



**Department of Educational Leadership  
Superintendent Certification Program  
Handbook**



FALL, 2013

## **FOREWORD**

**The Department of Educational Leadership is proud to offer the Superintendent Certification Program for the preparation of upper administration public school leaders, more specifically Superintendents. As of September, 2013, 17 of the 34 Superintendents from Roma to Brownsville are our alumni. Those educators whom we prepared for upper administration via this program and now serve in Assistant Superintendent and Director level positions throughout the same area are too numerous to count. However, we are just as proud of their success and service to area students.**

**Although, in accordance with state regulations, the only leadership position in Texas Public Schools that requires the Superintendent Certificate is the Superintendent's position, some school districts do prefer that their Assistants also possess the Certificate. Many of our students do not really aspire to the Superintendent position, however they realize that study in our program will help them understand the bigger picture of leadership in the Public School Organization from a District level.**

**This hand book will provide students with important general information, and UTPA and Texas Education Agency certification guidelines, policies, procedures, requirements and processes, which when well understood will make for a more fruitful learning experience for all. We urge students to read it carefully and ask for clarification when warranted.**

**We thank you for choosing UTPA and look forward to working with you to meet your specific learning needs through the rich educational experience we aim to provide.**

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

### **Mission**

The mission of the EDUL department is to continuously improve leadership development through teaching, research, and service that includes the cultural and linguistic history of the Texas-Mexico border.

### **Vision**

The EDUL department will be nationally recognized in the preparation of public school superintendents who will transform schools into culturally responsive learning communities.

### **Program Overview**

The Department of Educational Leadership offers a Doctor of Education (Ed. D.) in Educational Leadership, a Master of Education (M.Ed.) in School Administration, a Principal's Credential Program, and a Superintendent's Credential Program. All students pursuing the Superintendent Certificate must meet University, College of Education and Department graduate admission requirements. After successfully completing all course requirements, students must pass the Texas TExES Exam in order to be fully eligible for the Certificate.

### **Admission to the Superintendent Certification Program**

#### **Application Procedures**

Prospective students must complete the online application at <http://apply.embark.com/GRAD/UTPA> This process requires:

- Two letters of recommendation (at least one from a Superintendent or Assistant Superintendent)
- A Curriculum Vita/Resume
- A Statement of leadership and career aspirations.(2-4 pages; 500-1000 words)
- A photocopy of the Texas Educator Certificate (principal)
- A photocopy of the student's Teacher Service Record (showing 2 years of successful administrative experience)

The application is not complete until all materials have been received. Incomplete applications will not be reviewed.

## Application Deadlines

All application materials must be submitted by the following deadlines:

To begin coursework in...	A complete application must be submitted by...
the fall semester	August 1
the spring semester	December 1

Once the application is complete, the program coordinator and faculty will review the files and make admission decisions. Prospective students will be informed of the admission decisions as soon as possible after the application deadline has passed.

## Superintendent Certification Plan (15 hrs.)

- EDUL 7312 Socio-Political Problems and the Superintendent
- EDUL 7314 The Superintendent
- EDUL7315 Texas School Finance and Facilities Administration
- EDUL7316 Ethics and Decision Making
- EDUL7319 The Superintendent Practicum

## Order of Course offerings

Students will move through the degree plan in cohorts. Students will generally take the courses in the order shown below.

- EDUL7312 Socio-Political Problems and the Superintendent (**Spring even numbered years**)
- EDUL7314 The Superintendent (**Fall even numbered years**)
- EDUL7315 Texas School Finance and Facilities Administration (**Fall odd numbered years**)
- EDUL7316 Ethics and Decision Making (**Spring odd numbered years**)
- EDUL7319 The Superintendent Practicum (**Fall or Spring**)

## Changes to the Certification Plan

Any deviations from the Certification plan must be approved by the Program Coordinator the Department Chair and the Dean of the College. Students must complete a *Petition to Change Certification Plan* form and submit it to the program coordinator for processing. The plan change is NOT approved until the petition has been signed by the program coordinator, the department chair and the dean.

## Transfer Courses

**Up to six hours of course credit may be given for classes completed in other accredited universities upon approval of the Program Coordinator, the Department Chair and the Dean of the College. The course content of the courses to be considered must be closely matched to the course content and the State Standards for Superintendent Certification. The student must provide a copy of the University's course catalog course description, and/or the course syllabus for the courses in question.**

### Course Descriptions

#### **EDUL 7312 Social-Political Problems and the Superintendent**

An analysis of the interrelationships of the local districts with other local political subdivisions; a study of the impact of power structures upon local education; a review of the influence of professional and non-professional organizations on educational decision-making; and an analysis of the influence of the power structures on educational decisions. School-community relations are emphasized.

#### **EDUL 7314 The Superintendent**

This includes a study of the unique role of the school superintendent. The course focuses on policy development, staff/superintendent/board relations, curriculum and instruction, strategic planning, problem solving and decision making, and community development.

#### **EDUL 7315 Texas School Finance and Facilities Administration**

An examination of the basic concepts of Texas school finance including issues involving federal, state and local financial support of education, state financial systems, taxation, budgeting and fiscal management. The course also focuses on the finance of capital programs and includes the planning, maintaining and management of public school facilities; and the organizational management, leadership and decision making

processes for effective and efficient finance and operations.

#### **EDUL 7316 Ethics and Decision Making**

An examination of decision-making issues and dilemmas that confront the school superintendent in today's society. Students are immersed in the decision-making process through the use and development of case studies and other simulations that demonstrate how the values and ethics of school leaders impact their decision-making process

**EDUL 7319  
The Superintendent Practicum** is designed to give school superintendent student, field based, on-the-job experiences under the guidance of an experienced, practicing public school administrator and the supervision of a member of the University faculty (preferably, one who has served as a superintendent).

## **Practicum Requirements (EDUL 7319)**

The Superintendent practicum is a field based course which complies with the Texas Education Agency and UTPA guidelines. The information that follows provides students with those guidelines and requirement. This will help students make an informed decision prior to course enrollment and will ensure their commitment to the time and rigor of the course requirements.

In this course, students put into practice competencies and theories as they assume responsibilities associated with superintendent level positions, under mentor supervision in local school districts.

Students must apply for the practicum and be admitted to the Superintendent Certification Program before enrolling in the Superintendent practicum course. The practicum will be taken as the last course in the superintendent certification program.

**Course Overview:** The Superintendent practicum is designed to introduce students to the problems, issues and challenges they will encounter as school leaders. Professional administrators are required by the Texas Education Agency to complete an internship experience for public school superintendent certification. The internship, involving a total of 160 logged hours of observation and practice, allows students to engage in actual experiences related to the practical side of school administration with the help and guidance of a fully certified field mentor (usually the district superintendent and/or designee) and the UTPA Supervisor (a department faculty member certified as a superintendent) and others as appropriate. The UTPA supervisor and field mentor will help interns connect the academic content of administrator preparation with the practice of administration in school settings.

**Mentorship:** Each student will select a field mentor with whom he/she will work. In the selection process, students should consider the following in the selection of mentors: (a) the willingness of the mentor to participate in a UTPA mentor training session (b) the willingness of the mentor to allow the intern time to be observed by the supervisor three times per semester (c) commitment to school and district personnel policies governing the operation of field experiences; (d) the willingness of the mentor to collaborate on a set of required experiences for the duration of the internship; (e) the likelihood that the mentor will make significant positive contributions to the knowledge and practical expertise of the student; and (f) logistics of time and place for the internship experience. The relationship between the intern and the field mentor is of critical importance to the success of the internship experience. The UTPA Supervisor serves primarily as an academic resource and a manager of the total internship experience. **It is strongly recommended that interns finalize the selection of the mentor, meet with the mentor to assure this commitment and begin a maximum of 30 log hours of core administrative activities approved by the mentor one month (August or January) prior to the semester of the enrollment.**

**The Texas Education Agency** requires that mentors be trained by the UTPA supervisor at their respective work site prior to the intern's first observation. This training will focus on the

mentor's commitment and responsibility to support the intern in completing the field work component of the course.

**The 160 hour log** in this practicum is comprised of field experiences conducted independently or with the field mentor outside of regularly organized classes. Class meetings, as scheduled, will be occasions to prepare for the TExES, to learn from academic and practitioner experts on the problems and issues in the field, and to obtain direction and support to fulfill course requirements.

**Core activities** are selected to enhance the intern's administrative skills and leadership role. These are also designed to prepare the intern for the TExES exam. These core activities include but are not limited to: dialogues with superintendent/mentor, central office administrative tasks or projects, administrator/personnel interviews, attendance at key meetings, conducting staff development presentations, key policy reviews, shadowing activities, campus improvement planning, and other administrative activities. Guidance on core activities and time management to complete logs and class assignments will be provided by the UTPA Supervisor.

**Required 45 minute observations:** Interns are required to be observed by the UTPA field Supervisor while they are engaged in a 45 minute administrative practicum activity selected by Intern and mentor. The core activity to be observed and time and location for such observation shall also be approved by the UTPA supervisor. These observations may require the Intern to be relieved of regular assigned duties three times during the semester and must be scheduled accordingly.

**Class Meeting Times:** Classes usually meet on Tuesdays or Thursdays. All interns **MUST** attend all classes as scheduled by the Professor.

### **Required Documents For Practicum Accountability Purposes:**

The following documents must be on file in the Educational Leadership office for accountability and certification purposes and to comply with all TEA standards and rules:

- Superintendent (mentor) Letters
- Mentor Commitment Form
- Official Signed Log (160 hrs.)
- Three completed observation forms (signed)
- TEA Compliance Form (Certification)
- A TExES Exam Plan of Action
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**Incomplete grades** will **not** be given for this course.

**Superintendent Benchmark and TEXES Exams:** Students will be required to take the Benchmark exam prior to the Texas State Exams (TEXES). Benchmark exams taken 12 months prior to the class enrollment may be acceptable to meet course requirements.

## **TEXES Exam and Test Preparation**

**As part of six hours of TEXES Exam preparation students are required to take the benchmark exam and participate in a review session of a benchmark with a professor prior to being allowed to register for the TEXES Exam (195). Students are encouraged to visit the SBEC website on TEXES Exam preparation.**

In addition to completing all required coursework students must pass the TEXES Exam prior to being recommended to TEA by UTPA for superintendent certification.

### **Certification Procedures**

**Students who have passed the TEXES Exam and Superintendent Practicum Course (EDUL 7319) and met all other program requirements should contact the Office of Teacher Certification and Admission Services for more information regarding the certification process. It is the student's responsibility to pursue the certificate once they pass the TEXES exam.**

**If a student delays** taking the TEXES exam for more than a year after completion of the Practicum Course, the student must contact the program coordinator for a new eligibility form. These students may be required to take additional test preparation sessions. If a student delays taking the exam for more than two years after completion of the program, the student may be required to retake one or more EDUL courses before being eligible to register for the TEXES exam.

### **Probationary Certificate**

**The department will only recommend for probationary certificate, those students who are formally admitted to the program, and have been offered a position of superintendent by a school board.** In order to hold the probationary certificate, the student must be enrolled in coursework, including the internship at UTPA. The term of the Probationary Certificate is for a one year period, renewable for a total of two years.

## **University Policies for Graduate Students**

### **Student Conduct Code**

UTPA graduate students are expected to behave responsibly and with integrity. All students should be familiar with H.O.P. policy 5.5.2 which details the Student Conduct Code.

### **Academic Honesty and Plagiarism**

Academic honesty and integrity is expected of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or in part for another course and/or instructor without obtaining permission; (2) turning in another person's

work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams or quizzes.

Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an “F” in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

### **University Email**

University policy requires all electronic communication between the University and students be conducted through the official University supplied systems (BroncMail for email or Blackboard for course specific correspondence). Use your assigned BroncMail or Blackboard account for all correspondence with UTPA faculty and staff.

### **Disability Services**

Students with disabilities are encouraged to contact the Disability Services office for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Texas-Pan American to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Disability Services office (DS), University Center #108, 665-7005 or [disabilityservices@utpa.edu](mailto:disabilityservices@utpa.edu).

### **Sexual Harassment Policies**

H.O.P. section 2.2.4 states:

The University condemns sexual harassment of or by its students, staff, and faculty. The University is committed to the principle that the learning and working environment of its students, employees and guests should be free from sexual harassment and inappropriate conduct of a sexual nature. Sexual harassment is a form of sex discrimination and is illegal. Sexual misconduct and sexual harassment are unprofessional behaviors. Such conduct is prohibited as a matter of institutional policy and will be subject to disciplinary action.

Students who believe they are victims of sexual harassment or sexual misconduct are encouraged to immediately report the incident to the Dean of Students, the EO/AA Officer, or the supervisor of the accused individual. The Dean of Students, or his or her designee, will work in consultation with the EO/AA Officer to resolve the complaint.

### **Academic Appeals**

H.O.P. policy 5.2.1 describes student academic responsibilities and appeals. It states, in part:

Students wishing to appeal final grades or misunderstandings in academic standards should first discuss the matter with the individual instructor of the class. If no resolution occurs, and the student wishes to pursue the matter further, he or she should appeal in writing to the department chair involved within one year after the disputed grade is issued or the misunderstanding occurred. The department chair will respond in writing to the student within ten class days of the receipt of the student's written appeal. Pursuant appeals will be written and directed within ten class days of the date of the department chair's decision to the school, college, or division Academic Appeals Committee. The committee will consist of a panel of three faculty members, two of whom may not be from the department in which the appeal originated. The dean/director will appoint the panel members upon receipt of the written appeal and notify the student in writing of the date, time, and location of the hearing and the names of the members of the panel. The hearing will take place within ten class days of the dean's/director's receipt of the student's written appeal. The student and the faculty member involved may appear in person before the panel and present evidence and/or witnesses. The hearing will be closed to the public and no person other than the student, the faculty member involved, and panel members may be present. No person may represent the student or the faculty member.

After the Academic Appeals Committee has heard the appeal, it will deliberate and come to a decision. The committee's decision will be written and mailed or delivered in person to the student and faculty member within ten class days of the close of the hearing.

The student may appeal in writing within ten class days to the dean/director. The dean's/director's decision will be final and must be mailed or delivered in person to the student within ten class days of the receipt of the student's written appeal.

### **Academic Probation and Suspension**

If a graduate student makes less than a B average in a given semester, the student will be placed on academic probation and warned that continuance in the program is in jeopardy. Graduate students on academic probation must, during the following regular semester (or summer school), recoup a cumulative graduate grade point average of 3.0 or higher. Those who do not will be suspended.

A suspended graduate student may petition for readmission. The petition includes submitting a written request through the Director of the Graduate Program to the Dean of the College. The Dean may approve or deny admission to the graduate program. If the Dean of the College recommends readmission to the graduate program for a suspended graduate student, the Dean forwards the student's petition to the Vice Provost for Graduate Studies for final approval.

### **Incomplete Grades Policy**

An Incomplete Grade ("I") is a temporary grade given only during the last one-fourth of a term/semester and only if a student: (1) is passing the course to date, and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule.

The student must arrange with the instructor to finish the course within one year by completing specific requirements. These requirements must be listed on a form signed by the instructor, student, department chair and Dean. This form must be received by the Office of the Registrar by the published deadline for faculty to enter grades. Grades of “I” assigned to a course at the end of a regular semester will default to an “F” at the end of one year unless the student completes the requirements and the faculty member processes a grade change for the course.

### **Faculty Concerns about a Student**

According to H.O.P. policy 5.5.5, when a faculty or staff member sees student behavior that is concerning, disruptive, or threatening, they will refer the matter to the Student Concern Intervention Team (SCIT). SCIT will assess the situation and coordinate a response that protects the safety and rights of everyone within the university community.

If faculty or staff members receive a credible report that a student has engaged in or threatened suicidal behaviors, that student will be referred to the Office of the Dean of Students (see H.O.P. policy 5.5.4)

## Faculty Directory

### College of Education Dean

Dr. S. Héctor Ochoa  
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956-665-2530  
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### Educational Leadership Chair

Dr. Velma Menchaca  
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### Professor

Dr. Jerry Lowe  
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### Professor

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### Associate Professor

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### Associate Professor

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### Associate Professor

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### Assistant Professor

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### Assistant Professor

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### Assistant Professor

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### Clinical Lecturer

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### Clinical Lecturer

Dr. Dolores Muñoz  
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## Resources and Support Services

### College of Education

- **Educational Technology Resource Center (ETRC):** A computer lab and technical support.  
<http://etrc.utpa.edu/>
- **Office of Teacher Certification and Admission Services:** This office deals with Reading Specialist testing and certification.  
<http://www.utpa.edu/colleges/coe/student-services/>
- **Facebook Page:** Our College of Education Facebook page.  
<http://www.facebook.com/UTPACollegeofEducation>
- **Educational Leadership Webpage:**  
<http://www.utpa.edu/edlead>

### UTPA

- **Office of Graduate Studies:** Get information about UTPA graduate policies and apply online here.  
[http://portal.utpa.edu/utpa\\_main/daa\\_home/ogs\\_home](http://portal.utpa.edu/utpa_main/daa_home/ogs_home)
- **Graduate School Thesis Information:** Information about the thesis process.  
[http://portal.utpa.edu/utpa\\_main/daa\\_home/ogs\\_home/ogs\\_students/current\\_thesis](http://portal.utpa.edu/utpa_main/daa_home/ogs_home/ogs_students/current_thesis)
- **Graduate Catalog:** Program overviews, graduate policies, and course descriptions.  
<http://www.utpa.edu/catalog/>
- **Financial Aid:** Information about scholarships, grants, and loans.  
[http://portal.utpa.edu/utpa\\_main/dess\\_home/finaid\\_home](http://portal.utpa.edu/utpa_main/dess_home/finaid_home)
- **Library:** Library catalog and information; access to educational databases.  
<http://lib.utpa.edu/>
- **Campus Map:** How to get around UTPA.  
[http://portal.utpa.edu/utpa\\_main/dess\\_home/admissions\\_home\\_new/visit\\_home](http://portal.utpa.edu/utpa_main/dess_home/admissions_home_new/visit_home)
- **Parking and Transportation Information:** Parking guidelines and how to get a parking permit  
[http://portal.utpa.edu/utpa\\_main/dba\\_home/police\\_home/pd\\_parking](http://portal.utpa.edu/utpa_main/dba_home/police_home/pd_parking)

### Texas Education Agency Superintendent Certification Standards (SEE APPENDIX A)

# **Appendix A**

## **Texas Superintendent Certification Standards**

**Alignment of EDUL Courses to**

**State Superintendent Certificate Standards, TAC §242.15**  
**Superintendent Certification Program Coursework**

<b>Superintendent Standards</b>	<b>7312</b>	<b>7314</b>	<b>7315</b>	<b>7316</b>	<b>7319</b>
(a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).					
b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent 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 school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);					
(3) serve as an articulate spokesperson for the importance of education in a free democratic society;					
(4) enhance teaching and learning by participating in quality professional development activities, study of current					
(5) maintain personal physical and emotional wellness; and					
(6) demonstrate the courage to be a champion for children.					
(c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:					
(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;					

(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;					
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;					
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;					
(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;					
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(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;					
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;					
(8) demonstrate an awareness of emerging issues and trends affecting the education community;					
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and					
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.					
(d) Learner-Centered Human Resources Leadership and Management. A superintendent 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. A superintendent understands, values, and is able to:					
(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;					
(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;					
(3) implement strategies to enhance professional capabilities at the school district					

and campus level to ensure support for a continuum of services and programming;					
(4) deliver effective presentations and facilitate the learning of both small and large groups;					
(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;					
(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;					
(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;					
(8) demonstrate and apply knowledge of certification requirements and standards; and					
(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.					
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(e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:					
(1) define and apply the general characteristics of internal and external political systems to the educational organization;					
(2) demonstrate and apply appropriate knowledge of legal issues affecting education;					
(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;					
(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;					
(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;					
(6) use legal systems to protect the rights of students and staff and to improve					

learning opportunities;					
(7) apply laws, policies, and procedures fairly, wisely, and considerately; and					
(8) access state and national political systems to provide input on critical educational issues.					
(f) Learner-Centered Communications and Community Relations. A superintendent 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. A superintendent understands, values, and is able to:					
(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;					
(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;					
(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;					
(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;					
(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;					
	7312	7314	7315	7316	7319
(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;					
(7) use effective consensus-building and conflict-management skills;					
(8) articulate the school district's vision and priorities to the community and to the media;					
(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;					
(10) communicate an articulate position on educational issues; and					
(11) demonstrate effective and forceful writing, speaking, and active listening skills.					

(g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:					
(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;					
(2) implement processes for gathering, analyzing, and using data for informed decision making;					
(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;					
(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 throughout the school district;					
(6) apply legal concepts, regulations, and codes for school district operations;					
(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;					
(8) acquire, allocate, and manage resources according to school district vision and priorities;					
(9) manage one's own time and the time of others to maximize attainment of school district goals; and					
(10) use technology to enhance school district operations.					
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(h) Learner-Centered Curriculum Planning and Development. A superintendent 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. A superintendent understands, values, and is able to:					

(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;					
(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;					
(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;					
(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;					
(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;					
(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;					
(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and					
(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.					
(i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:					
(1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;					
(2) 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;					
(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;					

	7312	7314	7315	7316	7319
(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;					
(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);					
(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;					
(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;					
(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;					
(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and					
(10) create an environment in which all students can learn.					