



Course Syllabus: **Theories of Leadership, Administration, and Organizational Management**  
**West College of Education**  
**EDLE 6143 Section X20/DX1**  
**Spring 2023 Semester**

**Contact Information**

Instructor: Tom Deighan

Office hours: Tuesdays 9:00 AM to 12:00 AM; Wednesdays 4:00-5:00 PM; Fridays 9:00-10:00 AM

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**Communication and Response Policy**

Students should contact instructor through the D2L Email Platform for ALL course communications. The instructor will respond within an appropriate period of time.

**Course Description**

EDLE 6143: The study of major theories of organizational development and change that provide foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. Examines the impact of positivism, subjectivism and functionalism and their critics on recent research on school organization and administration.

**Course Competencies/Program Standards**

See Appendices

**Required Textbooks**

*Leadership and Organizational Behavior in Education: Theory Into Practice 1st Edition*

by William Owings (Author), Leslie Kaplan (Author)

Publisher : Pearson; 1st edition (July 31, 2011)

ISBN-13: 978-0137050444

**Student Handbook**

Refer to: [Student Handbook-2022-23](#)

## Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### Grading and Assignments

Assignment	Points
Saturday, January 21, 2023, Afternoon Class; Flower Mound	5
Assignment 1: <i>Leadership and Organizational Behavior in Education</i> Review and Discussion	10
Assignment 2: Personal Leadership Evaluation and Discussion	10
Saturday, February 25, 2023, Afternoon Class, Flower Mound	5
Assignment 3: District Initiative Summary and Discussion	15
Assignment 4: District Initiative Analysis Board Level	10
Saturday, April 1, 2023 Afternoon Class, Flower Mound	5
Assignment 5: District Initiative Analysis Staff Level	10
Final Assessment: District-Level Initiative Leadership Project	30
Total	100

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

### Homework

This course is a hybrid or online format. Significant independent work is required of students outside of class to complete assignments and be ready for in-person class times. All assignments will be submitted to D2L on Sundays at 11:59 PM.

### Final Exam

The final course assessment is due May 7, 2023, at 11:59 PM.

### Late Work

Prior to the assignment or class deadline, students must contact the instructor (via D2L email, preferred) with a detailed explanation regarding any late work for full credit to be considered.

*In the event of an emergency, students should communicate when practical (focus on your emergency).*

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### Make Up Work

Make-up work sufficient to compensate for missed in-class sessions may be offered to students who miss a single class. Completely virtual classes should not expect make-up work to be offered. Students may be required to resubmit/redo work that does not meet instructor's standards.

### Course Schedule:

EDLE 6143	
Date	Description
Saturday, January 21, 2023	Saturday, January 21, 2023, Afternoon Class; Flower Mound
Sunday, January 29, 2023	Assignment 1: <i>Leadership and Organizational Behavior in Education</i> Review and Discussion
Sunday, February 12, 2023	Assignment 2: Personal Leadership Evaluation and Discussion
Saturday, February 25, 2023	Saturday, February 25, 2023 Afternoon Class, Flower Mound
Sunday, March 5, 2023	Assignment 3: District Initiative Summary and Discussion
Sunday, March 26, 2023	Assignment 4: District Initiative Analysis Board Level
Saturday, April 1, 2023	Saturday, April 1, 2023, Afternoon Class, Flower Mound
Sunday, April 16, 2023	Assignment 5: District Initiative Analysis Staff Level
Sunday, May 7, 2023	Final Assessment: District-Level Initiative Leadership Project

All Assignments due at 11:59 PM, unless otherwise specified.

### Important Dates (Spring 2023)

Last day for term schedule changes: see [Academic Calendar](#) for confirmation.

Deadline to file for graduation: see [Academic Calendar](#) for confirmation.

Last Day to drop with a grade of "W:" See [Academic Calendar](#) for confirmation.

Refer to: [Drops, Withdrawals & Void](#)

## **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **Attendance**

Instructor Policy:

Due to the weekend format and limited in-person opportunities of this course, students are expected to attend all meetings of the classes in which they are enrolled. Students may miss one in-person class, but substitute assignment(s) will be provided to make up for class activities and/or attendance points.

MSU Policy:

Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement.

An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

## **Online Computer Requirements**

Students must bring a laptop or equivalent device to in-person classes. Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline. There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot

work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies**

Page | 5 Professional speech, behavior, and ethics are always expected. All assignments will be assessed, when applicable, not only for academic content but also for appropriateness for district-level communications, public scrutiny, and media coverage. Students must meet these high standards to be eligible for 90%-100% credit (A) on any assignment.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester. (January 20; see [Academic Calendar](#) for confirmation.)

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

#### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

## **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## **Notice**

**Changes in the course syllabus, procedure, assignments, and schedule/office hours may be made at the discretion of the instructor.**



## **Appendices**

**Appendix A: NELP District Standards and Alignment of Assignments**

**Appendix B: Texas District Standards and Alignment of Assignments**

**Appendix C: Texas Administrative Code and Alignment of Assignments**

**Appendix D: ISTE Standards and Alignment of Assignments**



**APPENDIX: A**

**NELP DISTRICT LEVEL STANDARDS AND COMPETENCIES**

**Midwestern State University**  
**EDLE 6143**  
**Theories of Leadership, Administration, and Organizational Management**

<b>Standard 1: Mission, Vision, and Improvement</b>	
<b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
<p><u>Standard 1; Component 1.1</u>  <i>Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</i></p>	
<p>Standard 1; Component 1.1            Content Knowledge            Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the role and importance of district mission and vision</li> <li>• Processes for collaboratively developing a mission and vision</li> <li>• Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community</li> <li>• The characteristics of well-written mission and vision statements</li> </ul> <p>Educational Leadership Skills            Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate existing mission and vision processes and statements</li> <li>• Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology,</li> </ul> <p>values, equity, diversity, digital citizenship, and community</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive plan for communicating the mission and vision to multiple constituencies</li> </ul>	
<p><u>Standard 1; Component 1.2</u>  <i>Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.</i></p>	

<p>Standard 1; Component 1.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on district improvement</li> <li>• Formal processes of system-wide, iterative, evidence-informed improvement</li> <li>• Research-based strategic planning processes</li> <li>• Data collection, diagnosis, and use</li> <li>• Implementation theory and research</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate existing improvement processes</li> <li>• Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation</li> <li>• Articulate a process for strategic planning</li> <li>• Develop an implementation plan to support the improvement process</li> </ul>	
<p align="center"><b>Standard 2: Ethics and Professional Norms</b> Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.</p>	
<p align="center"><b>Competency</b></p>	<p align="center"><b>Related Assignment (if any)</b></p>
<p><u>Standard 2: Component 2.1</u> <i>Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.</i></p>	
<p>Standard 2: Component 2.1 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district</li> <li>• Approaches to cultivating professional norms in others</li> <li>• Approaches to building organizational culture</li> <li>• Reflective practice</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Engage in reflective practice</li> </ul>	

<ul style="list-style-type: none"> <li>• Cultivate professional norms among diverse constituencies</li> <li>• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)</li> <li>• Use professional norms as a basis for building organizational culture</li> </ul>	
<p><i>Standard 2; Component 2.2</i>  <i>Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> </ul>
<p>Standard 2; Component 2.2          Content Knowledge          Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district</li> <li>• Approaches to cultivating professional norms in others</li> <li>• Approaches to building organizational culture</li> <li>• Reflective practice</li> </ul> <p>Educational Leadership Skills          Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Engage in reflective practice</li> <li>• Cultivate professional norms among diverse constituencies</li> <li>• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)</li> <li>• Use professional norms as a basis for building organizational culture</li> </ul>	
<p><i>Standard 2; Component 2.3</i>  <i>Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> </ul>
<p>Standard 2; Component 2.3          Content Knowledge</p>	

<p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Ethical practice</li> <li>• Approaches to cultivating ethical behavior in others</li> </ul> <p>Educational Leadership Skills</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Model ethical behavior in their personal conduct and relationships with others</li> <li>• Cultivate ethical behavior in others</li> </ul>	
<p align="center"><b>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</b></p> <p align="center"><b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.</b></p>	
<p align="center"><b>Competency</b></p>	<p align="center"><b>Related Assignment (if any)</b></p>
<p><u>Standard 3; Component 3.1</u></p> <p><i>Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Standard 3; Component 3.1</p> <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on inclusive district cultures</li> <li>• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)</li> <li>• Processes for evaluating district culture</li> <li>• Processes for fostering cultural change</li> <li>• Strategies for advocacy</li> </ul> <p>Educational Leadership Skills</p> <p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate district culture</li> <li>• Use research and evidence to design and cultivate a supportive and inclusive district culture</li> <li>• Advocate for a supportive and inclusive district culture</li> </ul>	
<p><u>Standard 3; Component 3.2</u></p>	

<p><i>Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student</i></p>	
<p>Standard 3; Component 3.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the consequences for students of equitable and inequitable use of educational resources and opportunities</li> <li>• Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships</li> <li>• Broader social and political concerns with equity and inequality in the use of educational resources and opportunities</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships</li> <li>• Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values</li> <li>• Advocate for equitable access to educational resources, procedures, and opportunities</li> </ul>	
<p><u>Standard 3; Component 3.3</u> <i>Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.</i></p>	
<p>Standard 3; Component 3.3 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Culturally responsive instructional and behavior support practices</li> <li>• Characteristics and foundations of equitable and inequitable educational practice</li> <li>• Research on implications for students of equitable, culturally responsive, and inclusive practice</li> <li>• Broader social and political concerns with equity and inequity in schools and districts</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate root causes of inequity and bias</li> </ul>	

<ul style="list-style-type: none"> <li>• Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff</li> <li>• Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools</li> <li>• Cultivate culturally responsive instructional and behavior support practices across the district and its schools</li> </ul>	
<p><b>Standard 4: Learning and Instruction</b>  <b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.</b></p>	
<p><b>Competency</b></p>	<p><b>Related Assignment (if any)</b></p>
<p><u>Standard 4; Component 4.1</u>  <i>Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.</i></p>	
<p>Standard 4; Component 4.1            Content Knowledge            Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the leadership of academic and non-academic programs</li> <li>• Research-based curricula, technologies, and other supports for academic and non-academic programs</li> <li>• Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support</li> <li>• Infrastructures for the ongoing support of academic and non-academic programs</li> </ul> <p>Educational Leadership Skills            Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports</li> <li>• Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems</li> </ul>	
<p><u>Standard 4; Component 4.2</u>  <i>Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• District Initiative Summary and Discussion</li> </ul>

<p><i>reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</i></p>	<ul style="list-style-type: none"> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Standard 4; Component 4.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on instructional leadership at the school and district level</li> <li>• Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success</li> <li>• Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)</li> <li>• Approaches and strategies for supporting district and school collaboration</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Use research and data to evaluate the coordination, coherence, and relevance of the district’s systems of support, coaching, and professional development for educators, educational professionals, and leaders</li> </ul> <p>Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success</p>	
<p><u>Standard 4 Component 4.3</u> <i>Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</i></p>	
<p>Standard 4; Component 4.3 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.)</li> </ul>	



<ul style="list-style-type: none"> <li>• Research on assessment practices that are culturally responsive and accessible</li> <li>• Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate the quality of formative and summative assessments of student learning</li> <li>• Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership</li> <li>• Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible</li> </ul>	
<p><u>Standard 4; Component 4.4</u> <i>Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</i></p>	
<p>Standard 4; Component 4.4 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being</li> <li>• Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices</li> <li>• Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district’s academic and non-academic services</li> <li>• Use research to propose designs and implementation strategies for improving coordination and coherence among the district’s academic and non-academic systems</li> <li>• Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results</li> </ul>	

<b>Standard 5: Community and External Leadership</b>	
<b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
<p><u>Standard 5; Component 5.1</u>  <i>Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.</i></p>	
<p>Standard 5; Component 5.1                      Content Knowledge                      Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the role of families in supporting student learning in and out of school</li> <li>• Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school</li> </ul> <p>Educational Leadership Skills                      Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Represent the district and its schools</li> <li>• Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school</li> <li>• Make decisions about when and how to engage families</li> </ul>	
<p><u>Standard 5; Component 5.2</u>  <i>Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.</i></p>	
<p>Standard 5; Component 5.2                      Content Knowledge                      Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on student, family, and community diversity</li> <li>• Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success</li> <li>• Effective practice for communicating through oral, written, and digital means</li> <li>• Strategies for understanding and engaging district constituents</li> <li>• Governance and decision-making processes that support family-school communications and engagement</li> </ul> <p>Educational Leadership Skills</p>	

<p>Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Develop systems and processes designed to support district personnel’s understanding of diverse families, community members, partners, and other constituencies</li> <li>• Collaborate with diverse community members, partners, and other constituencies</li> <li>• Foster regular, two-way communication with community members, partners, and other constituencies</li> <li>• Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community</li> <li>• Engage community members, partners, and other constituents in district efforts</li> </ul>	
<p><u>Standard 5; Component 5.3</u>  <i>Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</i></p>	
<p>Standard 5; Component 5.3          Content Knowledge          Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the importance and implications of social, cultural, economic, legal, and political contexts</li> <li>• Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community</li> <li>• Strategies for cultivating relationships with members of the business, civic, and policy community</li> <li>• Public relations</li> <li>• Educational advocacy</li> </ul> <p>Educational Leadership Skills          Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Conduct a needs assessment of the district, school, students, and community</li> <li>• Develop a plan for accessing resources that addresses district needs</li> <li>• Cultivate collaborative relationships with district constituencies</li> <li>• Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts</li> <li>• Advocate for district and community needs</li> </ul>	
<p align="center"><b>Standard 6: Operations and Management</b>  <b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to</b></p>	

**develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.**

**Competency**

**Related Assignment (if any)**

Standard 6: Component 6.1

*Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.*

- Face-to-Face Class
- Textbook Review and Discussion
- Personal Leadership Evaluation and Discussion
- District Initiative Summary and Discussion
- District Initiative Analysis Board Level
- District Initiative Analysis Staff Level
- District-Level Initiative Leadership Project

Standard 6: Component 6.1

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations
- Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems
- Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity
- Use of technology to enhance learning and the management of systems

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate management and operation systems
- Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems
- Communicate with relevant stakeholders about the relationship between the district’s management, operation, and governance systems and the district’s mission and vision
- Develop an implementation plan to support improved district systems

Standard 6: Component 6.2

<p><i>Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</i></p>	
<p>Standard 6: Component 6.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• School and district-based budgeting</li> <li>• Processes for gathering, synthesizing, and evaluating data to develop resourcing plans</li> <li>• Research and best practices for allocating district- and school-level resources to support equity and excellence</li> <li>• Methods for accessing and integrating external resources into the district and schools</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Use data to evaluate district resource needs and practices</li> <li>• Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs</li> <li>• Communicate about district resources needs and plans</li> <li>• Develop an implementation plan for the district’s resourcing plan</li> </ul>	
<p><u>Standard 6: Component 6.3</u> <i>Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.</i></p>	
<p>Standard 6: Component 6.3 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff</li> <li>• Strategies for engaging school and district staff in the recruitment and selection process</li> <li>• Strategic data-informed staffing based on student, school, and district needs</li> <li>• Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being</li> <li>• Strategies for cultivating leadership among school and district staff</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Use data to evaluate district human resources needs</li> </ul>	

<ul style="list-style-type: none"> <li>• Use research and data to develop a district- level system for hiring, retention, development, and supervision of school/district personnel</li> <li>• Evaluate candidates’ materials for instructional and leadership positions</li> <li>• Implement systems of leadership supervision, evaluation, feedback, and support</li> </ul>	
<p><b>Standard 7: Policy, Governance, and Advocacy</b>  <b>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.</b></p>	
<p><b>Competency</b></p>	<p><b>Related Assignment (if any)</b></p>
<p><u>Standard 7; Component 7.1</u>  <i>Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Standard 7; Component 7.1            Content Knowledge            Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research and best practice focused on school board governance and relations</li> <li>• Management theory</li> <li>• Communication strategies</li> <li>• Negotiation strategies</li> </ul> <p>Educational Leadership Skills            Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Represent the district and its mission, strengths, and needs to the board of education</li> <li>• Cultivate a positive, respectful, and responsive relationship with the board</li> <li>• Advocate for board actions that will support the mission and vision of the district and meet district needs</li> </ul>	
<p><u>Standard 7; Component 7.2</u>  <i>Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> </ul>

<p><i>collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</i></p>	<ul style="list-style-type: none"> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Standard 7; Component 7.2 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research and best practice concerning effective systems for district governance</li> <li>• Processes for engaging multiple and diverse community stakeholders</li> <li>• Developing and sustaining effective board relations</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate district governance and stakeholder engagement systems</li> <li>• Design governance systems that engage multiple and diverse stakeholder groups</li> <li>• Implement strategies (i.e., communication) that support stakeholder engagement in district governance</li> <li>• Cultivate and coordinate an effective and collaborative system for district governance</li> </ul>	
<p><u>Standard 7 Component 7.3</u> <i>Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.</i></p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Standard 7 Component 7.3 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Educational policy, laws, rules, and regulations</li> </ul>	

<ul style="list-style-type: none"> <li>• Educational policy systems, formulation, adoption, and actors</li> <li>• Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts</li> <li>• Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Evaluate the implications of educational policy for district practices</li> <li>• Develop a plan for the implementation of laws, rights, policies, and regulations</li> <li>• Communicate about district, state, and national policy, laws, rules, and regulations</li> <li>• Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities</li> </ul>	
<p><u>Standard 7 Component 7.4</u> <i>Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.</i></p>	
<p>Standard 7 Component 7.4 Content Knowledge Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> <li>• Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts</li> <li>• Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.</li> <li>• Approaches for identifying district and school needs</li> <li>• Prioritization processes</li> </ul> <p>Educational Leadership Skills Program provides evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> <li>• Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges</li> <li>• Represent the district and its priorities and needs at the local, state, and national level</li> <li>• Advocate for the needs and priorities of the district at the local, state, and national level</li> </ul>	
<b>Standard 8: Internship</b>	



<p><b>Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.</b></p>	
Competency	Related Assignment (if any)
<p><u>Standard 8; Component 8.1</u>  <i>Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.</i></p>	
<p><u>Standard 8; Component 8.2</u>  <i>Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.</i></p>	
<p><u>Standard 8; Component 8.3</u>  <i>Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.</i></p>	
<p><b>RESEARCH SUPPORT FOR STANDARD 8</b>            Evidence presented in Appendix 3 in support of Standard 8 confirms that effective internships include the use of expert practitioners as supervisors who engage candidates in multiple and diverse district settings and provide coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.</p>	

**APPENDIX: B**  
**TEXAS DISTRICT LEVEL STANDARDS AND COMPETENCIES**

**Texas Superintendent Certification Domains and Competencies**

<b>Domain I: Leadership of the Educational Community</b>	
<b>Domain I; Competency 001</b>	
<b>The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.</b>	
<b><i>The superintendent knows how to ...</i></b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain I; Competency 001: A. serve as an advocate for all children.	
Domain I; Competency 001: B. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain I; Competency 001: C. exhibit understanding and implement policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.	
Domain I; Competency 001: D. monitor and address ethical issues impacting education.	
Domain I; Competency 001: E. apply laws, policies, and procedures in a fair and reasonable manner.	
Domain I; Competency 001: F. interact with district staff, students, school board, and community in a professional and ethical manner.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>

<b>Domain I; Competency 002</b> <b>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.</b> <i>The Superintendent knows how to . . .</i>	
Competency	Related Assignment (if any)
Domain I; Competency 002: A. establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.	
Domain I; Competency 002: B. facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.	
Domain I; Competency 002: C. implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.	
Domain I; Competency 002: D. use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> </ul>
Domain I; Competency 002: E. institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain I; Competency 002: F. facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.	
Domain I; Competency 002:	

G. recognize and celebrate contributions of staff and community toward realization of the district's vision.	
Domain I; Competency 002: H. maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.	
Domain I; Competency 002: I. encourage and model innovative thinking and risk taking and view problems as opportunities.	
Domain I; Competency 002: J. promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain I; Competency 002: K. understand and support educational programs for all student populations, including students with special needs.	
<p><b>Domain I; Competency 003</b>  <b>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.</b>  <i>The Superintendent knows how to . . .</i></p>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain I; Competency 003: A. serve as an articulate, effective communicator for the importance of public education in a free democratic society.	
Domain I; Competency 003: B. develop and implement an effective and comprehensive internal and external district communications plan and public relations program.	
Domain I; Competency 003: C. analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.	
Domain I; Competency 003:	

D. establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.	
Domain I; Competency 003: E. implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.	
Domain I; Competency 003: F. communicate and work effectively with diverse groups in the district and community; i.e., social, cultural, political, ethnic, and racial groups, so that all students receive appropriate resources and instructional support to ensure educational success.	
Domain I; Competency 003: G. develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain I; Competency 003: H. use effective consensus-building and conflict-management skills.	
Domain I; Competency 003: I. articulate the district's vision and priorities to the community and to the media.	
Domain I; Competency 003: J. influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.	
Domain I; Competency 003: K. communicate effectively about positions on educational issues, using effective writing, speaking, and active listening skills to ensure educational success for all students.	
<b>Domain I; 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.</b> <i>The Superintendent knows how to . . .</i>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain I; Competency 004:	

<p>A. analyze and respond to political, social, economic, and cultural factors affecting students and education.</p>	
<p>Domain I; Competency 004: B. provide leadership in defining superintendent-board roles and establishing mutual expectations.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain I; Competency 004: C. communicate and work effectively with board members in varied contexts, including problem solving and decision making.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain I; Competency 004: D. work with the board of trustees to define and consistently adhere to mutual expectations, policies, and standards.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain I; Competency 004:</p>	

E. access and work with local, state, and national political systems and organizations to provide input on critical educational issues.	
Domain I; Competency 004: F. use legal guidelines to protect the rights of students and staff and to improve learning opportunities.	
Domain I; Competency 004: G. prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.	
<b>DOMAIN II—INSTRUCTIONAL LEADERSHIP</b>	
<p><b>Competency 005</b>  <b>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; use the current accountability system; and promote the use of varied assessments to measure student performance.</b>  <i>The Superintendent knows how to . . .</i></p>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain II Competency 005: A. facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth.	
Domain II Competency 005: B. implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.	
Domain II Competency 005: C. implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning, and alignment across the district.	
Domain II Competency 005: D. 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.	
Domain II Competency 005: E. use assessment to measure student learning, diagnose student needs, and determine effectiveness of the curriculum to ensure educational accountability.	
Domain II Competency 005: F. evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.	
Domain II Competency 005: G. facilitate the integration of technology into the school district curriculum to enhance learning for all students.	



Domain II Competency 005: H. facilitate the use of creative thinking, critical thinking, and problem solving by appropriate school district staff and other individuals involved in curriculum design and delivery.	
Domain II Competency 005: I. facilitate the effective coordination of district and campus curricular and extracurricular programs.	
Domain II Competency 005: J. ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.	
<b>Competency 006</b> <b>The superintendent knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.</b> <i>The Superintendent knows how to . . .</i>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain II; Competency 006: A. apply knowledge of motivational theories and strategies to encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.	
Domain II; Competency 006: B. 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.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain II; Competency 006: C. facilitate the development of a learning organization that encompasses high student engagement and learning with academic rigor through the use of effective planning and lesson design.	
Domain II; Competency 006: D. facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.	
Domain II; Competency 006: E. implement and support student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.	
Domain II; Competency 006:	

<p>F. establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results for improvement of student learning.</p>	
<p>Domain II; Competency 006: G. apply knowledge of special programs to ensure that students are provided with appropriate resources and effective, flexible instructional programs and services.</p>	
<p>Domain II; Competency 006: H. analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.</p>	
<p>Domain II; Competency 006: I. analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain II; Competency 006: J. develop and use appropriate change processes to improve student and adult learning.</p>	
<p>Domain II; Competency 006: K. 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 will learn.</p>	
<p><b>Competency 007</b>  <b>The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.</b>  <i>The superintendent knows how to:</i></p>	
<p><b>Competency</b></p>	<p><b>Related Assignment (if any)</b></p>
<p>Domain II; Competency 007: A. improve teaching and learning by participating in quality, relevant professional development activities and studying current professional literature and research.</p>	
<p>Domain II; Competency 007: B. develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.</p>	
<p>Domain II; Competency 007:</p>	

<p>C. facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.</p>	
<p>Domain II; Competency 007: D. implement strategies to increase the expertise and skill of staff at the district and campus levels.</p>	
<p>Domain II; Competency 007: E. work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain II; Competency 007: F. deliver effective presentations and facilitate learning for both small and large groups.</p>	
<p>Domain II; Competency 007: G. implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.</p>	
<p>Domain II; Competency 007: H. develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.</p>	
<p>Domain II; Competency 007: I. assess and support the organizational health and climate by implementing necessary strategies to improve the performance of all staff members</p>	
<p><b>DOMAIN III—ADMINISTRATIVE LEADERSHIP</b></p>	
<p><b>Competency 008</b>  <b>The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications.</b>  <i>The superintendent knows how to:</i></p>	
<p><b>Competency</b></p>	<p><b>Related Assignment (if any)</b></p>
<p>Domain III; Competency 008: A. apply procedures for effective budget planning and management.</p>	
<p>Domain III; Competency 008: B. work collaboratively with board of trustees and appropriate personnel to develop district budgets.</p>	

Domain III; Competency 008: C. facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy.	
Domain III; Competency 008: D. establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting.	
Domain III; Competency 008: E. acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.	
Domain III; Competency 008: F. use district and staff evaluation data for personnel policy development and decision making.	
Domain III; Competency 008: G. apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.	
Domain III; Competency 008: H. manage one's own time and the time of others to enhance district operations.	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
Domain III; Competency 008: I. develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations. use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.	
Domain III; Competency 008: J. apply legal concepts, regulations, and codes as required.	
<b>Competency 009</b> <b>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.</b> <b><i>The superintendent knows how to:</i></b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
Domain III; Competency 009:	

<p>A. apply procedures for planning, funding, renovating, and/or constructing school facilities to support the district’s mission and goals.</p>	
<p>Domain III; Competency 009: B. implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.</p>	
<p>Domain III; Competency 009: C. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.</p>	
<p>Domain III; Competency 009: D. develop and implement procedures for emergency planning and for responding to crises.</p>	
<p>Domain III; Competency 009: E. apply and evaluate procedures for ensuring the effective, efficient operation and maintenance of district facilities.</p>	
<p>Domain III; Competency 009: F. implement and evaluate appropriate procedures to ensure efficient, effective district transportation services, food services, health services, and other services.</p>	
<p>Domain III; Competency 009: G. apply legal concepts, regulations, and codes as required.</p>	
<p><b>Competency 010</b>  <b>The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.</b>  <i>The superintendent knows how to:</i></p>	
<p style="text-align: center;"><b>Competency</b></p>	<p style="text-align: center;"><b>Related Assignment (if any)</b></p>
<p>Domain III; Competency 010: A. implement appropriate leadership skills, techniques, and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain III; Competency 010: B. implement processes for gathering, analyzing, and using data for informed decision making to attain district goals.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain III; Competency 010: C. identify, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain III; Competency 010: D. 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.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
<p>Domain III; Competency 010: E. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.</p>	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> </ul>

	<ul style="list-style-type: none"><li>• District Initiative Analysis Board Level</li><li>• District Initiative Analysis Staff Level</li><li>• District-Level Initiative Leadership Project</li></ul>
Domain III; Competency 010: F. analyze and use political influences to benefit the educational organization.	

## **APPENDIX: C**

### **Texas Administrative Code TAC Requirements**

Title 19 Texas Administrative Code

Educator Preparation Curriculum (*19.TAC.228.30.c. 1-9*)



<b>Title 19 Texas Administrative Code</b> <b>Educator Preparation Curriculum (19.TAC.228.30.c. 1-9)</b>	
Competency	Related Assignment (if any)
1. Code of Ethics (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include: (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students;	<ul style="list-style-type: none"> <li>• Face-to-Face Class</li> <li>• Textbook Review and Discussion</li> <li>• Personal Leadership Evaluation and Discussion</li> <li>• District Initiative Summary and Discussion</li> <li>• District Initiative Analysis Board Level</li> <li>• District Initiative Analysis Staff Level</li> <li>• District-Level Initiative Leadership Project</li> </ul>
2. Dyslexia (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);	
3. Mental Health, Substance Abuse, Youth Suicide (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice	
4. High Expectations (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;	
5. Classroom Management Skills (5) the importance of building strong classroom management skills;	
6. Framework for teacher and principal evaluation.	

<p>(6) the framework in this state for teacher and principal evaluation;</p>	
<p>7. Appropriate Relationships, boundaries, and communications between educators and students.</p> <p>(7) appropriate relationships, boundaries, and communications between educators and students;</p>	
<p>8. Digital Learning, Virtual Instruction, and Virtual Learning (ISTE Alignment)</p> <p>(8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:</p> <p>(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;</p> <p>(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and</p> <p>(C) include resources to address any deficiencies identified by the digital literacy evaluation; and</p>	
<p>9. Inclusive practices for students with disabilities</p> <p>(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1).</p>	

**APPENDIX: D**  
**ISTE STANDARDS FOR EDUCATIONAL LEADERS**

<b>SECTION 3: EDUCATION LEADERS</b>	
<b>3.1. Equity and Citizenship Advocate</b> <b>Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:</b>	
Competency	Related Assignment (if any)
3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.	
3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.	
3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.	
3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.	
<b>3.2. Visionary Planner</b> <b>Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology</b>	
3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.	
3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.	
3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.	
3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.	
3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.	
<b>3.3. Empowering Leader</b> <b>Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:</b>	
Competency	Related Assignment (if any)
3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.	
3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice	
3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.	
3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social- emotional needs of individual students.	
3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.	
<b>3.4. Systems Designer</b>	

<b>Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders</b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan	
3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.	
3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.	
3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.	
<b>3.5. Connected Learner Leaders model and promote continuous professional learning for themselves and others. Education leaders:</b>	
<b>Competency</b>	<b>Related Assignment (if any)</b>
3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	
3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.	
3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.	
3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning	