

Exhibit 4

Superintendent Certification Program

Barry Aidman, Assistant Professor, CLAS

As advisor for the superintendent certification program, I have led a team of students and faculty to redesign the program as an executive, blended delivery model. We have worked to align the curriculum with state and national standards, revise the syllabi for every course in the sequence and coordinate key goals, activities and assessments. We also made participation at the Texas Association of School Administrator Midwinter Conference part of the program's expectations, providing an powerful learning opportunity for students, and raising the profile and reputation of Texas State University.

Included in this exhibit is the curriculum map we created indicating which program standard will be emphasized in each course, a program flyer, a picture of our recent cohort, and photos from our second annual Texas State University Reception at the Texas Association of School Administrators Midwinter Conference. At the well attended reception, The Honorable Jimmie Don Aycock was recognized for his service to education, and Provost Bourgeois, Dean Carpenter and Chair O'Malley were in attendance to interact with current and former students as well as educational and community leaders from throughout the state.

Texas State University Superintendent Program Standards-Based Curriculum Map

Below is a list of the Texas Standards for Superintendent Certification (Rule §242.15, *Texas Administrative Code*). These standards have been aligned to the courses in your superintendent program, as indicated by *I* (Integrated) or *P* (Primary focus).

Standard	Course 1: The Superin- tendency Seminar	Course 2: Instructional Leadership & Human Resources	Course 3: Finance, Operations, & Resources	Course 4: The Practicum
I. Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:				
(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors	P	I	I	I
(2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics)	P	I	I	I
(3) serve as an articulate spokesperson for the importance of education in a free democratic society	P	I	I	I
(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with staff and students	I	P	I	I
(5) maintain personal physical and emotional wellness	P	I	I	I
(6) demonstrate the courage to be a champion for children. (Note: All professors/courses will include a discussion of leadership and educational philosophy.)	P	P	P	P
II. Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:				
(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance	I	P	I	I
(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning	I	P	I	I
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies	P	I	I	I
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making	P	I	I	I
(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision	P	I	I	I

Standard	Course 1: The Superintendency Seminar	Course 2: Instructional Leadership & Human Resources	Course 3: Finance, Operations, & Resources	Course 4: The Practicum
(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals	I	I	P	I
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision	I	P	I	I
(8) demonstrate an awareness of emerging issues and trends affecting the education community	I	P	I	I
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities	I	P	I	I
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community	I	P	I	I
III. Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:				
(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need	I	P	I	I
(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation	I	P	I	I
(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming	I	P	I	I
(4) deliver effective presentations and facilitate the learning of both small and large groups	I	P	I	I
(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff (Note: compensation and benefits will be addressed in finance course.)	I	P	I	I
(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies	I	P	I	I
(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making	I	P	I	I
(8) demonstrate and apply knowledge of certification requirements and standards	I	P	I	I

Standard	Course 1: The Superintendency Seminar	Course 2: Instructional Leadership & Human Resources	Course 3: Finance, Operations, & Resources	Course 4: The Practicum
(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.	I	P	I	I
IV. Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:				
(1) define and apply the general characteristics of internal and external political systems to the educational organization	P	I	I	I
(2) demonstrate and apply appropriate knowledge of legal issues affecting education	P	I	I	I
(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships	P	I	I	I
(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making	P	I	I	I
(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements	P	I	I	I
(6) use legal systems to protect the rights of students and staff and to improve learning opportunities	P	I	I	I
(7) apply laws, policies, and procedures fairly, wisely, and considerately (Note: all courses will discuss applicable policies.)	P	I	I	I
(8) access state and national political systems to provide input on critical educational issues.	P	I	I	I
V. Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:				
(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program	P	I	I	I
(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs	P	I	I	I
(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals	P	I	I	I

Standard	Course 1: The Superintendency Seminar	Course 2: Instructional Leadership & Human Resources	Course 3: Finance, Operations, & Resources	Course 4: The Practicum
(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district	P	I	I	I
(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community	P	I	I	I
(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community	P	I	I	I
(7) use effective consensus-building and conflict-management skills	P	I	I	I
(8) articulate the school district's vision and priorities to the community and to the media	P	I	I	I
(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision	P	I	I	I
(10) communicate an articulate position on educational issues	P	I	I	I
(11) demonstrate effective and forceful writing, speaking, and active listening skills.	P	P	P	P
VI. Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:				
(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment (Note: all courses will address in appropriate focus areas.)	P	I	I	I
(2) implement processes for gathering, analyzing, and using data for informed decision making (Note: all courses will address in appropriate focus areas.)	I	P	I	I
(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision making skills (Note: all courses will address in appropriate focus areas.)	I	P	I	I
(4) develop, implement, and evaluate change processes for organizational effectiveness (Note: all courses will address in appropriate focus areas.)	P	I	I	I
(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district	I	I	P	I

Standard	Course 1: The Superintendency Seminar	Course 2: Instructional Leadership & Human Resources Management	Course 3: Finance, Operations, & Resources Leadership & Management	Course 4: The Practicum
(6) apply legal concepts, regulations, and codes for school district operations	I	I	P	I
(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting	I	I	P	I
(8) acquire, allocate, and manage resources according to school district vision and priorities	I	I	P	I
(9) manage one's own time and the time of others to maximize attainment of school district goals	I	I	P	I
(10) use technology to enhance school district operations.	I	I	P	I
VII. Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:				
(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions	I	P	I	I
(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning	I	P	I	I
(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district	I	P	I	I
(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment	I	P	I	I
(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices	I	P	I	I
(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students	I	P	I	I
(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders	I	P	I	I
(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.	I	P	I	I

Standard	Course 1: The Superintendency Seminar	Course 2: Instructional Leadership & Human Resources Management	Course 3: Finance, Operations, & Resources Leadership & Management	Course 4: The Practicum
VIII. Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:				
(1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision	I	I	I	P
(2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning	I	I	I	P
(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice	I	I	I	P
(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives	I	I	I	P
(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services)	I	I	I	P
(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results	I	I	I	P
(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services	I	I	I	P
(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning	I	I	I	P
(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning	I	I	I	P
(10) create an environment in which all students can learn.	I	I	I	P



SUPERINTENDENT CERTIFICATION PROGRAM

Preparing district level leaders to create and lead the schools we need.



In today's complicated and evolving educational environment, superintendents and central office leaders are challenged to develop high-quality school systems that create success for all students. In order to improve entire systems, administrators must understand how to work with their schools and communities. The Texas State University Superintendent Certification Program prepares educators to serve as school district superintendents and in other central office leadership positions.

PROGRAM OVERVIEW

The program consists of:

- » 15 semester hours of graduate course work that may be completed in one year
- » collaborative instruction by experienced university faculty and clinical practitioners
- » course content aligned with state and national standards for superintendent preparation
- » a flexible schedule of monthly seminars combined with online learning
- » a field-based internship during the fall and spring semesters
- » preparation for the TExES examination, which students must pass for full certification

Program participants will be eligible for a temporary Superintendent Certificate.

WHY CHOOSE TEXAS STATE?

- » courses taught by highly experienced and knowledgeable superintendents, central office leaders and university faculty
- » exceptional opportunity to build your professional network
- » recognized by the University Council for Educational Administration (UCEA) as a national model for creating equity-oriented leaders
- » approved by the Texas Education Agency
- » recognized as an Emerging Research University
- » serves a diverse student population and has been designated a Hispanic Serving Institution by the U.S. Department of Education
- » working with the Texas Association of School Administrators (TASA) to refine our curriculum and instruction

TEXAS  STATE
UNIVERSITY[®]

The rising STAR of Texas

txstate.edu

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM



WHO IS THE PROGRAM FOR?

The program is designed for educational leaders who desire to increase their knowledge, strengthen their skills, improve their effectiveness and advance their careers. To be considered for this program, applicants must:

- » have earned a master's degree from an accredited college or university with a 2.75 minimum GPA
- » hold a standard principal or other equivalent Texas administrative certification

REQUIRED COURSES INCLUDE:

- » **ED 7347** (Summer)
The Superintendency
- » **ED 7345** (Fall)
Human Resources and Instructional Management
- » **ED 7349** (Spring)
School Finance and Business Management
- » **EDCL 6389** (Fall)
Field-based Practicum
- » **EDCL 6390** (Spring)
Field-based Practicum

Applicants must obtain approval from their superintendent to serve as their site mentor for the field-based practicum during the fall and spring semesters. Some credit hours may be applied to a Texas State University doctoral program in school improvement.

TO APPLY

Students typically begin the program during the summer session. Application deadline is May 15.

Applicants should submit the following to Texas State University's Graduate School:

- » an application for admission (www.applytexas.org)
- » official transcripts from each college or university from which credit was received.
- » a copy of principal certificate or equivalent
- » a copy of the applicant's service record

In order to access the ApplyTexas online application, go to www.applytexas.org, log in or create an account, and follow these menu options:

- » *Create a New Application Now.*
- » *Select Create a New Graduate School Admissions Application.*
- » *Select Texas State University as the target university and Graduate U.S. as the application type.*
- » *Choose Summer 1 as the semester of entry and Educational Leadership-Superintendent (Certification) as your major.*

WANT MORE INFORMATION?

Visit
txstate.edu/clas/r/super

E-mail
superintendent@txstate.edu

Phone
512.245.9909

or contact
Barry Aidman, Ph.D.
Advisor, Superintendent Certification Program
bj14@txstate.edu

Texas State University is a tobacco-free campus.

Texas State is an equal opportunity educational institution. This information is available in alternate form upon request from the Office of Disability Services.

TEXAS  STATE
UNIVERSITY

The rising STAR of Texas

**COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP AND SCHOOL IMPROVEMENT**

**Student and Alumni Reception
January 25, 2016
Austin Hilton Hotel**

Welcome

Dr. Jesus Chavez

Special Presentation

The Honorable Jimmie Don Aycock

Dr. Stan Carpenter

Recognition of Students, Alumni, Faculty,
District Partners and Sponsors

Dr. Sarah Nelson Baray

Concluding Remarks

Dr. Michael O'Malley

SPONSORS

Cisco
Corwin Press
Echelon Financial
Eidex
Google for Education
Law Offices of Tiger Hanner
lead4ward
Linebarger Goggan Blair & Sampson, LLP
Moak, Casey & Associates
Pfluger Architects
Sean Gooden—New York Life
Walsh Gallegos Treviño Russo & Kyle P.C.



GIFT CERTIFICATE
The Athletic Department is pleased to offer this gift to:
College of Education, Dean's Office
The amount of this certificate is limited to:
2 West Mountain Seats to a 2018 Home Football Game
This certificate is valid for the 2018 season only. It is subject to availability and may be used for the 2018 season only. It is not valid for the 2019 season.
PLEASE SEE YOUR OFFICE MANAGER TO REDEEM YOUR CERTIFICATE BY 10/31/18.
SIGNED: [Signature] [Signature] [Signature]

STAIR F
F
NO RE-ENTR





AS STATE
UNIVERSITY

&

COUNSELING, LEADERSHIP, ADULT EDUCATION
AND SCHOOL PSYCHOLOGY

OUR SPONSORS FOR THEIR GENEROUS SUPPORT

CISCO

CORWIN PRESS

ECHELON FINANCIAL

EIDEX

GOOGLE FOR EDUCATION

LAW OFFICES OF TIGER HANNER

LEAD4WARD

MORGAN GOGGAN BLAIR & SAMPSON, LLP

MOAK, CASEY & ASSOCIATES

PFLUGER ARCHITECTS

SEAN GOODEN NEW YORK LIFE

VALGALLEGOS TREVIÑO RUSSO & KYLE P.C.



