Sample Competency and Descriptive Statements

Superintendent (Field 064)

COMPETENCIES FOR SUPERINTENDENTS

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

Descriptive Statements:
The superintendent knows how to:

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

STUDYING FOR THE TExES

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). The 10 competencies for the TExES Superintendent test are given equal emphasis, and each competency will receive the same amount of coverage on the test.

2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.

3. Review pages 103–107 for possible resources to consult. Also compile key materials from your university coursework that are aligned with the competencies. You may also want to ask administrators currently working in successful schools to identify materials that have been key to their success.

4. Study this manual for approaches to taking the Superintendent examination.

5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES study material endorsed by the State Board for Educator Certification (SBEC). Other preparation materials may not accurately reflect the content of the test.
TEST FRAMEWORK FOR SUPERINTENDENT  
(FIELD 064)

Domain I—Leadership of the Educational Community (approximately 40% of the test)  
Domain II—Instructional Leadership (approximately 30% of the test)  
Domain III—Administrative Leadership (approximately 30% of the test)

DOMAIN I—LEADERSHIP OF THE EDUCATIONAL COMMUNITY

Competency 001
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

The superintendent knows how to:

- serve as an advocate for all children.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.
Competency 002
The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

• establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.

• facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.

• implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.

• use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.

• institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.

• facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.

• recognize and celebrate contributions of staff and community toward realization of the district's vision.

• maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.

• encourage and model innovative thinking and risk taking and view problems as learning opportunities.

• promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.
Competency 003
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- serve as an articulate spokesperson for the importance of public education in a free democratic society.
- develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
- implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
- develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
- use effective consensus-building and conflict-management skills.
- articulate the district's vision and priorities to the community and to the media.
- influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- communicate effectively about positions on educational issues.
- use effective and forceful writing, speaking, and active listening skills.
Competency 004

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

The superintendent knows how to:

- analyze and respond to political, social, economic, and cultural factors affecting students and education.
- provide leadership in defining superintendent-board roles and establishing mutual expectations.
- communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
- work with the board of trustees to define mutual expectations, policies, and standards.
- access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
- use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.
DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 005
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
- implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
- develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
- use assessment to measure student learning and diagnose student needs to ensure educational accountability.
- evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
- facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
- facilitate the effective coordination of district and campus curricular and extracurricular programs.
Competency 006
The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
- facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
- facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
- establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
- apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
- analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.
Competency 007
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:

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

Competency 008
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:
- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop district budgets.
- facilitate effective account auditing and monitoring.
- establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
- acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- use district and staff evaluation data for personnel policy development and decision making.
- apply knowledge of certification requirements and standards.
- apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
- manage one's own time and the time of others to maximize attainment of district goals.
- develop and implement plans for using technology and information systems to enhance school district operations.
- apply pertinent legal concepts, regulations, and codes.
Competency 009
The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

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

Competency 010
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:

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