community.</p>



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<p>PASL Task 3 Creating a Collaborative Culture Candidates' ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture</p>	<p>Standard B: Elements 1, 2, 3, 5, 7, 8, 9, 10, 11, 12 Standard C: Elements 1, 2, 8 Standard D: Elements 4, 7, 8 Standard E: Elements 1, 2, 8, 10 Standard F: Elements 2, 4</p>
<p>Step 1 Identifying the Collaborative Team Candidates' ability to identify a team of teachers with varying experience to develop a collaborative team</p>	<p>Standard B: Elements 1, 8, 10, 12 (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff; (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment; and (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.</p> <p>Standard D: Element 7 (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information.</p> <p>Standard F: Element 2 (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.</p>
<p>Step 2 Developing a Plan to Improve Instruction, Student Learning, and the School Culture Candidates' ability to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture</p>	<p>Standard B: Elements 1, 2, 3, 7, 8, 9, 10, 11, 12 (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;</p>



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	<p>(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</p> <p>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</p> <p>(9) develops and uses effective conflict-management and consensus-building skills;</p> <p>(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; and</p> <p>(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.</p> <p style="text-align: center;">Standard C: Elements 1, 2, 8</p> <p>(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; and</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard D: Element 7</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information.</p> <p style="text-align: center;">Standard E: Elements 2, 3, 8, 10</p> <p>(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;</p> <p>(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;</p> <p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions; and</p> <p>(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals.</p> <p style="text-align: center;">Standard F: Element 2</p>



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	<p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.</p>
<p>Step 3 Implementing the Plan to Improve Instruction, Student Learning, and the School Culture Candidates' ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture</p>	<p style="text-align: center;">Standard B: Elements 1, 5, 7, 8, 9, 10, 11, 12</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;</p> <p>(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</p> <p>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</p> <p>(9) develops and uses effective conflict-management and consensus-building skills;</p> <p>(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; and</p> <p>(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.</p> <p style="text-align: center;">Standard C: Element 8</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard D: Elements 7, 8</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; and</p> <p>(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.</p> <p style="text-align: center;">Standard E: Elements 1, 2, 8</p> <p>(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;</p> <p>(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; and</p>



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	<p>(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions.</p> <p style="text-align: center;">Standard F: Element 4</p> <p>(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness.</p>
<p>Step 4 Reflecting on the Collaborative Team and the School Culture Candidates' ability to facilitate colleagues' self-reflection on the collaborative team and the ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture</p>	<p style="text-align: center;">Standard B: Elements 1, 7, 8, 9, 10, 11, 12</p> <p>(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;</p> <p>(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;</p> <p>(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;</p> <p>(9) develops and uses effective conflict-management and consensus-building skills;</p> <p>(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;</p> <p>(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture; and</p> <p>(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.</p> <p style="text-align: center;">Standard C: Elements 1, 2, 8</p> <p>(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;</p> <p>(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; and</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.</p> <p style="text-align: center;">Standard D: Elements 4, 7, 8</p> <p>(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;</p> <p>(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of</p>



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	<p>campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; and (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.</p> <p style="text-align: center;">Standard E: Elements 1, 2, 3</p> <p>(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow; (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning; and (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications.</p> <p style="text-align: center;">Standard F: Elements 2, 4</p> <p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes; and (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness.</p>