

# POST-MASTER'S CERTIFICATE OF ADVANCED STUDY - SUPERINTENDENT

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program preparation manual superintendent (195). Retrieved from <https://www.tx.nesinc.com/Content/Docs/195PrepManual.pdf>

**Web Site:** <https://twu.edu/teacher-education/graduate-programs/educational-leadership/>

## Marketable Skills

Defined by the Texas Higher Education Coordinating Board's 60x30 Strategic Plan (<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/thecb-60x30-strategic-plan/>) as, "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities."

Through the Educational Leadership Program, the marketable skills that will be learned, applied, and attained are skills that will help future district administrators become effective and proficient. The skills align with the Texas Superintendent Certificate Standards (TAC §242.15). Upon graduating from the Educational Leadership Program, future district administrators will,

1. Become district leaders who continuously ensure that learner-centered values and ethics of leadership are focused on both student and teacher success and are performed with integrity, fairness, and in an ethical manner.
2. Promote learner-centered leadership and school district culture through providing opportunities for success of all students and shaping the school district culture through a shared vision of learning.
3. Establish learner-centered human resources leadership and management through the selection, implementation, and promotion of evaluative measures of all staff with the appropriate models of supervision with the legal requirements for personnel management.
4. Influence learner-centered policy and governance by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context, and by working with the board of trustees to define mutual expectations, policies and standards.
5. Collaborate through learner-centered communication and community relations through families, community members, and respond to diverse community interests and needs.
6. Promote learner-centered organizational leadership and management through effective leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.
7. Promote learner-centered curriculum planning and development by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. (TAC §242.15).

Texas Administrative Code 19 §242.15

Texas Education Agency, (2019). Texas examinations of educator standards™ (TEXES™)