

**Item 25:**  
**Review of 19 TAC Chapter 241, Principal Certificate**

**DISCUSSION ONLY**

**SUMMARY:** Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents the review of 19 TAC Chapter 241, Principal Certificate. The rules being reviewed provide requirements relating to the principal certificate.

**STATUTORY AUTHORITY:** Statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 241 is the Texas Education Code (TEC), §§21.003(a), 21.040(4), 21.041(b)(2)-(4), 21.046(b)-(d), and 21.054.

**BOARD RESPONSE:** This item is presented for review and comment.

**PREVIOUS BOARD ACTION:** The SBEC last adopted the review of 19 TAC Chapter 241 in January 2001, finding that the reasons for initially adopting the rules continue to exist. Revisions have been made to rules in 19 TAC Chapter 241 since the SBEC last adopted the review.

**FUTURE ACTION EXPECTED:** The review of 19 TAC Chapter 241, Principal Certificate, is scheduled to be presented to the SBEC for adoption at the April 2009 SBEC meeting. Any rule changes resulting from the rule review process will also be presented to the SBEC for consideration.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** The SBEC rules in 19 TAC Chapter 241 establish requirements for the issuance and renewal of the principal certificate.

The rules currently in effect in 19 TAC Chapter 241 are shown in Attachment II.

**ANTICIPATED REVISIONS TO RULES:** The Texas Education Agency (TEA) staff anticipates presenting proposed revisions to the rules in 19 TAC Chapter 241 at the April 2009 SBEC meeting. The proposed revisions would clarify minimum program admission requirements, preparation requirements for admission to a principal preparation program, standards for the principal certificate, requirements for the first-time principal in Texas, issuance and renewal requirements, individual assessment process, and implementation dates for the principal certificate. The TEA staff plans to conduct a stakeholder meeting on 19 TAC Chapter 241 prior to the April 2009 SBEC meeting.

**RULE REVIEW:** The SBEC plans to file the notice of proposed review of 19 TAC Chapter 241, Principal Certificate, with the *Texas Register* following the February 2009 SBEC meeting. The SBEC will accept comments as to whether reasons for adopting 19 TAC Chapter 241 continue to exist. The official comment period will begin with the publication of the proposed review of 19 TAC Chapter 241 in the *Texas Register*.

The filing of the notice of proposed review soliciting comments as to whether the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

**FISCAL IMPACT:** None.

**PUBLIC AND STUDENT BENEFIT:** The review of 19 TAC Chapter 241 will result in the continuation of requirements relating to admission to a principal preparation program, preparation program requirements, standards, requirements for the first-time principal in Texas, issuance and renewal of the principal certificate, individual assessment process, and implementation dates for the principal certificate.

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** None.

**PUBLIC COMMENTS:** None.

**ALTERNATIVES:** None.

**OTHER COMMENTS AND RELATED ISSUES:** None.

Respectfully submitted,

Jerel Booker  
Associate Commissioner  
Educator Quality and Standards

**Staff Members Responsible:** Karen Loonam, Ed.D., Deputy Associate Commissioner  
Educator Certification and Standards

Melva Cardenas, Director  
Educator Credentialing

**Attachments:** I. Statutory Citations  
II. Text of 19 TAC Chapter 241, Principal Certificate

**ATTACHMENT I****Statutory Citations Relating to Review of 19 TAC Chapter 241, Principal Certificate****Rule Review****Texas Government Code, §2001.039, Agency Review of Existing Rules:**

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

**19 TAC Chapter 241, Principal Certificate****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

**Texas Education Code, §21.040, General Powers and Duties of Board (excerpt):**

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

**Texas Education Code, §21.041, Rules; Fees (excerpts):**

- (b) The board shall propose rules that:
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (3) specify the period for which each class of educator certificate is valid;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;

**Texas Education Code, §21.046, Qualifications for Certification as Superintendent or Principal (excerpts):**

- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
  - (1) instructional leadership;
  - (2) administration, supervision, and communication skills;
  - (3) curriculum and instruction management;
  - (4) performance evaluation;
  - (5) organization; and
  - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:
  - (1) each candidate for certification as a principal is of the highest caliber; and
  - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.

**Texas Education Code, §21.054, Continuing Education:**

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (b) Continuing education for principals must be based on an individual assessment of the knowledge, skills, and proficiencies necessary to perform successfully as a principal, as identified in Section 21.046. An individualized professional growth plan shall be developed as a result of the assessment and shall be used exclusively for professional growth purposes. The assessment results and the growth plan may only be released with the approval of the principal assessed. Except as provided by Section 21.059, each certified principal shall participate in the assessment process and professional growth activities at least once every five years.

**ATTACHMENT II**  
**Text of 19 TAC**

**Chapter 241. Principal Certificate**

**§241.1. General Provisions.**

- (a) Due to the critical role the principal plays in campus effectiveness and student achievement, and consistent with the Texas Education Code (TEC) §21.046(c), the rules adopted by the State Board for Educator Certification will ensure that each candidate for the Principal Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by TEC §21.046(b)(1)-(6), the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) Each individual serving as a principal or assistant principal is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (d) The holder of the Principal Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public elementary, middle, or secondary school.

*Source: The provisions of this §241.1 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective July 13, 2004, 29 TexReg 6646.*

**§241.5. Minimum Requirements for Admission to a Principal Preparation Program.**

- (a) Prior to admission to a preparation program leading to the Principal Certificate, an individual must hold a baccalaureate degree from an accredited institution of higher education.
- (b) Preparation programs may adopt requirements for admission in addition to those required in subsection (a) of this section
- (c) The entity shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate.
- (d) Each preparation program must develop and implement specific criteria and procedures that allow admitted individuals to substitute experience and/or professional training directly related to the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) for part of the preparation requirements.

*Source: The provisions of this §241.5 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg 3929.*

**§241.10. Preparation Requirements.**

- (a) The standards identified in §241.15 of this title (relating to Standards for the Principal Certificate) shall be the curricular basis for programs preparing individuals to be principals. Entities shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the program based on the standards identified in §241.15 of this title.
- (b) Structured, field-based practicum with experiences at diverse types of campuses must be focused on actual experiences with each of the standards identified in §241.15 of this title whereby candidates must demonstrate proficiency in each of the standards.

*Source: The provisions of this §241.10 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929.*

**§241.15. Standards for the Principal Certificate.**

- (a) The knowledge and skills identified in this section must be used by educator preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the Standard Principal Certificate. These standards must also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).
- (b) **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level, a principal understands, values, and is able to:
- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
  - (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Code of Ethics and Standards Practices for Texas Educators).
  - (3) model and promote the continuous and appropriate development of all learners in the campus community.
  - (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
  - (5) articulate the importance of education in a free democratic society.
- (c) **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
- (1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
  - (2) ensure that parents and other members of the community are an integral part of the campus culture.
  - (3) utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff.
  - (4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture.
  - (5) utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.
  - (6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning.
  - (7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated.
  - (8) align financial, human, and material resources to support the implementation of the campus vision.
  - (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
  - (10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.
  - (11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

- (d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
- (1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff which addresses staff needs and aligns professional development with identified goals.
  - (2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts.
  - (3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources.
  - (4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
  - (5) utilize formative and summative evaluation processes to further develop the knowledge and skills of campus staff.
  - (6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members.
  - (7) engage in on-going, meaningful, professional growth activities to further develop necessary knowledge and skills, and to model lifelong learning.
- (e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
- (1) demonstrate effective communication through oral, written, auditory, and nonverbal expression.
  - (2) utilize effective conflict management and group consensus building skills.
  - (3) implement effective strategies to systematically gather input from all campus stakeholders.
  - (4) develop and implement strategies for effective internal and external communications.
  - (5) develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media.
  - (6) provide varied and meaningful opportunities for parents to be engaged in the education of their children.
  - (7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.
  - (8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
  - (2) gather and organize information from a variety of sources for use in creative and effective campus decision making.

- (3) frame, analyze, and creatively resolve campus problems using effective problem solving techniques to make timely, high quality decisions.
  - (4) develop, implement, and evaluate change processes for organizational effectiveness.
  - (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.
  - (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
  - (7) acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
  - (8) collaboratively plan and effectively manage the campus budget.
  - (9) utilize technology to enhance school management.
  - (10) utilize effective planning, time management, and organization of work to maximize attainment of district and campus goals.
- (g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning.
  - (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs.
  - (3) facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
  - (4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum.
  - (5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- (h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.
  - (2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
  - (3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs.
  - (4) utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
  - (5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

- (6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.
- (7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs.
- (8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

*Source: The provisions of this §241.15 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929.*

#### **§241.20. Requirements for the First-Time Principal in Texas.**

- (a) Principals or assistant principals employed for the first time as campus administrators (including the first time in the state) shall participate in, at least, a one-year induction period.
- (b) The induction period should incorporate the assessment and professional growth requirements contained in §241.30 (b) of this title (relating to Requirements to Renew the Standard Principal Certificate).
- (c) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skill in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

*Source: The provisions of this §241.20 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg 3929.*

#### **§241.25. Requirements for the Issuance of the Standard Principal Certificate.**

To be eligible to receive the Standard Principal Certificate, the individual must:

- (1) successfully complete the assessments required under Chapter 230, Subchapter A of this title (relating to Educator Assessment);
- (2) hold a master's degree from an accredited institution of higher education; and
- (3) have two years of creditable teaching experience as a classroom teacher, as defined by Chapter 230, Subchapter Y of this title (relating to Definitions).
- (4) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to the Preparation Requirements) and §241.15 of this title (relating to the Standards for the Principal Certificate) of this subchapter.

*Source: The provisions of this §241.25 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective June 21, 2005, 30 TexReg 3581.*

#### **§241.30. Requirements to Renew the Standard Principal Certificate.**

- (a) Each individual who holds the Standard Principal or Mid-Management Certificate, issued on or after September 1, 1999, is subject to Chapter 232, Subchapter R of this title (relating to Certificate Renewal and Continuing Professional Education Requirements), except that 200 hours of continuing professional education must be completed every five years.
- (b) Individuals holding the Standard Principal Certificate or Standard Mid-Management and who are employed as a principal or assistant principal must select an assessment from the list approved under §241.35 of this title and should participate in the assessment the first year of employment as a principal or assistant principal. Follow-up assessments should be completed in the first year of each five-year period of employment. The individual is solely responsible for selecting the assessment used to satisfy the requirements of this subsection.

- (c) Based on the results of the assessment required under subsection (b) of this section, each individual shall develop a professional growth plan which is directly related to the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate), and must allow for the prioritization of professional growth needs.
- (d) Consistent with TEC §21.054(b), the results of the individual assessment and the professional growth plan shall be used exclusively for professional growth purposes, and may only be released with the approval of the individual assessed.
- (e) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, and who is employed as a principal or assistant principal or fulfills the functions of a principal or assistant principal:
  - (1) must complete an assessment approved under §241.35 of this title (relating to Assessment Process Definition and Approval of Individual Assessments) and develop a professional growth plan as described in subsection (c) no later than August 31, 2004 and once in each subsequent five year period of employment as a principal or assistant principal; and
  - (2) may voluntarily comply with the requirements of subsection (a) under procedures adopted by the executive director under Subchapter R, §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators). The executive director shall report to the employing school district those individuals who choose to renew under this subsection.
- (f) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, and who is not employed as an assistant principal or principal may voluntarily comply with the requirements of this section under procedures adopted by the executive director under Subchapter R, §232.810 of this title.

*Source: The provisions of this §241.30 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective June 21, 2005, 30 TexReg 3581.*

**§241.35. Assessment Process Definition and Approval of Individual Assessments.**

- (a) The individual assessment process determines primarily through a series of job-like activities the presence of knowledge and skills directly related to the standards identified in §241.15 of this title (relating to Standards for the Principal Certificate). The assessment process will include a structured self-assessment and may also include other job-related activities as appropriate. Job-related activities must also determine the presence of skills related to the standards identified in §241.15 of this title. The assessment must be conducted and completed within a 30-day time period.
- (b) The executive director shall implement procedures to approve the individual assessments that may be used to satisfy §241.30(d) of this title (relating to Requirements to Renew the Standards Principal Certificate). The executive director shall adopt procedures to receive and investigate complaints that allege noncompliance with this section, including available sanctions against the assessment provider if the investigation determines noncompliance has occurred.
- (c) Upon completion, the assessment provider must report to SBEC the individuals who have completed an approved assessment.
- (d) The following characterize an appropriate assessment and must be included in the approval criteria adopted by the executive director:
  - (1) performance is analyzed solely on the presence of defined skills embedded in the assessment activities;
  - (2) standards of performance on defined skills are measured in a consistent manner;
  - (3) a minimum of two assessors integrate their analyses of data for the individual being assessed;
  - (4) assessors are chosen by the assessment provider and must successfully demonstrate both a strong familiarity with the principalship and leadership skills and are in no way involved in evaluation activities or employment decisions affecting the principal being assessed;

- (5) assessors are trained by the assessment provider and must successfully demonstrate acceptable performance for the following assessor duties:
  - (A) assessment process procedures;
  - (B) analysis of performance of individuals being assessed in job-like activities;
  - (C) integration of data from job-like and job-related activities; and
  - (D) development of detailed feedback related to the standards identified in §241.15 of this title.
- (6) structured feedback provides detailed results for each of the standards assessed, compares the results with the self-assessment required under this section, and includes a series of recommendations identifying specific professional development activities that should be considered in the development of the professional growth plan required under §241.30(d) of this title; and
- (7) documentation verifies that the assessment process has been field tested for appropriate content and design.

*Source: The provisions of this §241.35 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751.*

**§241.40. Implementation Dates.**

- (a) September 1, 1999--§241.1 of this title (relating to General Provisions); §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate); and §241.35 of this title (relating to Assessment Process Definition and Approval of Individual Assessments).
- (b) September 1, 2000--§241.5 of this title (relating to Minimum Requirements for Admission to a Principal Preparation Program); §241.10 of this title (relating to Preparation Requirements); and §241.15 of this title (relating to Standards for the Principal Certificate); §241.25(1) and (2) of this title (relating to Requirements for Issuance of the Standard Principal Certificate).
- (c) September 1, 2001--§241.25(3) of this title.
- (d) September 1, 2002--§241.20 of this title (relating to Requirements for the First-Time Principal in Texas).

*Source: The provisions of this §241.40 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective September 1, 2002, 27 TexReg 7803.*