



# **PRINCIPAL ALTERNATIVE CERTIFICATION HANDBOOK & COURSE CURRICULUM**

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## Principal Alternative Certification Handbook

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## Course Curriculum

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## About Our Organization

The Region One Education Service Center (ESC) is located in Edinburg, Texas with Extension Offices in Brownsville and Laredo. Region One is one of the twenty regional service centers established by the Texas Legislature in 1967 to provide a variety of school-related services to designated school systems.

Region One Education Service Center ([www.esc1.net](http://www.esc1.net)) serves over 422,000 students and educators in seven South Texas counties. Region One assists school systems with enhancing student performance, operating efficiently and implementing initiatives assigned by the legislature or Commissioner of Education.

## About Our Program

### Integrated Leadership Principal Preparation Program

The Region One Education Service Center Principal Alternative Certification program provides training and support for those interested in serving as a Principal as Instructional Leader.

The program offers admission to eligible candidates by cohort throughout the year. The delivery of our services are a combination hybrid synchronous and face-to-face coursework with mentorship and coaching throughout the program.

### Calendar of Activities

New candidates begin their coursework at the start of **January** and **June**.

Recruitment and partnership processes are continuous with specialized program calendars throughout the year. Interested individuals may start the application process at [www.esc1.net/eppinterest](http://www.esc1.net/eppinterest)



#### Scan to Access Our Interest Form

Begin the application process online by submitting an interest form. Our team will contact you directly upon initial review.



# Admission Process

## Submit Interest Form

- Digital Outreach
- Timely Follow-up (within 24 hrs. of submitting interest form)

## Screening

- Professional Interview
- Oral Presentation
- Written Response

## Documentation

- Master's Transcript, minimum 3.0 GPA
- Teacher Service Record (2 years minimum)
- 2 Letters of Recommendation
- Teaching Certificate

## Orientation

- Program Vision & Certification Overview
- Program Structure & Completion Requirements
- Learning Platforms & Tools
- Leadership Competencies & Standards
- Field Supervision & Mentorship
- Leadership Growth Planning

# State & Program Disclosures

Program requirements are based on adopted rules of the Texas Education Code and Texas Administrative Code for Educator Certification. The Region One ESC Educator Preparation & Development Program is approved by the State Board of Educator Certification (SBEC) to establish procedures and practices to deliver quality preparation and support aspiring educators.

Region One ESC requires specific criteria of all applicants prior to program admission. Candidates must review and accept current state and program requirements, policies and procedures upon admission.

In accordance with TEA rule change, the publication of this handbook is subject to change.

## Criminal History

Pursuant to the Texas Education Code (TEC) 22.083, candidates must undergo a criminal history background check prior to employment as an educator, and prior to clinical teaching.

Candidates have the right to request a criminal history evaluation letter provided in Chapter 227, Subchapter B.

## Program Schedules & Certification Plans

Our program schedules provide our candidates with timelines for coursework, training, support, and field experiences. All program schedules are available via program websites and are subject to change.

# Policies

## Out of Country Transcripts and English Language Proficiency Requirements

1. Completion of an undergraduate or graduate degree from an accredited institution of higher education (IHE) in the United States or one of its territories.
2. Verification of a minimum scaled score that falls within the High-Intermediate level in each section on the Test of English as a Foreign Language internet-Based Test (TOEFL-iBT).
3. An undergraduate or graduate degree that was earned at an institution of higher education in a country outside of the United States (Scan the QR code to view a full listing); or
4. A standard certificate issued by the Department of Education in another state where examinations for the certificate were taken and passed.

Updated on 1/25/2024

Scan to View List of  
Eligible Higher Ed.  
Institutions Outside of  
the US



## Military & Non-Military Candidates

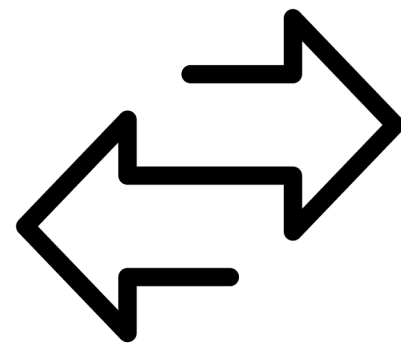
Military service members or military veterans may verify military service, training, or education toward the training, education, work experience, or related requirements for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought.

Candidates who are not military service members or veterans may substitute prior or ongoing service, training, or education, provided that the experience, education, or training that is not also counted as a part of the internship or clinical teaching requirements. Education shall be from an accredited institution of higher education within the past five years and directly related to the certificate being sought.

## Transfer Candidate

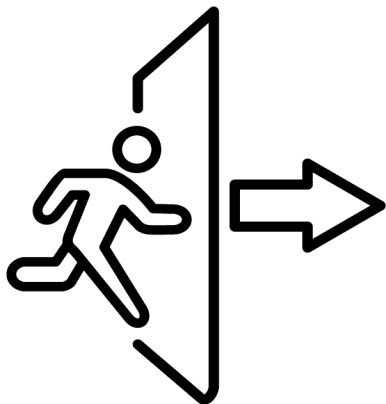
Transfer candidates from another educator preparation program requesting admissions will be reviewed on a case by case basis. Maximum number of clock hours for coursework, training, internship, and practicum will be determined upon program transcript evaluation. If an applicant is seeking examination approval, candidate will be referred to the program for exam approval and standard certification.

Candidates seeking transfer to another educator preparation program must pay services rendered by the Region One ESC program prior to release.



## Deficiency Admission

A principal candidate expected to obtain a master's degree at the end of the program and prior to applying for standard certificate may be admitted on a deficiency plan. An acceptance letter from a university master's program will be required for admission.



### Program Exit/Withdrawal Policy

Candidates shall refer to their respective signed exit/withdrawal policy document provided on the initial date of admission.

## Pre-Service Requirements

A principal candidate shall complete the following pre-service requirements prior to any practicum or internship experience:

- Candidates must complete the required preparatory hours prior to begin their practicum placement.
- T-PESS certification training is highly recommended.

# Supervised Educator Assignment

## Practicum Assignment

An unpaid supervised principal assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA. Prior to the start of practicum, candidate must complete the required preparatory hours of coursework. During the full-year practicum experience, a candidate must also complete 160 clock-hours of educational activities and demonstrate proficiency of principal standards. The designated campus principal will serve as site supervisor and mentor.

## Interim Assignment

A full-year paid supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA.

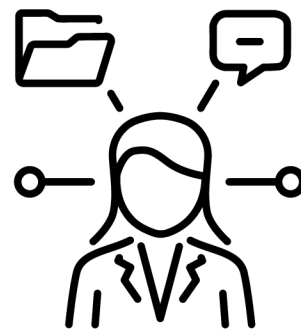
A principal internship requires a candidate to complete specific coursework/training and must pass the TExES 268 exam prior to seeking employment. The designated campus principal, will be assigned to the candidate to serve as a campus leader mentor. Upon completion of the internship, the principal candidate may recommend for certification having demonstrating mastery of principal standards.

\*A candidate may be employed on an interim or probationary certificate.

## Campus Administrator or Site Supervisor

A trained site supervisor (principal program) is a certified campus/district administrator who is assigned to provide guidance, assistance, and support to the candidate during clinical experience; and who reports the candidate's progress to the candidate's field supervisor and program staff.

A site supervisor must conduct 2 formal observations during principal candidate practicum or internship.



## Field Supervisor

A trained field supervisor is a certified educator hired by the program to observe candidates, monitor their proficiency of educator standards, and provide constructive feedback to help candidates improve their effectiveness as entry-level teachers and principals. Program candidates require a specific number of formal and informal observations. Candidates who demonstrate proficiency in each of the principal standards may be recommended for a standard certificate.



## Applying for Certification

### Interim or Probationary Certificate

#### *State Board for Educator Certification*

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

A candidate must meet the degree, certificates and/or experience requirements in subject matter knowledge for issuance of a certificate to serve an internship as a classroom teacher or principal assignment. Intern certificates are limited to a 12-month period and probationary certificates are limited to two 12-month periods. Application fees are paid to TEA. Certificate conditions and testing requirements apply.

### Standard Certificate

The initial standard certificate requires that a candidate successfully complete all required coursework, fulfill the field-based experience requirements, and obtain passing scores on all state examinations. In addition, the candidate must receive a recommendation from Region One ESC's Educator Preparation & Development Program.

Application fees are paid to TEA. Certificate conditions and testing requirements apply. In addition, all applicants must complete an exit survey for the purposes of evaluating the effectiveness of the program.

For educator certification (any questions related to educator certificates and renewals, TEAL account access, name changes, address updates), educator testing, educator preparation programs or fingerprinting questions please call (512) 936-8400.

# Adherence Statements

## *Staff & Consumer Responsibilities*

### Educator Code of Ethics



All staff, field supervisors and candidates shall read and sign the Educator's Code of Ethics document which states understanding and adherence statements. 19 TAC §228.50.

### Complaint Procedures

The program strives to provide direct assistance that may alleviate concerns. Candidates are encouraged to connect with specialists or staff members as a first step.

If a candidate believes they have an unresolved complaint regarding the program, they should follow the Region One ESC-Educator Preparation & Development Program Complaint Process. For assistance, please contact [hr@esc1.net](mailto:hr@esc1.net).

The Texas Education Agency (TEA) has a formal complaint process for candidates in educator preparation programs. Complaints may be submitted to the TEA by fax (512-475-3665) or e-mail ([complaintsmanagement@tea.texas.gov](mailto:complaintsmanagement@tea.texas.gov)).

### Candidate Records

Candidate records are retained for a period of five (5) years after candidate completes, withdraws from or is discharged or released from the program.



### Accountability Annual Reports

The most recent information about the Region One Educator Preparation & Development Program data can be found by scanning the QR code below.

**Scan to View  
Accountability  
Annual Reports**



# Course Curriculum

Educators who participate in the alternative certification program are members of a cohort.

Each candidate will participate in a sequence of coursework developed to prepare them to become successful instructional leaders. Curriculum coursework is designed to provide candidates with a comprehensive scope and sequence appropriately aligned to the principal standards.

## Program Delivery

The number one priority is to deliver a robust curriculum and customized coursework that ensures effective preparation. The program offers both traditional face-to-face and synchronous learning experiences for instructional leader preparation, incorporating materials from Effective Schools Framework, and key components of the Texas Instructional Leadership Program.

At the end of each session, all candidates shall complete the coursework training session evaluations. Data from these evaluations shall be used to adjust curriculum, scope and sequence, and the overall delivery of program courses.

### Attendance Confirmation

- Credit hours verified via the Region One ESC professional development system

### Academic History

- Assignments and assessments are highly valued and intended for only the Region One ESC program candidates
- Each candidate must submit their original work and use citations

### Coursework Assignments and Assessments

- Candidate must attend courses to receive assignment, assessment, and/or grading feedback
- Rubrics for each assignment and assessment are provided



**Texas Principal Standards:** *TAC 19, Part 2, Chapter 149, Subchapter BB, Rule § 149.2001*

The Texas Principal Standards serve as a guide for improving school productivity, increasing student achievements and continually reflecting upon and improving school leader effectiveness.

# Standard 1: Instructional Leadership



## 101 - Curriculum Alignment for Instructional Leaders\*

Participants will develop the capacity to lead campuswide curriculum alignment efforts that ensure coherence between state standards, instructional objectives and student learning needs. Principals will analyze curriculum documents, evaluate instructional alignment and guide instructional teams in implementing aligned curriculum systems that support rigorous instruction and improved student outcomes. Emphasis is placed on monitoring implementation and adjusting curriculum practices based on data and instructional priorities. **(7 hours)**

## 102 - Effective Classroom Routines and Instructional Strategies\*

Participants will strengthen their ability to lead and support the implementation of effective classroom routines and research-based instructional strategies across the campus. Principals will examine their role in coaching teachers, monitoring instructional consistency and ensuring instructional practices align to campus expectations and student achievement goals. The course emphasizes campuswide instructional coherence and continuous improvement. **(7 hours)**

## 103 - Lesson Alignment and Formative Assessments\*

Participants will learn to lead lesson alignment and formative assessment practices that ensure instruction is standards-based and responsive to student learning needs. Principals will analyze lesson plans, guide teachers in aligning instruction to standards and use formative assessment data to inform instructional decisions and support teacher growth. Emphasis is placed on monitoring instructional quality and using evidence to drive improvement. **(7 hours)**

## 104 - Data-Driven Instruction\*

Participants will develop the skills to lead campuswide data-driven instructional systems by collecting, analyzing and interpreting multiple sources of student data. Principals will identify instructional trends, determine root causes of performance gaps and guide instructional teams in planning targeted interventions. The course emphasizes using data to monitor progress, adjust instruction and improve academic outcomes for all students. **(7 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

# Standard 1: Instructional Leadership (cont.)

## **105 - High Quality Instructional Material Internalization\***

Participants will develop the leadership capacity to support and monitor the effective implementation of high quality instructional materials. Principals will guide teachers in internalizing instructional materials, ensure alignment to standards, and evaluate instructional use of materials to maximize student engagement and learning outcomes. Emphasis is placed on implementation fidelity and continuous instructional improvement. **(7 hours)**

## **106 - Observation and Feedback with Actionable Coaching\***

Participants will develop the knowledge and skills necessary to lead campuswide observation, feedback, and coaching systems that improve instructional quality and student outcomes. Principals will conduct focused instructional observations, analyze evidence of teaching and learning, and deliver timely, actionable feedback aligned to instructional priorities and campus goals. The course emphasizes leading effective coaching cycles and monitoring the impact of feedback on teacher practice. **(7 hours)**

## **107 - Ensuring Access and Achievement for all Learners\***

Participants will strengthen their ability to lead and support effective instructional systems for emergent bilingual students and special education students. Principals will examine campuswide strategies for differentiated instruction, language development, and instructional scaffolding while monitoring compliance and instructional effectiveness. Emphasis is placed on the principal's role in ensuring access to high-quality instruction. **(7 hours)**

## **108 - Dyslexia for Instructional Leaders\***

Participants will develop the leadership capacity to support campuswide systems for identifying and serving students with dyslexia. Principals will guide teachers in implementing evidence-based instructional strategies, monitor intervention effectiveness, and ensure compliance with state requirements while promoting high-quality instructional practices. **(6 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

## Standard 2: Human Capital



### **201 - Impact Coaching for Instructional Effectiveness & Teacher Growth\***

Participants will develop the skills to lead effective coaching systems that improve instructional practice and teacher performance. Principals will apply evidence-based coaching models, facilitate goal-setting conversations, and monitor the impact of coaching on teaching quality and student achievement. Emphasis is placed on using coaching as a strategic lever for continuous improvement. **(7 hours)**

### **202 - Standards for Staff Development\***

Participants will develop the leadership capacity to design, implement, and evaluate effective professional learning systems aligned to adult learning principles and campus goals. Principals will monitor professional development effectiveness and ensure ongoing support structures that are in place to sustain teacher growth and instructional improvement. **(7 hours)**

### **203 - Human Capital: Hiring, Selection & Retention\***

Participants will strengthen their ability to lead effective human capital systems by designing hiring processes, selecting high-quality staff, and implementing retention strategies aligned to campus needs. Principals will apply structured interview practices and make staffing decisions that support instructional excellence and student success. **(7 hours)**

### **204 - Navigating PEIMS as an Instructional Leader\***

Participants will develop the knowledge and skills to lead campus systems that ensure accuracy and integrity of PEIMS data. Principals will analyze PEIMS data to inform decision-making related to funding, accountability, and student outcomes, emphasizing the principal's role in data governance and compliance. **(7 hours)**

### **205 - Principles of Ethical and Legal Issues\***

Participants will develop the leadership capacity to apply legal principles to campus-level decision-making. Principals will analyze real-world scenarios, evaluate legal implications, and make informed decisions that protect students and staff while supporting a safe and compliant school environment. **(7 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

## Standard 3: Executive Leadership

### 301 - Leading Learning Through Professional Learning Communities (PLCs)\*

Participants will develop the skills to lead and sustain effective PLC systems focused on collaboration, shared leadership, and continuous improvement. Principals will guide teams in analyzing data, monitoring instructional practices, and using PLC structures to improve teaching and learning outcomes. **(7 hours)**



### 302 - Budget & Resource Management\*

Participants will develop the leadership capacity to allocate resources strategically and manage campus budgets aligned to school goals. Principals will analyze financial data, prioritize funding decisions, and ensure fiscal responsibility and compliance while supporting instructional improvement. **(7 hours)**

### 303 - Federal and State Accountability\*

Participants will gain a comprehensive understanding of federal and state accountability systems and their impact on school performance and student outcomes. Participants will explore the key components of accountability frameworks, including standardized testing, performance indicators, and reporting requirements. Participants will learn how to navigate and interpret accountability data, develop strategies to meet state and federal requirements, and drive continuous improvement within their schools. **(7 hours)**

### 304 - Science of Teaching Reading\*

Participants will develop the leadership capacity to guide, monitor and evaluate the implementation of evidence-based reading instruction across the campus, with an emphasis on early literacy in Prekindergarten–Grade 5. Principals will analyze reading data, ensure alignment to state standards, and lead instructional teams in selecting, implementing and supporting effective literacy practices.

The course emphasizes the principal's role in ensuring instructional coherence, supporting teachers through targeted feedback, and using data to drive campuswide literacy improvement. **(7 hours)**

### 305 - Digital Literacy for Educational Leaders\*

Participants will develop the leadership skills necessary to integrate technology strategically to enhance teaching, learning, and leadership. Principals will evaluate digital tools, support instructional innovation, and ensure technology use aligns to instructional goals and International Society of Technology and Education standards. **(7 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

## Standard 4: School Culture

### 401 - School Vision & Culture\*



Participants will develop the leadership capacity to support and monitor the effective implementation of high quality instructional materials. Principals will guide teachers in internalizing instructional materials, ensure alignment to standards, and evaluate instructional use of materials to maximize student engagement and learning outcomes. Emphasis is placed on implementation fidelity and continuous instructional improvement. **(7 hours)**

### 402 - Developing Instructional Leaders\*

Participants will strengthen their ability to build leadership capacity among teachers and staff. Principals will identify leadership potential, support distributed leadership, and develop systems that sustain instructional improvement. **(7 hours)**

### 403 - Schoolwide Instructional Routines\*

Participants will develop the skills to lead the implementation of consistent, high-impact instructional routines across the campus. Principals will monitor fidelity of implementation and ensure instructional coherence and equity across classrooms. **(7 hours)**

### 404 - Leverage Leadership: Building Leadership Capacity as an Instructional Leader\*

Participants will develop the mindset and skills necessary to inspire, support, and grow leadership capacity within their schools. Principals will apply leadership strategies that strengthen staff performance and student outcomes. **(7 hours)**

### 405 - Leading Exceptional Schools\*

Participants will explore the key elements that define exceptional schools, including strong leadership, a focus on student outcomes, a culture of high expectations, and the implementation of effective instructional practices. Emphasis will be placed on developing a clear vision, building a supportive and collaborative school culture, and leading efforts to engage families and communities in the educational process. **(7 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

## Standard 4: School Culture (cont.)

### 406 - Youth Mental Health First Aid

Participants will learn about the Youth Mental Health First Aid (YMHFA) that is designed to provide knowledge of the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge such as depression, anxiety disorders, psychosis, and substance use disorders. Role-playing and simulations will be used to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. Each participant will receive a certification for completing the 8-hour course and will be certified in Mental Health First Aid USA from the National Council for Behavioral Health. **(6 hours)**

### 407 - Texas Behavior Support Institute (TBSI)

Participants will learn about the Texas Behavior Support Initiative (TBSI) that is designed to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions. **(3 hours)**

## Standard 5: Strategic Operations

### 501 - Safe Schools and Strong Partnerships

Participants will be provided with the knowledge and skills to effectively manage school safety and operations, ensuring a secure and efficient learning environment for students and staff. Participants will explore best practices for developing and implementing school safety plans, emergency preparedness protocols, and crisis management strategies. **(7 hours)**

### 502 - Classroom Management - Schoolwide System

Participants will learn to design, implement, and sustain a schoolwide classroom management system that promotes a safe, respectful, and productive learning environment. Principals will examine their role in establishing consistent expectations, monitoring implementation fidelity, and using behavior data to inform campus-level decisions. Through applied scenarios and case studies, participants will strengthen their ability to lead staff in aligning classroom management practices to school culture, student behavior goals, and overall campus improvement efforts. **(7 hours)**

*\*Curriculum coursework required for 268 and PASL exam release.*

## Standard 5: Strategic Operations (cont.)

### 503 - Positive Behavioral & Interventions Support

To equip principal candidates with the knowledge and leadership skills necessary to establish and sustain a Positive Behavioral Interventions and Supports (PBIS) framework that fosters a safe, inclusive, and supportive school environment. Through this session, candidates will learn how to use data to inform decisions, engage staff and families in shared responsibility for student behavior, and align PBIS practices with academic and wellness learning goals.

**(7 hours)**

### 504 - Campus Needs Assessment & Campus Improvement Planning

Participants will engage in campus data analysis to identify targeted areas. Additionally, they will align the campus improvement plan to the data in terms of measurable goals, strategies, best practices, staff development and formative/summative evaluations. **(7 hours)**

## Practicum & Internship

### Observation

- Candidates must adhere to timelines regarding first, second, third and final observations, which take place during practicum or internship and must occur two weeks apart; a minimum of formal 45-minute observations conducted by site (2) and field (3) supervisors; informal 15-minute observations are conducted by field supervisors (3 per semester).
- Observation rubric used is aligned to Texas principal standards.
- Supervisors observe, monitor and provide feedback to improve a candidate's performance.
- Communication among candidate, site supervisor, field supervisor, and staff must be ongoing during internship or practicum experience 19 TAC §228.35(e)(8)(D): field supervisors and site supervisors provide recommendations to the program regarding candidate success in the practicum.

### Site Supervisor/Campus Principal Qualifications

- Three (3) creditable years of experience as defined in Chapter 153, Subchapter CC;
- Valid certification in the certification class in which the practicum candidate is seeking certification;
- Not serving as a field supervisor for a candidate completing a practicum, clinical teaching or internship; and
- Accomplished educator as shown by student learning

### Field Supervisor Qualifications

- Three (3) or more years of experience
- Current certification as principal
- Accomplished educator as shown by student learning
- Shall not be employed at same school as candidate
- Attend TEA and Region One ESC training and professional development workshops

# Texas Principal Standards Recommended Practicum Hours

**Standard 1 - Instructional Leadership**  
**55 Hours**

**Standard 2 - Human Capital**  
**15 Hours**

**Standard 3 - Executive Leadership**  
**30 Hours**

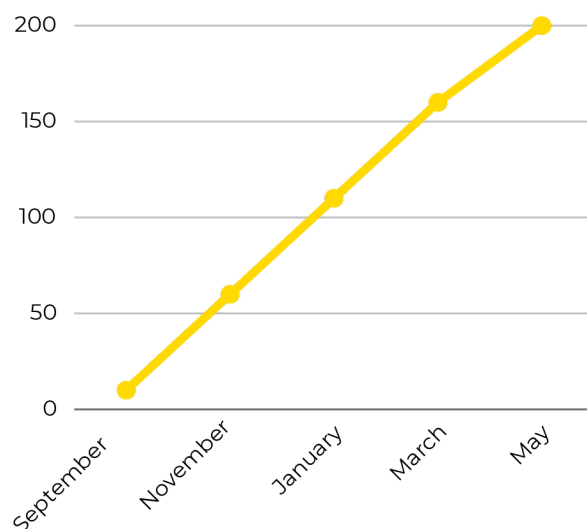
**Standard 4 - School Culture**  
**30 Hours**

**Standard 5 - Strategic Operations**  
**30 Hours**

**160 CLOCK HOURS**

19 TAC §228.35 (8) for certification in the class of principal, each candidate shall complete 200 clock-hours whereby a candidate demonstrates proficiency in each of the educator standards for the certificate being sought.

Hours may not be doubled within more than one principal standard.



# Test Practice

## *Certify Teacher and Pearson*



Pearson

\$10 INTERACTIVE EXAM

### **Certify Teacher**

Candidates shall gain familiarity with the question types and constructed response questions to monitor their progress toward proficiency domains and competencies of TExES 268 Principal as Instructional Leader exam.

Each candidate will require a specific program user ID and password to access practice exams and other resources.

After initial baseline exam, a candidate shall complete study modes as assigned after each practice exam.

#1

EXAM MODE

80% on all 11

competencies

#2

EXAM MODE

85% on all 11

competencies

#3

EXAM MODE

90% on all 11

competencies

\*Candidates must score 3s or 4s on Constructed Response practice to meet readiness criteria

Candidates shall gain familiarity with the question types and expectations, as well as use the practice selected and clustered questions and practice constructed response questions to monitor their progress toward proficiency. State test approval will be given upon candidate "readiness" and met criteria.

(Reference Coursework Text)

Baldoni, John. Great Communication Secrets of Great Leaders. McGraw Hill, 2003. Bambrick-Santoyo, Paul. Driven by Data 2.0: A Practical Guide to Improve Instruction. Jossey-Bass, 2019. Bambrick-Santoyo, Paul. Get Better Faster: A 90-Day Plan for Coaching New Teachers. John Wiley & Sons, 2012. Bambrick-Santoyo, Paul. Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools. John Wiley & Sons, 2018. Educational Testing Service, September 2020, Performance Assessment for School Leaders (PASL) Candidate and Educator Handbook. Frey, Nancy, Fisher, Douglas, Smith, Dominique. All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond. ASCD, 2019. Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. Routledge, 2012. Lemov, Doug. Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College. Jossey-Bass, 2015. Texas Education Agency, Texas Educator Certification, 2020. Preparation Manual: A Candidate and Program Planning Guide, Principal as Instructional Leader (268). William, Dylan. Embedded Formative Assessment. Solution Tree Press, 2018.

# Contact Us

## Phone

Region One ESC Principal Alternative Certification Program  
(956) 984-6104

## Email

[principalcert@esc1.net](mailto:principalcert@esc1.net)

## Visit Us

4311 N. McColl St.,  
McAllen, TX 78504

## Website

[www.esc1.net/principalcert](http://www.esc1.net/principalcert)



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