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Necessary Personal Skills of an Administrator

Communication – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.

Change Management – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Conflict Management – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

Creative Thinking – Engages in and fosters an environment for others to engage in innovative thinking.

Customer Focus – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

Delegation – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

Dialogue/Inquiry – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.

Emotional Intelligence – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

Environmental Awareness – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.

Global Perspective – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

Judgment – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.

Organizational Ability – Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.

Personal Ethics and Values – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

Personal Responsibility for Performance – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.

Responsiveness – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

Results Orientation – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.

Sensitivity – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.

Systems Thinking – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

Technology – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

Time Management – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.

Visionary – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students

Source: USER'S GUIDE: Texas Principal Evaluation & Support System:
http://www4.esc13.net/uploads/pdas/docs/3_T-PESS_Users_Guide_051215_1.pdf pp. 21-22.

Supply and Demand for Administrators in Texas

Regional Information (Texas)

Labor Market: 11-9032.00- Education Administrators, Elementary and Secondary School

• 2022 Texas Employment	32,983
• Projected Annual Average Job Openings 2032	2,734
• Projected Employment to 2032	37,262
• Annual Growth Rate	1.23%
• Average Income	\$93,574

Work Values (Ranked by highest value)

- Relationships
- Independence
- Working Conditions
- Achievement
- Recognition
- Support

Source: Texas Labor Market and Career Information: <http://www.lmci.state.tx.us/>

Responsibilities of Administrators

(TEA: McREL's Balanced Leadership 21 Leadership Responsibilities)

- Affirmation
- Change Agent
- Communication
- Contingent Rewards
- Culture
- Discipline
- Flexibility
- Focus
- Ideals & Beliefs
- Input
- Intellectual Stimulation
- Involvement in curriculum, instruction and assessment
- Knowledge of curriculum, instruction and assessment
- Monitor & Evaluate
- Optimize
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

Source: USER'S GUIDE: Texas Principal Evaluation & Support System:

http://www4.esc13.net/uploads/pdas/docs/3_T-PESS_Users_Guide_051215_1.pdf pp. 27-30.

Activities/Other Responsibilities of Administrators

- Plan and lead professional development activities for teachers, administrators, and support staff.
- Participate in special education-related activities such as attending meetings and providing support to special educators throughout the district.
- Meet with federal, state, and local agencies to keep updated on policies and to discuss improvements for education programs.
- Plan, coordinate, and oversee school logistics programs such as bus and food services.
- Coordinate and direct extracurricular activities and programs such as after-school events and athletic contests.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Direct and coordinate school maintenance services and the use of school facilities.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.

- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Enforce discipline and attendance rules.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Recommend personnel actions related to programs and services.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- Create school improvement plans by using student performance data.
- Mentor and support administrative staff members such as superintendents and principals.
- Teach classes or courses to students.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.

Source: Texas Labor Market and Career Information, <http://www.lmci.state.tx.us/>