



COLLEGE OF PROFESSIONAL EDUCATION

Department of Teacher Education Program in Educational Administration

P.O. Box 425769, Denton, TX 76204-5769
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Educational Administration Graduate Student Handbook

*Welcome to the program in Educational Administration!
This Handbook has been designed to assist you as you progress through your program in educational administration. It will help you with applying to the program through planning your coursework and internship experiences through graduation and state certification procedures.*

Welcome Page

Mission of the University

Texas Woman's University is a notable institution, primarily for women, dedicated to excellence through academic achievement, research and creativity, innovation and collaboration and committed to fiscal accountability.

TWU's academic and social environment empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals.

TWU educates students to succeed as they pursue careers, research or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

Mission of the Department

TWU is committed to teacher preparation that focuses on a learner-centered climate in which the learners, teachers, administrators, parents and the community all have responsibility for the learner's success.

Mission of the Program

The faculty of the educational administration program is committed to the development of leaders and educators skilled in the promotion of learning in a democratic society. Our mission is the professional preparation and continuing development of educational leaders who (a) make ethically sound decisions informed by an understanding of diverse educational and cultural settings, and (b) enhance the teaching and learning in these settings by integrating theory, research, and practice.

Vision

At the core of the educational administration program lies the goal of being a comprehensive program that

- prepares candidates for K-12, higher education, and other educational settings,
- assists candidates in defining and building environments conducive to learning,
- provides a rigorous, critical investigation of “what is” and “what ought” to be in schools, and
- prepares and develops educational leaders in areas of scholarship and public service.

Leadership Disposition Clause

As students pursue and continue their work as educational administrators, they should consider the Educational Leadership disposition clause. Faculty in our program believe that,

When aspiring to be an educational leader, students will have many and various opportunities to practice leadership. Every day, there will be opportunities to demonstrate that students are both effective managers and visionary leaders. We hold that a student ought to consider work and behavior in this program the pathway toward being the leader she or he aspires to be. We hold that students should act today for the job wanted tomorrow. Hopefully, students will find that progress in the program correlates with one's leadership disposition.

Program Description: Administration

The Educational Administration program is committed to the development of leaders and educators skilled in the promotion of learning in a culturally diverse, democratic society. The master's degrees in administration prepare individuals to perform services in public and private schools and related educational settings in such capacities as instructional supervisors, principals, assistant principals, program directors, and professional development specialists.

Types of Degrees and Certifications

The Master of Education (M. Ed.) and the Master of Arts (M. A.)

The Master of Education (M. Ed.) and Master of Arts (M. A.) degrees are offered in Educational Administration. The master's degrees require successful completion of a 39 credit hour program. Further information about the M.Ed. and M.A. degrees can be found in the [M.Ed.](#) and [M.A.](#) degree plans. Once students have applied and have been accepted into the Administration program, they should consult with advisors regarding their plan of study.

The master's degrees in administration prepare individuals to perform services in public and private schools and related educational settings such as

- Instructional Supervisors
- Principals
- Assistant Principals
- Program Directors
- Professional Development Specialists

Master of Education Degree

The M.Ed. degree is a non-thesis program. Students must contact advisors to develop their program Plan of Study. The Plan of Study includes courses toward principal certification.

Course Requirements for the Master of Education (M. Ed.)

The Master of Education in Administration is a non-thesis program that targets the preparation of school leaders. The degree program requires courses toward principal certification.

ELDR 5103	Leadership in Educational Settings
ELDR 5113	Educational Foundations and Administration Implications
ELDR 5203	Research in Education
ELDR 5223*	Professional Development and Instructional Improvement
ELDR 5333*	Curriculum Development, Assessment, and Evaluation
ELDR 5323*	Administrative Processes in Schools
ELDR 6113*	Educational Law
ELDR 6223	Organizational Leadership: Theory and Practice
EDSP 5043*	Administration and Supervision of Special Education
ELDR 5973*	Professional Paper –OR--
ELDR 5943*	Seminar: Applied Field Research
ELDR 6613	Internship: Principal
Elective*	With Advisor Approval
Elective	With Advisor Approval
TOTAL	39 Hours

*Classes required for principal certification—consult the section entitled Principal Competencies for further detail.

Master of Arts Degree

The M.A. degree is a thesis program. Students must contact advisors to develop their program Plan of Study. The Plan of Study includes courses toward principal certification.

Course Requirements for the Master of Arts

The Master of Arts in Administration is a thesis-required program that targets the preparation of school leaders. This program is recommended if students anticipate pursuing a doctoral degree.

ELDR 5103	Leadership in Educational Settings
ELDR 5113	Educational Foundations and Administration Implications
ELDR 5203	Research in Education
ELDR 5223*	Professional Development and Instructional Improvement
ELDR 5333*	Curriculum Development, Assessment, and Evaluation
ELDR 5323*	Administrative Processes in Schools
ELDR 6113*	Educational Law
ELDR 6223	Organizational Leadership: Theory and Practice
EDSP 5043*	Administration and Supervision of Special Education
ELDR 5983*	Thesis
ELDR 5993	Thesis
ELDR 6613	Internship: Principal
Elective*	With Advisor Approval
TOTAL	39 Hours

*Classes required for principal certification—consult the section entitled Principal Competencies for further detail.

Principal Certification

If students hold a master's degree and want only to pursue principal certification, the Administration program offers coursework leading to recommendation for Texas Principal Certification. To obtain a recommendation for certification through Texas Woman's University, an individual must have:

- a Master's degree (preferably in education or an education-related field)
- Valid Texas Teaching Certificate
- Three years teaching experience (preferred)
- Completion of coursework on the plan of study with a minimum of 18 graduate hours and a minimum of 12 graduate hours taken from TWU
- Submit required departmental [application](#)

After being admitted to the Graduate School and the TWU Department of Teacher Education, the certification candidate must meet with his or her faculty advisor to complete a **Plan of Study**.

The following courses may be required for principal certification include:

ELDR 5223 Professional Development and Instructional Improvement

ELDR 5333 Curriculum Development, Assessment, and Evaluation
ELDR 5323 Administrative Processes in Schools

ELDR 5973 Professional Paper --OR-- ELDR 5943 Seminar: Applied Field Research
ELDR 6113 Educational Law
EDSP 5043 Administration and Supervision of Special Education
ELDR 6613 Internship: Principal
ELDR 5903 Instructional Leadership Development

Superintendent Certification

The Department of Teacher Education and the Administration program offer coursework leading to recommendation for Texas Superintendent Certification. To obtain a recommendation for certification through Texas Woman's University, an individual must have:

- a Master's degree (preferably in education or an education-related field)
- Valid Texas Teaching Certificate
- Valid Texas Principal Certificate
- Three years teaching experience (preferred) and school-site or school-district leadership experience
- Completion of coursework on the plan of study with a minimum of 18 graduate hours and a minimum of 12 graduate hours taken from TWU

The required coursework for superintendent certification is as follows:

ELDR 6233 The Superintendency and School District Leadership
ELDR 6303 Administration of Teacher and Student Personnel
ELDR 6503 School Finance
ELDR 6603 Politics, Policy, and Ethics
ELDR 6403 Leadership and Public Relations
ELDR 6663 Internship in School Administration

Admission Requirements & Procedures

Application Process

Admission to degree, certification, and graduate certificate programs in Administration begins with application to the Graduate School. When applications to the Graduate School are processed and complete, applications are then forwarded to academic departments for review and recommendation. In addition to information required by the TWU Graduate School, applicants must complete and submit additional materials required by the Department of Teacher Education and the Administration program. Information and timelines for submission of application materials may be accessed on the [Graduate School](#) and [Department of Teacher Education](#) websites, and also noted in this handbook. Decisions about admission are made based upon a thoughtful and holistic review of applicant materials and appraisal of applicant qualifications.

Procedures and requirements are as follows:

- Submit a [TWU graduate application](#) and \$30 application fee (\$50 for international students).
- Submit [required Department of Teacher Education material](#)
- Submit official transcripts for all undergraduate and graduate coursework.
- Achieve at least a 3.0 GPA on the last 60 hours chronologically.

Application Materials & Deadlines

In addition to application materials required by the Graduate School, each prospective student must submit the following items to the Department of Teacher Education. To be considered for admission, **complete applications must be received by the Department of Teacher Education by November 1 for Spring admissions, April 1 for Summer admissions, and July 1 for Fall admissions.**

1. Statement of Intent (*no more than one page in length*)

The statement of intent should describe: (a) reasons for pursuing a graduate degree or advanced study program, (b) goals to be accomplished through the program, (c) personal and professional qualities that will contribute to the applicant's success in the program and as a professional educator, and (d) perspectives about education as a profession, teaching, learning, leading, or other aspects related to the education of children and youth.

2. Letters of Reference

Three (3) letters of reference from individuals who can attest to the applicant's (a) experience with children and youth, (b) leadership and collaborative skills, and (c) prospects of success in graduate programs. Letters may be e-mailed, but must be sent directly by the letter's author.

3. Vita or Resume

A vita or resume that includes (a) applicant's name, addresses, phone numbers, and email address(es), (b) degrees earned, institution, and date, and (c) professional experiences and related activities.

4. Copy of Professional Certification(s) or Other Related Credentials or Licenses

5. Teacher Service Record (For those applying to programs in Educational Administration, preference is given to those with at least three years of teaching experience).

Please send the aforementioned information to:

Ms. Mary Honard
Department of Teacher Education
Application Materials for the *Program in Educational Administration*
Texas Woman's University
P.O. Box 425769, TWU Station
Denton, TX 76204-5769

Advisor Meeting

Upon admittance to the program, students will receive from the Graduate School a letter of acceptance in which they are assigned an advisor. It is the students' responsibility to schedule an appointment with their advisors to discuss the program and to file a [degree plan](#) with the Graduate School.

Registration

Registration for Classes

When preparing for class registration, students should use the [degree plan](#) of study as a suggested course sequence and then consult the online schedule for classes offered during the particular semester. Once students have identified potential classes, they should consult with their advisor. This consultation could occur either by phone or via email. For a select number of classes, students may need to have advisor codes for enrollment. During summer semesters, students will find that not all classes are scheduled during the summer term and should plan their fall and spring semesters accordingly. Students should also consider that Professional Paper (ELDR 5943) and Internship (ELDR 6613) should be taken during their last six hours of coursework and during the fall or spring semester.

For further and up-to-date information, students should consult the Blackboard Website for ELDR students under “Organizations.” Students should also verify that their email addresses and logon information have been added to the site. To do so, students should contact Ms. Mary Honard at mhonard@twu.edu with the appropriate information.

Limit on Course Load

The nature of graduate study is such that the graduate student load should be lower than a normal undergraduate load. A graduate student is considered full-time if enrolled in at least nine semester hours. Enrollment in fewer than nine hours is considered part-time enrollment.

Educational Administration Blackboard

After admission into the Administration program, for additional information regarding the program and administration issues at large, students may want to inquire about access to the Educational Administration Blackboard site. To do so, students should consult with the ELDR administrative assistant.

Course Descriptions

(Additional information is available in the [Graduate Catalog](#).)

Courses of Instruction in Educational Administration

ELDR 5103. Leadership in Educational Settings. Exploration of various concepts and philosophies of leadership. Examination of leadership as a philosophically-based process for achieving personal, professional, and organizational goals. Required of all majors in administration and supervision. Three lecture hours a week. Credit: Three hours.

ELDR 5113. Educational Foundations and Administrative Implications.

Historical, philosophical, and cultural factors influencing education. Planning instruction and learning. Critical and higher level thinking. Modeling democratic values and implications for decision making. Three lecture hours a week. Credit: Three hours.

ELDR 5143. Theories of Learning and Educational Measurement.

Contemporary perspectives of teaching-learning processes and instructional theories; related research on cultural differences and learning; measurement and evaluation; historical issues in learning. Three lecture hours a week. Credit: Three hours.

ELDR 5203. Research in Education. Practice of skills for prospectus development; types of research; methods; techniques and procedures of educational empirical research; research design; research writing; analyzing research reports; development of research skills for reading professional journals. Three lecture hours per week. Credit: Three hours.

ELDR 5223. Professional Development and Supervision in Education. The scope of professional development and supervision in instructional improvement and school renewal. Three lecture hours a week. Credit: Three hours.

ELDR 5303. Seminar in Educational Issues. Contemporary problems and issues of education. Three lecture hours a week. Credit: Three hours.

ELDR 5323. Administrative Processes in Schools. Business management processes including planning and administrative functions, site-based management, budget, facilities, technology, insurance, purchasing, human resources for certified and non-certified personnel, relationship of business management functions to teaching and learning environment. Three lecture hours a week. Credit: Three hours.

ELDR 5333. Curriculum Development, Assessment, and Evaluation. Major issues, problems, and trends in education; the role of educational leadership in curriculum, program development, assessment and evaluation. Three lecture hours a week. Credit: Three hours.

ELDR 5433. The School Principal. The duties of the school principal with emphasis upon instructional and administrative challenges and educational leadership opportunities. Three lecture hours a week. Credit: Three hours.

ELDR 5623. Women and Careers in Education. An exploration and analysis of opportunities for women in administrative careers in education; sexism, expanding roles, affirmative action; development of leadership skills, decision-making, and change strategies required for educational administrators. Three lecture hours a week. Credit: Three hours.

ELDR 5713. Trends and Issues in Adult Education. Trends and issues affecting adult education in areas such as philosophy, adults as learners, agencies and institutions, program development and the role of the adult educator. Three lecture hours a week. Credit: Three hours.

ELDR 5823. Adult Learning and Development. Examination of theory and practice of learning and development within adult education. Three lecture hours a week. Credit: Three hours.

ELDR 5893. Internship: Superintendent. Practical experience in the position of school district superintendent under the guidance and supervision of an active superintendent. Application of

concepts and competencies in realistic situations (minimum of 120 clock hours on site). Credit: Three hours.

ELDR 5903. Special Topics. Variable content. Credit: Three hours.

ELDR 5911. Individual Study. Individual study of specific problems. Credit: One hour.

ELDR 5913. Individual Study. Credit: Three hours.

ELDR 5923. Practicum. Field experience in educational leadership. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5943. Seminar. Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

ELDR 5973. Professional Paper. Credit: Three hours.

ELDR 5983. Thesis. Prerequisite: Permission of instructor. Credit: Three hours.

ELDR 5993. Thesis. Prerequisite: ELDR 5983 and permission of instructor. Credit: Three hours.

ELDR 6113. Education Law. Introduction to education law; legal aspects of school administration, including legal rights and responsibilities of educational personnel and student personnel, law and the curriculum. Three lecture hours a week. Credit: Three hours.

ELDR 6203. Statistics and Research Methodology I. Statistics and research methodology in the study of human behavior, intermediate level. Three lecture hours a week. Credit: Three hours.

ELDR 6213. Statistics and Research Methodology II. Statistics and research methodology in the study of human behavior, advanced level. Prerequisite: permission of instructor. Three lecture hours a week. Credit: Three hours.

ELDR 6223. Organizational Leadership: Theory and Practice. Theory, research, and practices related to school administration; analysis of administrative behavior and the processes of decision making, school leadership, and organizational change. Three lecture hours a week. Credit: Three hours.

ELDR 6233. The Superintendency and School District Leadership. The superintendency and school district leadership in the social, economic, and political contexts that affect schooling and frameworks for identifying and analyzing problems of practice and courses of action. Three lecture hours a week. Credit: Three hours.

ELDR 6303. Administration of Teacher and Student Personnel. Analysis of the problems, characteristics, and potentialities of elementary and secondary school students, teachers, and

other personnel; policies, schedules, strategies, and procedures to help students and teachers to enhance effective learning. Three lecture hours a week. Credit: Three hours.

ELDR 6403. Seminar in School Administration. A thorough review of all aspects of school administration, including contemporary issues that affect schools. Three lecture hours a week. Credit: Three hours.

ELDR 6503. School Finance. The principals and concepts of public school finance at the local, state, and federal levels, and district level support services. Three lecture hours a week. Credit: Three hours.

ELDR 6603. Policy, Politics, and Ethics. Concepts, theories, and perspectives in educational policy, politics, and ethics and implications for equity, power, and policymaking. Three lecture hours a week. Credit: Three hours.

ELDR 6613. Internship for the Principal. Application of research and understanding of the decision making processes to an ongoing elementary, middle, junior, or senior high school; supervised experiences in practical administration of a school; application of concepts and competencies learned in previous courses. Credit: Three hours.

ELDR 6663. Internship in School Administration. Practical experience in a variety of school administration positions under the guidance and supervision of active central office administrators. Application of concepts and competencies in realistic situations. Credit: Three hours.

ELDR 6703. Research Problems in Educational Administration. Identification and analysis of theories and methods for investigation and selection of problem-solving designs in the field of educational supervision and administration. Review of research in educational supervision and administration. Three lecture hours a week. Credit: Three hours.

ELDR 6903. Special Topics. Organized study of topic in Educational Leadership. May be repeated. Three lecture hours a week. Credit: Three hours.

ELDR 6911. Individual Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: One hour.

ELDR 6913. Individual Study. Individual research relating to a problem of professional interest and significance. May be repeated. Credit: Three hours.

Internship

[Internship Handbook: Administration](#)

[Internship Application Form](#)

ILD/PDAS Training and Certification

Instructional Leadership and Development (ILD) and Professional Development Appraisal System (PDAS)

Most school districts use the state Professional Development Appraisal System; therefore, most administrators in these districts must hold certification in ILD and PDAS before they can appraise teachers. Those students NOT graduating with these certifications will more than likely have to take these courses at a local service center upon applying or getting hired as an administrator. Many school districts are giving more consideration to candidates who ALREADY have appraisal certification because it saves districts their time and money.

If interested in taking **ILD**, students must enroll in Special Topics 5903: Instructional Leadership Development. The class is a 3-hour credit course and may serve as an elective. Students must attend all sessions to receive ILD state certification.

If interested in taking **PDAS**, students must first hold **ILD** certification. Then, they may either take it as part of their internship (and by submitting this form) or by enrolling in an Independent Study with the instructor on record and submitting this form to Mary Honard. If students enroll in PDAS during their internship, the tuition and fees cover the cost of the PDAS training. If students enroll in PDAS through an Independent Study, they must pay the tuition and fees for this course. A state binder for each course will be required and can be obtained either through an area ESC or through the TWU bookstore. Students should be prepared to purchase the binder the first day of class.

A registration form for both ILD and PDAS must be on file with Mary Honard five weeks before the class begins.

Professional Paper / Thesis Requirement

One final requirement for graduation from the ELDR Masters in Educational Administration is considered the capstone project or Professional Paper/Thesis requirement. In this section, we will explain the differences between the Professional Paper (Pro Paper) and Thesis, describe the routes to completion, and the expectations and standards for completion. Either choice is acceptable for program completion and graduation.

The Graduate School publication *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* should be consulted for additional information concerning the thesis or professional paper.

{Please Note: This site is currently under construction. Please direct questions to the advisor of your professional paper or thesis.}

Graduation

Time Limits

No absolute time period exists within which a master's degree must be completed, but credit hours older than six years cannot apply toward any master's degree. Under extraordinary circumstances, credit hours older than six years may be reinstated with the permission of the Dean of the Graduate School, upon recommendation of a student's advisory committee, chair of the department, and dean of the college.

Graduation Deadlines

Graduation Deadlines for the current semester are posted for each semester on the [Graduate School](#) website. No applications can be accepted after the deadline for any semester. Failure to meet deadlines or any other degree requirement will require a student to reapply for the next semester.

A [Graduation Checklist](#) is available for student use, also on the Graduate School website.

Graduate School Forms

Forms relevant for current graduate students in all TWU programs and those preparing to graduate are available at the Graduate School website. These forms include:

- Change in Degree Plan
- Change of Status from Provisional to Unconditional
- Certification of Final Examination
- Request for Reduced Tuition (if enrolled in Professional Paper or Thesis hours only in final semester)
- Data for Commencement Program

Academic Policies

Progress Toward Degree Completion

The [Graduate School](#) website has much information, forms and documents to help the graduate student toward completion of his or her degree. Forms that may be most helpful to students in Educational Administration include:

- [Graduation Checklist](#)
- [Graduation Deadlines](#)
- [Data for Commencement Program](#)
- [Requirements for Graduation](#)
- [Request for Reduced Tuition \(Code 3\)](#)
- [TWU's Guide to Preparation and Processing of Dissertations, Theses, and Professional Papers](#)
- [Library](#)
- [Graduate School](#)
- [Research: Office of Research & Grants](#)
- [IRB](#)
- [WRITE SITE: Writing Lab](#)

- [Student Support Office](#)
- [TWU Student Handbook](#)
- [Student Disability Support](#)
- [Student Code of Conduct](#)
- [Grievance Procedures](#)
- [Financial Assistance](#)
- [Scholarship Information](#)

Grading Policies

Grade Requirements

Grades in courses offered for the master's degree must average B or above in both the major and minor fields. (Some departments of the University accept no grade lower than B for degree work; please see the appropriate departmental sections in this catalog.) In no case may a course with a grade below C apply to the degree. Graduate students are expected to maintain a B average on all graduate work. Consistent failure to do so results in dismissal from the Graduate School. When a student's cumulative grade average on graduate-level work falls below B or when a student receives a grade of D, F, or WF during any one semester or full summer session of twelve weeks, the student is automatically on academic probation and notified of this status. Earning a grade of D, F, or WF or failure to restore the cumulative average to B or above during the next enrollment results in dismissal from the Graduate School. It is not possible to improve the grade record at Texas Woman's University by attendance at another university. Students who have been suspended may reapply to the TWU Graduate School when 6 years have elapsed after the suspension.

Grade Appeals

The review procedures outlined below are those which regularly apply to all graduate students who seek review within the University. The Texas Woman's University has traditionally guaranteed students every opportunity for a fair, prompt, and thorough review of grievances. It is the intention of the University to provide adequate internal review. It is the expectation of the University that students will follow the appeal procedure to completion before seeking external consideration of complaints. Questions concerning academic achievement and progress are addressed for initial consideration to the student's current committee, either advisory or research. Decisions of the student's committee may be reviewed by an *ad hoc* committee within the academic component and/or an *ad hoc* committee of the Graduate Faculty. If the student wishes to appeal the decision further, he/she should appeal in writing beginning with the chair, director, or associate dean level, followed by an appeal to the dean of college, if desired. A graduate student may seek review of a decision by submitting a written request to the Dean of the Graduate School. Appeals at each level must be made in writing no later than ten class days after the date of the decision of the previous level. The ten days for appeals at each level do not include weekends, holidays, or days between academic sessions. The Dean of the Graduate School may appoint an *ad hoc* committee to hear the appeal of the student and submit a report to her/him. If an *ad hoc* committee is formed, the student receives timely written notice of the appeal hearing and has the opportunity to appear before the committee and to make a statement. If additional review is desired following the decision of the Dean of the Graduate School, the student, within 10 days, may request in writing a review by the Provost and Vice President for Academic Affairs. The decision of the Provost and Vice President for Academic Affairs is final.

Academic Misconduct

Academic Dishonesty: Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific

disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the [TWU Libraries](#).

Program Forms

Forms unique to the graduate programs in Educational Administration are available on the Educational Administration web page.

[Degree Plans of Study](#)

Master of Education (M.Ed.)

Master of Arts (M.A.)

[Certification Plans of Study](#)

Principal Certification

Superintendent Certification

[ILD/PDAS Registration Form](#)

[ELDR 6613 Internship for the Principal Application](#)

ELDR 6613 Internship: Principal (Students should complete at least 27 hours in ELDR before enrolling in the internship; eighteen of these hours should be courses required for TExES approval.)

Texas Certification Requirements

TEExES Exam: Requirements for Taking the TExES

- Signed degree or certification plan
- Completion of the following courses (18 semester hours):

ELDR 5103	Leadership in Educational Settings
ELDR 5223	Professional Development and Instructional Improvement
ELDR 5323	Administrative Processes in Schools
ELDR 5333	Curriculum Development, Assessment, and Evaluation
ELDR 6113	Education Law
EDUC 5043	Administration & Supervision of Special Education

Certification Examination

TEExES Information and Procedures

1. Once admitted to the educational leadership program, log in to www.sbec.state.tx.us (Double click: SBEC On Line for Educators) and verify your name, mailing address and email address. It is very important that this information be kept up to date. Do *NOT* apply for the certificate at this time. If you apply too soon, your application is in danger of being archived. When you are in the SBEC system, make note of your TEA-assigned number. You may log in to the SBEC system with this number instead of your social security number if you wish.
2. If you are offered a position as assistant principal or principal and have completed the state required 24 hours, contact the Student Support Office for a Statement of Eligibility. You will be mailed the Statement, along with a letter explaining what to do next. The employing ISD MUST return the Statement before TWU can recommend you for the probationary certificate. The probationary certificate is not available to those who are not offered a job or those who have not completed the 24 hours. The state no longer issues the Temporary Assistant Principal or Temporary Principal certificate, but you may hear these terms still used by some ISD's.
3. You will be eligible to take the TExES once the required 18 hours are completed. If you are enrolled in the last of the required 18 hours, you can take the test during the last test administration of that semester. The university is the entity that decides when students are eligible for the test, not the school districts. Principals are not affected by No Child Left Behind mandates, so you do not have to pass the TExES to be eligible for a probationary certificate. When you are ready to register, email the Student Support Office for registration information. Each TExES is \$82, so you want to be sure to pass the first time you take the test. There is a Preparation Manual at www.texas.ets.org.
4. If you pass the TExES before graduation, you may apply for the certificate during your last semester. Do not apply any sooner. If you take the TExES after graduation, do not

apply for the certificate until you've passed the test. You cannot be recommended for the certificate until all courses are completed, graduation is confirmed, and the test is passed. You'll apply at www.sbec.state.tx.us for a "Standard" certificate. Even though you are getting a master's degree, the principal certificate is not considered a "Master" certificate. You will be contacted by TWU if we are lacking any information needed for the recommendation. The email will be sent through the address you've given SBEC, so be sure to keep it updated.

Probationary Certificate Recommendation: Requirements

- Signed degree or certification plan
- At least two years of teaching experience
- At least 12 hours of residence at Texas Woman's University
- Must have been offered a position as an assistant principal or principal. Recommendation will not be made until all required paperwork is received from the employing district.
- Completion of 24 semester hours from the following courses:

ELDR 5103 Leadership in Educational Settings OR ELDR 5113 Educational Foundations and Administrative Implications OR ELDR 6223 Organizational Leadership: Theory and Practice

ELDR 5203 Research in Education

ELDR 5223 Professional Development and Instructional Improvement

ELDR 5323 Administrative Processes in Schools

ELDR 5333 Curriculum Development, Assessment, and Evaluation (Formerly ELDR 5703 Educational Planning and Curriculum Development)

ELDR 5433 School Principal OR ELDR 5903 Special Topics: Instructional Leadership Development

ELDR 6113 Education Law

EDUC 5043 Administration & Supervision of Special Education

- Must maintain enrollment at TWU during the probationary year(s)
- Must enroll in ELDR 6613 – Internship. Probationary Certification during the probationary year (preferably the first semester). Recommendations for additional probationary certificates will not be issued unless this course is successfully completed during the first probationary year.

Frequently Asked Questions (FAQs)

- Is a GRE required for admission into the program?
Currently, admission into the program does not require any test scores. However, if you recently have taken the GRE and want to supply your scores for admission into the program, you are welcome to do so.

- I already hold a master's degree, so how many hours will I have to take for certification only?
Students' master degrees are considered on a case-by-case basis and will be reviewed by the program coordinator. No coursework acquired toward the completion of teaching certification will be considered.

- Online classes
Currently, the Administration program offers several courses supplemented by Blackboard.

- Classes on the weekend
Yes, the Program offers some courses on weekends. To identify which ones are being offered, students may want to consult the online schedule.

- Can I be accepted into the program with fewer than three years of teaching experience?
Because the Program faculty value the experience gained from teaching and the time that this requires, prospective students should wait until they have finished or are near completing three years of teaching.

- Do you offer a doctoral program in Educational Administration?
Although TWU does not offer a doctoral degree in Educational Administration, students considering doctoral degrees may find the Ph.D. in Special Education, the Ed.D. in Early Childhood, and the Ph.D. in Reading as possible options.

- Do you offer a Superintendent certification program?
The certification program follows a cohort model. When a required number of prospective students sign up for admission, the certification cohort can begin meeting. The program usually takes three semesters for completion (Fall, Spring, and Summer).

- What are the requirements and required hours to complete a Master of Education in Administration?
The TWU Educational Administration program requires 39 hours.

Faculty and Staff in the Program in Educational Administration

Note: All offices are in Stoddard Hall (SH).

Ms. Mary Honard
Program Secretary
940-898-2241
SH Rm. 202
Mhonard@mail.twu.edu

Rhonda McClellan, Ed.D.
Assistant Professor
Program Coordinator
940-898-2244
SH Rm. 309
rmcclellan@mail.twu.edu

JoAnn Danelo Barbour, Ph.D.
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Texas Policies/Guidelines

Texas Administrative Code

Title 19 Education
Part 7 State Board for Educator Certification
Chapter 247 Educator's Code of Ethics

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530

Texas Principal Competencies

SBEC Standards--TExES Competencies—068 Principal

Domain I—School Community Leadership

Domain II—Instructional Leadership

Domain III—Administrative Leadership

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
 - ensure that parents and other members of the community are an integral part of the campus culture.
 - implement strategies to ensure the development of collegial relationships and effective collaboration.
 - respond appropriately to diverse needs in shaping the campus culture.
 - use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
 - use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
 - facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
 - align financial, human, and material resources to support implementation of a campus vision.
 - establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
 - support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
 - acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.
- * "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.

- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner. The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance. The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 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.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models

for supervision and staff development, and apply the legal requirements for personnel management. The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.

- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Superintendent Competencies

TEXES (Texas Examinations of Educator Standards)

Field 064: Superintendent Test Framework

Domain I—Leadership of the Educational Community (approximately 40%)

Domain II—Instructional Leadership (approximately 30%)

Domain III—Administrative Leadership (approximately 30%)

DOMAIN I—LEADERSHIP OF THE EDUCATIONAL COMMUNITY

Competency 001

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

The superintendent knows how to:

- serve as an advocate for all children.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.

Competency 002

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

- establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
- facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- recognize and celebrate contributions of staff and community toward realization of the district's vision.
- maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- encourage and model innovative thinking and risk taking and view problems as learning opportunities.
- promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

Competency 003

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- serve as an articulate spokesperson for the importance of public education in a free democratic society.
- develop and implement an effective and comprehensive internal and external district communications plan and public relations program.

- analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
- implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
- develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
- use effective consensus-building and conflict-management skills.
- articulate the district's vision and priorities to the community and to the media.
- influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- communicate effectively about positions on educational issues.
- use effective and forceful writing, speaking, and active listening skills.

Competency 004

The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

The superintendent knows how to:

- analyze and respond to political, social, economic, and cultural factors affecting students and education.
- provide leadership in defining superintendent-board roles and establishing mutual expectations.
- communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
- work with the board of trustees to define mutual expectations, policies, and standards.

- access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
- use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 005

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
- implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
- develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
- use assessment to measure student learning and diagnose student needs to ensure educational accountability.
- evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
- facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.

- facilitate the effective coordination of district and campus curricular and extracurricular programs.

Competency 006

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
- facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
- facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
- establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
- apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
- analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.

Competency 007

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:

- enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.
- develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
- facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- implement strategies to enhance professional capabilities at the district and campus level.
- work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
- deliver effective presentations and facilitate learning for both small and large groups.
- implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.
- develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop district budgets.

- facilitate effective account auditing and monitoring.
- establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
- acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- use district and staff evaluation data for personnel policy development and decision making.
- apply knowledge of certification requirements and standards.
- apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
- manage one's own time and the time of others to maximize attainment of district goals.
- develop and implement plans for using technology and information systems to enhance school district operations.
- apply pertinent legal concepts, regulations, and codes.

Competency 009

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

- apply procedures for planning, funding, renovating, and/or constructing school facilities.
- implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply procedures for ensuring the effective operation and maintenance of district facilities.
- implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.

- apply pertinent legal concepts, regulations, and codes.

Competency 010

The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- implement processes for gathering, analyzing, and using data for informed decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.
- analyze and manage internal and external political systems to benefit the educational organization.