
DR. BRIAN E. McCRAW, ED.D.

A LEADER AND EDUCATOR BUILT FOR EMPOWERMENT, ENGAGEMENT, AND CHANGE

New Braunfels, Texas ♦ 512.557.7528 ♦ mccraw25@yahoo.com

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For the last 20 years, I have served in various leadership roles in education and as a corporate executive all over the United States. I have previously served as a superintendent and campus administrator in schools with diverse populations and student needs where I have proven myself to be a highly effective leader who can manage a large district budget, remain engaged within the community, and can focus on growing and developing human capital while creating a culture of academic success and student empowerment. **I have extensive experience in human resources and talent acquisition including recruitment, retention and human capital management. I have specialized experience in managing and auditing school operations, facilities, maintenance departments, and overall school district planning and logistics.**

Here is what to expect with hiring Brian McCraw as an Executive Leader:

- **Doing What is Right for Kids at All Times.** I pride myself on making decisions that are best for students and all stakeholders involved no matter what situation we may be facing. This also means not playing politics and not choosing sides.
- **Visionary Leadership.** A vision of academic excellence in our school with a distinct plan on how to achieve it.
- **Multitalented Skill Level.** I have the ability to take on any and all roles and responsibilities as assigned. This means being skilled at adapting to the needs of our school and community, thinking strategically when making decisions, especially those involving financial implications, and using a management style that is collaborative while maintaining a strong leadership presence.
- **Analyzing Data and Research in Curriculum Driven Design to Improve Student Performance.** Embracing data and having the ability to implement solid instructional programs that move the entire student body forward in student growth and achievement.
- **Attentive and Articulate Communication.** Weighing words and speech and how each will be portrayed before speaking and knowing the impact my statements have on others.
- **Commitment to my Organization.** Never wavering on what is best for all students. Bold and determined leadership while maintaining integrity, character, and transparency in all things. Being a role model for all stakeholders with steadfast morals, values, and ethics.
- **Ambition.** I have a passion for helping students to reach their full potential. Inspiring greatness in everyone including fellow teachers and educators in reaching their personal and professional goals.

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- **Family.** My family is at the center of every decision I have ever made in my life. My company family gets the same commitment and attention from me when doing what is best for all. My extended family includes all those in and around my organization.
- **Respect for Tradition and Community Values.** Change is something to embrace but only after everyone has a say in how we move forward as a learning community. Remembering the past and how we got here, working hard in the present while embracing our traditions and successes, and preparing for the future is something I value each and every day. Do not forget where you have come from and how you got here.

I spent 13 years as a corporate executive where I was able to acquire an immense amount of knowledge and experience while working for three different Fortune 500 companies in Minneapolis, Atlanta, and Houston. I spent over a decade managing these businesses, including recruiting, hiring, training, and mentoring employees which led to multiple promotions and other accolades stemming from growth and development programs I implemented at the corporate level. The leadership opportunities I received from working with these companies have allowed me to be even more prepared to serve as an executive leader compared to my counterparts that do not have this experience.

It is through these experiences in and out of education, combined with my strong commitment to student success, that I feel I am uniquely qualified to serve in an Executive Leadership role with any organization in the State of Texas and across the USA. I will be honored to discuss my qualifications, ideas, and vision with you and the Hiring Committee.

Sincerely,

Dr. Brian E. McCraw, Ed.D.

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Brian E McCraw | ACE Faculty

Qualifications for Executive Leadership in Education

PROFILE

Passionate and responsible professional with accomplished success as a Superintendent as well as experience in the private sector as a Corporate Executive. Effectively oversees day-to-day operations and has managed as many as 250 employees at any given time. Builds strong relationships with communities and displays a high regard for student, teacher, and district success. The different values I bring to your organization include motivating others to succeed, highly evolved coaching and team-building skills, and the ability to change the culture of an entire institution, while changing behaviors that drive results.

**Years of Experience in Educational Leadership + Years of Experience as a Corporate Executive =
*A Unique Vantage Point and World View on Educational Philosophy, Psychology,
Leadership, and Management***

Core Competencies and Key Words include:

*Fair and Consistent ♦ Operational Excellence ♦ Strategic Planning ♦ Human Capital
Development and Enhancement ♦ Fiscal Management and Planning ♦ School Board
and Stakeholder Relations ♦ School Bond Development and Management ♦ Grant
Writing, Procurement, and Development*

EDUCATION AND CERTIFICATION



TEXAS TECH UNIVERSITY

Doctorate in Educational Leadership (Ed.D.)

Certified Texas Superintendent

Certified T-PESS and T-TESS Administrator

Professional Memberships:

Texas Council of Professors of Educational Administration (TCPEA)

Texas Association of School Administrators (TASA)

Texas Association of School Boards (TASB)

Texas Association of School Business Officials (TASBO)

Texas Association of Rural Schools (TARS)

Texas Association of Community Schools (TACS)



SUL ROSS STATE UNIVERSITY

Master of Education in Administration (M.Ed.)



LAMAR UNIVERSITY

Bachelor of Science in Kinesiology (B.S.)

CAREER TRACK IN EDUCATIONAL LEADERSHIP

AMERICAN COLLEGE OF EDUCATION (INDIANAPOLIS, INDIANA)

- **Adjunct Professor of Educational Leadership and Administration** _____ 2023 to Present
Professor of Educational Leadership as a course instructor for Graduate Studies. Responsible for maintaining a strong academic presence and growth in professional development for teaching, scholarly and creative work, and service to the profession and to the college.

PRAIRIE LEA INDEPENDENT SCHOOL DISTRICT (PRAIRIE LEA, TEXAS)

Superintendent of Schools _____ 2024 to Present
Chief Executive Officer of the District. Primary responsibilities of reporting to the Board, communicating all expectations to reporting administrators. Creation, implementation, and execution of all district programs, policies, and activities. Experience in School Bond development and referendums, human resource and capital procurement, and School Board relations. General management of the entire school district.

GANADO INDEPENDENT SCHOOL DISTRICT (GANADO, TEXAS)

- **Superintendent of Schools** _____ 2022 to 2023
Chief Executive Officer of the District. Primary responsibilities of reporting to the Board, communicating all expectations to reporting administrators, and executing all programs, policies, and activities as required. Central office experience in School Bond development and referendums, human resource and capital procurement, and School Board relations.

SHINER INDEPENDENT SCHOOL DISTRICT (SHINER, TEXAS)

- **High School Principal** _____ 2020 to 2022
Directed and managed all instructional programs as well as supervised all campus operations. Provided campus and district-level leadership to maintain high academic standards of instructional service. Facilitated systemic change in curriculum programs with an emphasis on dual-credit, AP, and CTE programs. Central office experience in School Bond development and referendums, human resource and capital procurement, and School Board relations.

ROCKSPRINGS INDEPENDENT SCHOOL DISTRICT (ROCKSPRINGS, TEXAS)

- **Principal, Pre-K – 12th Grade** _____ 2018 to 2020
Campus Administrator for all grades. Directed and managed all instructional programs as well as supervised all campus operations. Provided campus and district-level leadership to maintain high academic standards of instructional service. Oversaw compliance with all district policies including instructional-based platforms as well as extra-curricular and community-based activities. Central office experience in human resource development, fiscal planning, and School Board relations. Introduced relational capacity professional development activities for faculty and staff.

SILSBEE INDEPENDENT SCHOOL DISTRICT (SILSBEE, TEXAS)

- **Silsbee High School Assistant Principal** _____ 2002 to 2005
Directed campus-based initiatives including student discipline, personnel, curriculum integration, campus activities coordination, district-wide textbook coordination, district-wide performance management, community involvement, facility maintenance, facility expansion and growth, and budget/fiscal management. Sponsored specialized training with special populations, including diversity training with low socio-economic groups and at-risk students.

SELECTED HIGHLIGHTS IN THE EDUCATIONAL PATHWAY

- ◆ Experience in all areas of Curriculum and Instruction, development and evaluation of program effectiveness, and the growth and development of human capital with a focus on structured professional development for faculty and staff members, instructional leadership and coaching, and meeting the needs of diverse and multicultural student groups.

- ◆ Presented doctoral research at the most recent TASA Mid-Winter Conference in January 2023 as part of the Texas Council of Professors of Education Administration (TCPEA).
- ◆ Advanced auditing experience in all areas of school improvement including finance, grant allocation and management, curriculum and instruction, school bond development, and facilities improvement.
- ◆ Current experience in all areas of district litigation, lawsuit determination, and partnerships with legal representation.
- ◆ Mastery in asset acquisition including capital improvements in facilities, transportation, and operational excellence throughout the district.
- ◆ Managed all areas of district budgeting and fiscal planning with experience in school bond development, marketing, and promotional activities.
- ◆ Mastery in the development and promotion of district mission and vision with a focus on meeting and exceeding student performance goals as set forth by the local board policy and TEA.
- ◆ Experience in the creation, implementation, and facilitation of District and Campus Improvement Plans including the development of District of Innovation (DOI) policies and procedures.
- ◆ Partnered with Alternative Educator Preparation Programs and other EPPs to help promote teacher certification and filling hard to hire teaching positions in rural Texas school districts.

***When it comes to Educational Leadership, I believe the list found below identifies the top qualities and characteristics that all school leaders need to possess:**

Visionary. Have the desire, ability, and foresight to look into the future even when the future looks bleak.

Accountability. Having the knowledge, foresight, and wisdom to do what is right even though many will disagree or be upset due to decisions that require them to do their job correctly and effectively.

Passion. Enthusiasm that is not only seen and heard but is felt through the change in culture and climate.

Respect. Making the right decisions when needed. Always doing the right thing and standing up for those beliefs no matter what.

Honesty. There is power in the truth. The truth is sometimes hard to hear.

Integrity. Possessing firm principles. Holding yourself and others to higher moral standards amidst disagreement and chaotic times.

Courage. Remaining stable and predictable in uncertain times and standing up for your beliefs when doing what is right.

Dedication. Committing to a cause, program, or individual.

Compassion. Putting others first and helping others when the time calls for it.

Communication. Sharing information as needed, when needed.

Influence. Having the ability to sway the opinion of an individual, a group, or an entire community for the betterment of the school. Your school leader must have this ability to be successful.

All of these traits can lead to tremendous success when implemented and supported at every level within an organization. If done correctly and consistently with 100% adherence to the vision, every organization can achieve success.

Focus on Curriculum and Instruction with Instructional Leadership:

- ◆ **Currently a Professor of Educational Leadership and Administration:** I am serving as an adjunct professor teaching Resource and Fiscal Management and Developing Teachers courses to Master and Doctoral level students at the American College of Education in Indianapolis, Indiana. ACE is the #3 college in the United States for master's degrees conferred in education.
- ◆ **Analysis, Development, Implementation:** I have extensive experience with analyzing, developing, and implementing various levels of curriculum on all academic levels in Texas public schools. This includes

conducting campus-based equity audits as well as audits at the district level that seek to identify problematic areas in curriculum and instruction. Through these audits and the breakdown of student and district data, I have been able to successfully implement instructional programs that made tremendous gains in academic growth while selecting curricula for various grade levels that promote positive student outcomes.

- ◆ I have been able to develop cultural competency programs in my districts and campuses where all staff members and students are taught and engaged in learning about culture and diversity amongst themselves. These cultural competency programs involve understanding and appropriately responding to the unique combination of cultural variables including one's ability, age, beliefs, ethnicity, experience, gender, national origin, race, religion, and socioeconomic status. This also includes leading by example and understanding your own actions and their impact on others under your care as a leader and fellow classmates.
- ◆ I have been solely responsible for developing and supporting inclusiveness programs in my schools and classrooms by promoting inclusive instructional techniques that seek to help those students who have been traditionally underserved or those who have become marginalized due to cultural or systemic organizational failures.
- ◆ Risk Taking. Through a series of professional development activities and classroom events, I have encouraged and attempted to change how teachers see their classroom space, traditional academic curriculum programs, and the overall student experience. I have been and continue to promote teachers taking positive risks to better understand how children learn and how those experiences in and out of the classroom shape their academic success.
- ◆ Sponsored and endorsed the implementation of Edgenuity online class software. This enabled students to take classes that are not currently offered in a traditional teaching setting on our campuses. These classes allowed students to pursue a variety of core curriculum and non-core curricular courses that build essential skills and accelerate personal learning pursuits. These programs also allowed for credit recovery and summer school-enhanced learning classes. Edgenuity gave the school district another means for providing classes for students where qualified teaching candidates may not be located and hired. This software also helped to replace various other programs that were similar in nature but were not being fully utilized by the campuses.
- ◆ Adoption of SpringBoard / Pre-AP curriculum at all secondary levels. This curriculum helped to promote a tremendous change and advancement in academic rigor through various programs and levels of adoption on several campuses and districts where I was employed as an administrator. This curriculum greatly accelerated the preparation for students to gain the skills they need for post-graduation pursuits in higher academia. Through the various programs offered through this curriculum, students are able to take more control of their own academic pathways and can apply this knowledge in advancing their own careers.
- ◆ Enhancement in the structure of Response to Intervention (RTI) at the Elementary campuses. We are in a constant state of analyzing policies and programs and with this, I found over the past several school years that there was an overabundance of time being spent in the RTI supplemental instructional area and not enough time being spent in the actual academic classrooms during initial instruction. This focus allowed for higher-level instructional strategies in the mainstream classrooms and then supplemented those students who needed intervention with more specific and advanced enrichment activities in the RTI setting.
- ◆ Specific development and implementation of a newly created department of Student Services and Instructional Design. This department that I created focused on the analysis of curriculum at every grade level, PK-12th grades throughout the district, for effectiveness, rigor, and success on standardized and non-standardized assessment platforms. This department oversaw the effectiveness of the current method of delivery in mainstream classrooms, and inclusion practices, i.e. "pull-out" programs, and measured the overall success of all student outcomes with the current curriculum adoptions.
- ◆ Development and expansion of dual credit opportunities for students starting as early as 9th grade. High School students were able to start taking college courses in the 9th grade while finishing their high school graduation requirements. Students, if they chose this pathway, could now graduate from the district with an

Associate's Degree alongside their high school diploma. This program helped to increase accessibility to collegiate coursework for all students regardless of socio-economic status.

- ◆ Further development of Career and Technology Education programs. I pursued and oversaw the implementation of added career pathways for students wishing to pursue interests beyond the traditional "college-bound" academic pathway where the primary focus lies in most public schools.
- ◆ I created an adult/parent classroom for all community members who wished to learn the English language which became an ESL class for adult learners. We purchased software licenses from Rosetta Stone and offered to teach English classes to all those interested in and around the school community to help bridge the gap in not only language but also community culture, diversity, and inclusion.

Operational Management:

- **What makes a great Leader in and out of Operations?** A large majority of time spent on the job as a superintendent has to do with managing the operations of a district. My experience in this role has led to this understanding of the job not only in operations but in leadership itself. The words and descriptions that define a leader are not so different from those that could possibly define an excellent leader. A lot of the same qualities you find in a teacher you will find in an administrator include trying to build a better school or community environment. Like teachers who are on the front lines of student success, educational leaders are in a similar position when seeking success for the district and the school community itself. I stay grounded in thinking like a teacher first, then adapting my decision-making processes to those that fit the situation at hand. Operations is simply the day-to-day management of the district. The bigger part of this is rarely mentioned in master's and doctoral-level coursework: managing the various non-teaching, non-professional personnel is difficult. They do not have a "teacher's mindset" or "teacher's point of view". They think how they think and if in a small school and small-town setting, these individuals can be difficult to deal with and convinced of change in any way.
- Coordination and partnership with TASB to do a complete facilities assessment throughout the district to examine all district buildings, facilities, and other areas for potential repairs, replacement, and approximate costs for these projects. TASB also made recommendations on potential areas of growth where a possible school bond may be necessary to sustain adequate facilities for all students.
- Development of two different school bond proposals including studies done on the economic impact of the local communities, responsible spending on needed district assets such as academic buildings, career and technology facilities, athletic facilities, and other construction projects. School bond programs required town hall meetings with local stakeholders, marketing campaigns, and district facilities committee meetings to discuss needed projects.
- I recommended and the Board agreed to hire an outside facilities monitoring company to control and monitor all HVAC equipment across the district to provide better controls over the heat and humidity in all serviced areas, helping to save the district over \$500,000 a year in the process on heating and cooling district buildings.
- I analyzed and found that a historic athletics facility was not being maintained properly by the maintenance and custodial staff and was in danger of falling into serious disrepair. I recommended and the Board agreed the district needed to do some much-needed repairs to this facility. The district committed to over \$500,000 in assigned repairs.
- Various projects in the form of campus beautification and pride were launched throughout the district to promote community unification and diversity.
- Coordination of various contractors and project managers in making repairs to several buildings involved in litigation. These buildings had significant deficiencies with the roof, masonry, waterproofing, storefronts, foundation and substructure, drainage, and grading which have all been addressed under my supervision and leadership over the past year. Each of these areas had been identified and repairs were made to correct all of the issues. During the course of these repairs, additional information was found on the possible origins of the problems in the buildings, which was central to the litigation, that enabled district lawyers to pinpoint blame for the issues and concerns cited in the lawsuit.

Growth and Development of Personnel:

- ◆ **Philosophy and Active Leadership:** I have been in a leadership position in some capacity since 1998. Some of these positions have been in the school setting and some in the private setting all around the United States. I believe that growing and developing people is the responsibility of the organization itself but it starts with having the right leader who can recognize leadership qualities in the personnel that is all around them. Organizations that identify, grow, and develop their people can benefit from better performance and overall productivity, an increase in recruitment and retention, a stronger organizational and environmental culture, and increased “happiness” throughout the school setting.
 - “*Better you + Better me = Better Us*” Deliberately Developmental Organizational Philosophy. I have embraced this type of human capital promotion by analyzing and implementing inclusive programs that focus on the growth, development, and retention of highly desirable candidates for leadership:
 - Identifying personal and professional challenges that are not only valuable to the organization but also meaningful to each individual, that we can work on together.
 - Identifying other like-minded people.
 - Providing support to overcome limitations and opportunities.
 - Giving regular opportunities to work on the issues at hand.
 - Recognizing and celebrating success and achievements.
 - Providing opportunities for continued growth and development.
- ◆ At several districts, I have analyzed how district leaders were deployed and the various job categories as they were assigned by previous leadership. I found that student needs could be met better by reorganizing district leadership positions and roles, specifically in non-teaching professional positions. This is a task that I always assign myself to complete after each school year.
- ◆ I believe that mentoring district leaders is essential to a successful school. I closely monitored the performance of our administrators and non-teaching professionals this year and found that they have the skills to take their professional abilities to the next level where students would be better served across the district. After analyzing the performance of our administrators, teachers, and counselors, I created several new positions and hired/promoted employees into these new roles in several school districts where I was employed.
- ◆ I created the Assistant Superintendent for Student Services and Instructional Design position by combining the former roles of the (1) Director of Curriculum and Instruction, (2) Director of Special Services (ESSER funded role), and both Instructional Coach positions at the elementary (3) and secondary (4) campuses. The secondary principal was promoted into this new position as Assistant Superintendent due to her knowledge of student services including Special Education and Section 504, as well as her advanced knowledge and expertise in curriculum and instruction.

...Recent examples of identifying and promoting highly desirable candidates...
- ◆ A Secondary Assistant Principal was promoted to Junior High School Principal, also a new position created by me, due to the need for more specific interactions and leadership for junior high-aged students.
- ◆ A secondary English teacher was promoted to the newly created position of Junior High Counselor due to the need for a more supportive campus in the social and emotional learning (SEL) aspect of junior high students. This position was carefully thought out and created by me to better serve students who are struggling with the social and emotional experiences of being a teenager in today’s society and how these issues greatly affect today’s youth with social media, the internet, and the globalization of our society as a whole.
- ◆ The secondary instructional coach was moved to the position of high school counselor. This was a promotion in salary and in responsibility and the move was better suited to meet student needs.
- ◆ The High School Girls’ Athletic Coordinator/Teacher who I identified as being a tremendous leader with the potential for growth and development as a campus administrator in the future, was promoted to the position of Girl’s Athletic Director where she would no longer have to remain in the classroom to teach and could be free to help develop the Girl’s Athletic Department throughout the district.

- ◆ I had a prior District Business Manager who was an exceptional employee and took on additional leadership roles as they were assigned to her. Her job title was changed to Chief Financial Officer (CFO).
- ◆ All personnel identified above received on average 20%+ raise in compensation annually due to the restructuring of administrative staffing.

Litigation Coordination and Management under my Leadership:

- ◆ **“Legalese”:** How to interact and deal with school legal counsel is something that is not discussed very much if at all during the course of getting a superintendent certification or working toward a doctoral degree in education. But, knowing and understanding the law and policy has huge implications on the success of a superintendent and sometimes a school principal. I inherited a massive legal situation at my former district due to circumstances from a bond election and construction project six years prior to my hire. Superintendents must be on point with all legal aspects of their job and especially when making decisions that could have legal implications if not followed correctly.
- ◆ I took on the role of being the primary contact between school leadership and the district’s legal representation concerning the ongoing litigation between the school district and three primary defendants in a multi-million-dollar lawsuit stemming from previous construction projects. As this suit is ongoing, I was tasked with being brought up to speed in all matters concerning this lawsuit and was tasked with making decisions that were in the best interest of the district with little to no knowledge of the construction processes or the actual lawsuit itself, the stipulations surrounding those decisions, and reporting to the Board on every aspect of the litigation. I was successful in this role while also carrying out the essential job duties as a superintendent.
- ◆ I consulted with attorneys several times a week from the first day on the job in my role through phone calls, Zoom video conferences, and emails. The amount of time spent on this steadily increased from 10-20% of my work week to sometimes 40-50% of my time spent as part of the litigation proceedings each week.
- ◆ I coordinated all meetings, inspections, and delivery of information to various contractors, project managers, and construction managers as part of the direction agreed upon by the lawyers involved and the Board. The coordination of all of these events and situations helped to move the litigation process along over the past year with success in making the needed repairs to both buildings involved in the lawsuit as well as identifying other potential areas where other defendants may be liable.
- ◆ Communication between myself, legal representation, and the Board stayed at the forefront of each of the activities that took place where the Board was consistently updated on all things involved with the litigation and the positive steps being taken to bring the litigation to an end.

Transportation and Student Services within various districts:

- ◆ **Everyone Loves School Buses!:** Student transportation is an important part of the superintendency and another area that is discussed very little if at all, during superintendent certification programs and in advanced degree coursework. Student transportation issues can also make or break you as a school leader if you do not plan according, allocate funding that is needed, or if student safety is not the priority or is neglected.
- ◆ My philosophy in student transportation is simple: Get buy-in from all leaders and especially the Board of Trustees, be compassionate and pragmatic on what you are trying to accomplish and set a great example of the expectations of the district through taking care of transportation needs for students and employees.
- ◆ Experience in purchasing buses and other forms of transportation for students as well as other vehicles that were needed by the district. Previous school leadership had failed to purchase a single bus for at least the past four school years rendering our students underserved in this area, and with the majority of our current bus fleet with high mileage and usage found on every bus.
- ◆ The Board agreed with me that more buses needed to be purchased so I scheduled the purchase of several buses which included total purchases of over \$1,500,000 as committed from the general reserve fund. The Board also agreed with me that we needed to purchase another Suburban for not only the transportation of students but also for faculty and staff members for professional growth and development activities. The

Board agreed with me to purchase a heavy-duty truck where the focus would be on using this in the student Ag and Metal CTE programs for contests, stock shows, and other activities where these programs could continue to grow and develop for all students involved.

- ◆ As part of my analysis of campus facilities and needs, I found nine buses that had been parked in the bus barn area for a number of years that were deemed to be beyond repair and not safe for student travel. I also found two other vehicles that were in the same condition. I coordinated an auction to have all of these buses and vehicles sold and removed from this location. Each vehicle was sold and removed, and it created additional parking areas for employees. This also contributed to the safety of employees and students as these dilapidated vehicles were no longer on campus grounds.
- ◆ Periodic meetings with the transportation director. I met periodically with the transportation director to discuss end-of-life preparations for various school vehicles including buses, maintenance vehicles, and other non-student-based transportation vehicles around the district. We implemented a schedule for getting newer vehicles and buses into the district while retiring older units based on an ongoing yearly cycle.

CAREER TRACK IN EXECUTIVE BUSINESS MANAGEMENT AND LEADERSHIP

BMFG FINANCIAL & NEW YORK LIFE (BEAUMONT, TX, SAN MARCOS, TX, NEW BRAUNFELS, TX)

Executive Director & CFO _____ 2014 to 2018

Director of an Independent Financial Services and Insurance business. Focusing on financial services and planning, human capital management, budgetary and financial planning, expansion and growth, marketing, and sales. Expanded business holdings during a five-year span that sparked secondary marketing and sales organizations including the development of two separate enterprises and independent business developments.

THE COCA-COLA COMPANY (ATLANTA, GA)

District Manager _____ 2009 to 2014

Responsible for the fiscal management of the production, distribution, allocation, marketing, sales, and overall performance of all Coca-Cola brands in the Southeast Texas area. Strategic planning and implementation of sales processes to further expand business and promotion of all company-related products and business holdings.

BEST BUY STORES INC. (RICHFIELD, MN)

Regional Director _____ 2005 to 2009

Oversaw the day-to-day operations of multiple \$65M+ per year retail facilities. Monitored sales, merchandising, marketing, customer service, productivity, human capital, community relations, store functionality, research and development of new products, and facilities acquisition.

SELECTED HIGHLIGHTS IN BUSINESS MANAGEMENT AND DEVELOPMENT

- ◆ Created, owned, and operated a small business start-up company focusing on financial services and various personal and commercial business needs in the insurance and finance industry.
- ◆ Prior Series 6, 63, and 66 certifications specific to the management of personal and commercial financial assets and holdings.
- ◆ Executive-level management experience with three Fortune 500 companies in various locations throughout the United States including Houston, Atlanta, Minneapolis, San Francisco, and Los Angeles.
- ◆ Experience in all areas of human capital and human resources including recruitment, retention, and development of employees.
- ◆ Extensive research in human capital as cited in my dissertation at Texas Tech University:
 - Recruitment and Retention in Human Capital: A Human Capital Evaluation for Sustainable Teacher Recruitment and Retention Practices in Rural Schools through an Insider-Researcher Approach

- <https://ttu-ir.tdl.org/bitstream/handle/2346/90048/MCCRAW-DISSERTATION-2022.pdf?sequence=1>
- ◆ Experience in research and development of new product lines including private label branding with developing competitive sales and marketing strategies.
- ◆ Focus group experience in leading culture-driven marketing campaigns with implementation and coordination of events and leadership activities.
- ◆ Extensive sales and marketing experience with time spent on forecasting sales, production management, allocation of global resources, and customer satisfaction surveys.
- ◆ Leadership in team building techniques to increase retention and to drive a work-life balance in and around the workplace.
- ◆ Commitment to understanding competition and how various marketing techniques drive sales and loyalty to brands.
- ◆ Experience in merchandising and advertising and the effects on how internal and external customers perceive people, goods/services, and company missions.
- ◆ Experience in fiscal management with leading large retail stores, small businesses, and start-ups from business model development, construction, loan application and approvals, hiring of personnel, managing various government entities as well as profit and loss (P&L) statements, and understanding reinvestment into a business for long term survival and legitimacy.
- ◆ Memberships in various professional organizations including the Better Business Bureau and local Chamber of Commerce to help further positive business associations.
- ◆ Experience commercial real estate acquisition and liquidation.

A Brief Philosophy in Educational Leadership as a Superintendent and School Leader:

Every area of school curriculum is designed with certain goals in mind. A program evaluation measures the outcome of a program based on its student-attainment goals, level of implementation, and external factors such as budgetary constraints and community support. Three categories of instructional program evaluation are described by Bruce Wayne Tuckman (1985). These three areas help to summarize how to decide what is working and what is not working within a curricular program. "Formative evaluation" is an internal function that feeds results back into the program to improve an existing educational unit; this kind of evaluation is used frequently by teachers and school administrators to compare outcomes with goals. Attainment can be measured and procedures modified over time. Instructional leaders need to take a deep dive into the effectiveness of programs to get a better understanding of what is working, what is not working, what needs to be adjusted, and what needs to be eliminated.

"Summative evaluation" exists for the purpose of demonstration and documentation. Various ways of achieving similar goals can be compared. Summative evaluations help school districts analyze their unique characteristics and choose the program that will best achieve their pedagogical goals. An example is the evaluation of the adaptability and success in the workforce of students who have emerged from a program.

"Ex post facto evaluation" is a study over time. It attempts to determine if new programs, launched without readily predictable results, are achieving the desired goals. Here the data generated by continuous analysis are compared over time and, when available, compared with data from similar pilot programs. Both longitudinal (comparison of results over time) and cross-

sectional (comparison of different student groups) results give evaluators the data to recommend improvement or termination.

Evaluating the effectiveness and accountability standards within a school district begins by taking a comprehensive look at the current policies, procedures, and overall district improvement plan to identify areas of improvement, need, and possible elimination. This is carried out by district leaders, staff members, and parents who comprise the District Advisory Committee. These members formulate a Needs-Based Assessment to measure all things within the district for the superintendent to examine and make decisions to move the district forward. The health and safety of the district comes first. The School Health and Advisory Council (SHAC) leads the way in putting the overall health and safety of all students and staff members at the top of the list by ensuring that all stakeholders are able to perform in and out of the classroom during the course of the school day.

Data tells the story of all things within a school district. As a new superintendent to any district, a superintendent should conduct an equity audit to better understand their district and to begin to evaluate the effectiveness of all programs including student discipline. The numbers always tell the truth. The purpose of student discipline is to manage student behaviors while driving changes in those behaviors by implementing fair, consistent, and appropriate disciplinary techniques. As those techniques change as student behaviors change, having a solid foundation of all student expectations as set forth by board policy will drive desired results.

Student recognition is paramount to all that we do as educators. Students should be celebrated for all of their accomplishments and that starts with the direction as set forth by the superintendent. Being a kid in 2021 is difficult no matter the age of the child, ethnicity, race, gender, or economic status. Students need to know they are appreciated and loved by the teachers and school. Recognizing those children for all of their successes no matter how small is the lifeblood of a happy kid.

The professional development of staff members starts with what the teachers need and what they want. School leaders need to develop strong relationships with teachers to better understand what they need for growth and development by embracing the role of a Servant Leader. Campus Principals and Superintendents need to become servant leaders and create a series of professional development activities that will benefit the teachers instantaneously. Professional development activities need to be: (1) Specific. Every teacher faces unique classroom challenges and comes to work each morning with a different set of skills. (2) Invested-based. Most teachers will tell you they do not want an information download. They are educated professionals who are there to develop an existing, unique, and powerful skillset. (3) Sustaining. Professional development should feed off of one series to the next, and so on. PD should build off of itself. (4) PD should be embedded in the teaching process in the classroom. Teachers need to learn skills that they can use to help students. (5) IEP per teacher. Each teacher should have their own growth and development plan. Teachers should always know where they stand; what they are exceptional at doing and what they need to improve upon.

Each school district in the State of Texas has Board policies and expectations that everyone must follow. To get a better understanding of those expectations for superintendents, a new school leader should form a very quick bond with the Board of Trustees. The “Team of 8” is expected to work together for a common vision and mission of the local school district. The superintendent is the “CEO” of the district and is charged with carrying out the policies of the Board. This is done with transparency, communication, and recommendations made by the superintendent as policies and procedures are managed on a daily basis. Part of this leadership responsibility also involves having a vision of growth and development in all areas of the school district. This includes the fiscal management of the budget, physical plant management, the recruitment and retention of highly qualified personnel, and understanding the desires and expectations of the local community. The key ingredient for the success of any superintendent lies within the scope and sequence of the success of the local school. This is measured in many areas, with the most important part being the success of students. If your students are meeting and exceeding expectations, then success will always follow that school and the school leader everywhere they go.

Overseeing the financial part of any business, organization, or school is done by following some specific guidelines including (1) Transparency. The superintendent should remain 100% transparent when making financial decisions for the district. As the superintendent reports on the various expenditures and money-based decisions being made month to month during formal board meetings, he/she should always understand what the budget is and what it is not: money that belongs to the taxpayers and ultimately the students and not a personal account to do what he/she pleases. (2) Communication. I would communicate and speak to the board president on a daily basis when discussing financial matters that will impact the district as a whole. The little things do not need to be discussed all the time, but the superintendent must be very vocal with the board when financial matters come into play. I would be certain to involve the board members in all financial decisions as required by board policy and board expectations. Managing a budget, even one that is as complicated as a school budget is simple if done correctly. Do not overspend, manage your money like a teacher would manage their own limited resources, and always consult with the board when in doubt about a significant purchase.

Managing the facilities, buildings, and other physical spaces of a school district starts with building a solid relationship with your Maintenance personnel. These employees have direct knowledge and skills that are invaluable when not only maintaining facilities but also have an eye for what needs repairs, what needs to be replaced, and where the growth needs to happen. Every school district needs an action plan for school district facilities. A superintendent who is new to the district must have intimate knowledge of what is happening in and around the school when it comes to current and future needs. This starts with developing and implementing an action plan that will address all issues surrounding facilities. I would manage this by taking a very specific district and campus tour with all Board members to identify immediate needs and the costs associated with each need. Next, I would establish a standard by which we will move forward with the findings for each specified area. After reviewing the data and evidence, the stakeholders involved in making the decisions to move forward will either need convincing or will be needed to make the effort to get support for change. Financing comes into play after the

decisions are made and then a timeline is established for the completion of the project. This is followed up with a review of the success of the decisions being made. This outlines a very basic approach to capital improvements in a district. Day-to-day operations take place under the assumption that everyone knows their roles and responsibilities in managing the physical space of the district. Communication is the most important part of the process and any process when making decisions that affect the academic success of each and every child that we are responsible for within our district. I would meet with the Maintenance director and campus principals a minimum of once per month to discuss any outstanding issues that need immediate attention. I would continue to meet with the campus principals to discuss long-term solutions and needs as part of a “growth mindset”. Growth is inevitable and school districts must continuously prepare for the future with bond proposals that make sense and with hiring professional personnel with the same vision and educational philosophy shared within the learning community. The physical space and plant management reflect the ideology and vision of the district. It is my job as the superintendent to carry out this mission on a daily, weekly, monthly, and yearly basis.

Maintaining a good relationship with the Board of Trustees is paramount to the success of a superintendent. This starts when the hiring process has begun. I believe the interview process needs to be very specific, to the point, and extremely honest. Superintendents need to know what they are facing when taking on a new role in a new district, and board members need to be honest with the current state of the school, what immediate problems exist, and what their expectations are for the new CEO. TEA describes school leadership as a “Team of Eight”. This means there is a strong partnership between the superintendent and the Board. Board members need to be clear on what their expectations are about, how the superintendent is to be evaluated, and what the long-term vision is for the district. Personalities need to mesh. Communication must be clear, concise, and to the point. The superintendent should always know where he/she stands. There should never be any “guesswork” surrounding this job. As the superintendent of this school district, communication, honesty, and integrity will always be at the forefront of everything I do. Being fair and consistent comes next with board members never being left with surprises. Board members and the superintendent will work together in all matters with trust being the bridge from one day to the next.

The superintendent is the CEO of the district and manages the relationship with the community by building trust with the elected school officials. The community establishes very clear expectations of their school and the person who is in charge of it. As the superintendent, matters that affect children should always be made known to the community through various forms of communication including the district website, social media pages, and even through local newspapers. Stakeholders should never be left in the dark when it comes to their child’s education. Being open, honest, and available to all community members is one of the most important jobs a superintendent has in front of them. I may not make everyone happy, but I will always make the best decision I can based on what is best for kids. Chances are if you don’t make some people angry or upset, you are probably not doing your job very well.

-Dr. Brian E. McCraw, Ed.D.

GANADO ISD BOARD OF TRUSTEES

July 19, 2023

To Whom It May Concern:

Please allow this letter to serve as my recommendation for employment of Dr. Brian McCraw. As Board President, it has been my pleasure to have worked with Dr. McCraw in the Ganado Independent School District. Dr. McCraw has exhibited commitment and dedication to the Ganado ISD vision and goals. He is a collaborative servant leader and has created a fresh new approach to team management and leadership. He is an accomplished teacher and highly supportive of rigorous student learning and quality teacher development.

Dr. McCraw has had to face obstacles from day one in the school district and has worked diligently with others to transform the culture and direction of the school district. During his tenure in the school district, Dr. McCraw has admirably provided his leadership to the District under increasingly difficult economic circumstances while maintaining qualified staff and quality instructional programs and initiatives.

Dr. McCraw established a stronger academic program by adding online options and self-paced courses for secondary students while also increasing the academic rigor for those students wishing to pursue an advanced degree after graduation with the implementation of advanced curriculums. Dr. McCraw also created academic pathways for students to earn an associate's degree upon graduation from Ganado High School.

Dr. McCraw prides himself on helping to grow and develop district leaders as well as faculty and staff members. Because of their success and teamwork, Dr. McCraw promoted five individuals to various leadership positions across the district that will have a direct impact on positive student outcomes.

Dr. McCraw has the vision to understand the importance of maintaining traditions and history when he decided to repair and renovate an almost 70-year-old gymnasium that is deeply loved and cherished by the community. Along with the repairs made to this historic building, Dr. McCraw helped to get long-awaited projects complete including new batting cages and renovations to our baseball facility, as well as many other projects throughout the district.

Dr. McCraw is an excellent communicator who keeps the Board involved in all processes and decision-making involving the district, especially those involving ongoing litigation. While partnering with our legal team and the Board, Dr. McCraw has led our district in making significant decisions in regard to litigation and progress toward bringing this lawsuit to an end.

Dr. McCraw possesses a hard work ethic. He thrives on being a "catalyst" for positive improvement, and is above all, always proactive. He exhibits great vision and believes in building the capacity of all school district team members. He handles school district matters with poise and diplomacy. Dr. McCraw leads by example and believes strongly in preserving the respect and dignity of every individual.

I highly recommend Dr. McCraw for any position of responsibility, most especially as school superintendent. In conclusion, I know you will come to admire his dedication to children and learning as I do.

Sincerely,



Clay Green, President
Board of Trustees
Ganado Independent School District

11/01/2024

Dear Sir(s),

Greetings. My name is Arthur Louis, Jr. and I am writing to you concerning Mr. Brian E. McCraw. I have had the pleasure of knowing Brian over 23 years and having worked with Brian in the past as a Campus Administrator while employed at Silsbee Independent School District in Silsbee, Texas.

I have some areas of observation and appreciation for knowing Brian not only as a campus principal, but to know him as a person as well. Brian is a natural born leader. From the time I first met him, he exhibited those traits and qualities that everyone looks for in a leader. Even though he was only 29 years old at the time, he was beyond ready to take on the tasks of running a school campus. We had our hands full that first year as we encountered anything and everything that one would expect in a typical Texas high school. Brian was brilliant in not only handling students and their issues, but also with the teachers. His greatness dealing with the different groups, student activities and the various social aspects of the school were put on full display each and every day with all those involved being constantly impressed with his maturity, leadership and ability to deal with all the surprises that come with it. Brian was the 7th youngest staff member on our campus out of over 100 teachers, but you would have never known this as he was able to lead and instruct teachers in bettering their instructional behaviors and classroom management skills. Many veteran teachers of over 25 years in the classroom made comments of how they learned so many new things resulting from his leadership. Brian made a difference in this school and in the lives of the students and teachers.

I also have the pleasure of calling Brian my friend. Brian unfortunately had to leave the field of Education for a few years in order to provide for his son and daughter as he was unexpectedly a single dad for several years after the death of his wife. Brian went on to work in the private sector including stints with Best Buy and Coca-Cola, also in leadership positions. He was even more successful in these areas of leadership in retail management and later in sales, marketing and distribution of Coca-Cola brands throughout the State of Texas. Brian has been able to do everything necessary to take care of his family, (both of his children are now Texas A&M University Graduates) and now is seeking to further his career as a Superintendent which is where his heart and passion have always been.

I have no doubt whatsoever that Dr. Brian McCraw will be the best hire you could ever make when it comes to leading your school. He has a desire to complete his Doctoral degree and will be an even better leader. Brian would be a perfect addition to your leadership team. DO NOT pass up this opportunity to hire him.

Sincerely,

Arthur Louis, Jr.

Beaumont ISD

BRIAN MCCRAW, High School Principal
GREG MURRILE, Elementary School Principal
DANIEL BOEDEKER, Athletic Director

DR. DAN STAFFORD, Board President
TIM KALICH, Vice President
JULIE GAMEZ, Secretary

Shiner Independent School District
ALEX REMSCHEL, Superintendent
Phone: 361-594-3121 / FAX: 361-594-3925
P.O. Box 804
505 Texas Avenue
Shiner, Texas 77984

February 10, 2022

To Whom It May Concern,

It is my honor to recommend Mr. Brian McCraw for a position with your school district. Mr. McCraw has served as the junior high and high school principal at Shiner ISD from 2020-2022. I have evaluated him over the last two school years, and am excited to see where his commitment to education takes him.

Mr. McCraw possesses high energy and a strong work ethic that is rooted in high moral and ethical standards. He was able to lead two campuses while completing his doctorate through Texas Tech University. His success is directly related to the fact that he is a student-centered, servant leader who works hard to create an enjoyable climate for students and teachers while maintaining high expectations for both.

Mr. McCraw works proactively to maintain an educational environment that is conducive to student success.. He is not afraid to be bold or make big decisions that could positively impact student achievement. Mr. McCraw is always present at all school events from band to one act play to athletics. His support for all programs is refreshing and appreciated by our community. His greatest attribute is his ability to build relational capacity with students, parents, and staff. After meeting with Mr. McCraw, parents know, without a doubt, that he is focused on their child's success. Mr. McCraw is a true educational professional who leads by example and believes strongly in preserving the respect and dignity of every individual and of public education.

In conclusion, I do not hesitate to highly recommend Mr. Brian McCraw for any position in your school district. I know you will appreciate the character and work ethic he brings and that is needed to be successful in the school business today. If at any time you have any additional questions, please contact me at (361)594-3121 or by email at remschela@shinerisd.net.

Sincerely,



Alex Remschel, Shiner ISD Superintendent

TEXAS TECH UNIVERSITY

Office of the Registrar, Lubbock, Texas 79409



Date of Birth: 02/25/1973

Date Issued: 28-MAR-2023
Official Graduate Record

Record of: Brian Edward Mccraw
Issued To: BRIAN MCCRAW
MCCRAW25@YAHOO.COM

Page: 1

Course Level: Graduate

Academic Program
Doctor of Education

Program : Educational Leadership EDD
College : Graduate School
Major : Educational Leadership

Awarded Degree Doctor of Education 06-AUG-2022
Program : Educational Leadership EDD
College : Graduate School
Major : Educational Leadership

Dissertation Title
Recruitment and Retention in Human Capital: A Human
Capital Evaluation for Sustainable Teacher Recruitment and
Retention Practices in Rural Schools through an Insider-
Researcher

SUBJ NO.	COURSE TITLE	CREDGRD	PTS	R	C
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

PRIOR TO TTU	Sul Ross State University		QPTS	GPA
	AHRS	EHRS	QHRS	
Cumulative	0.00	30.00	0.00	.000

INSTITUTION CREDIT:

Summer 2019 TTU					
EDLD 6301	EC-12 Learning and Performance	3.000	A+	12.00	
EDLD 6385	Research in EDUC Admin	3.000	A+	12.00	
Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	6.000	6.000	6.000	24.000	4.000

SUBJ NO.	COURSE TITLE	CREDGRD	PTS	R	C
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Institution Information continued:

Fall 2019 TTU	EDLD 5381	School Resource Management	3.000	A+	12.00
	EDLD 6300	: Organizational Theory in Education: Organizational Behavior and Change	3.000	A	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.000	6.000	6.000	24.000	4.000
Cumulative	12.000	12.000	12.000	48.000	4.000

Spring 2020 TTU	EDLD 6307	Problem Based Inquiry I	3.000	A	12.00
	EDLD 6312	Issues in EDLD Accountability	3.000	A+	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.000	6.000	6.000	24.000	4.000
Cumulative	18.000	18.000	18.000	72.000	4.000

Summer 2020 TTU	EDLD 6305	Social Justice Leadership	3.000	A+	12.00
	EDLD 6308	Problem Based Inquiry II	3.000	A+	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.000	6.000	6.000	24.000	4.000
Cumulative	24.000	24.000	24.000	96.000	4.000

***** CONTINUED ON PAGE 2 *****

TEXAS TECH UNIVERSITY

Office of the Registrar, Lubbock, Texas 79409



Date of Birth: 02/25/1973

Date Issued: 28-MAR-2023
Official Graduate Record

Record of: Brian Edward Mccraw
Level: Graduate

Page: 2

SUBJ NO.	COURSE TITLE	CREDGRD	PTS	R	C	SUBJ NO.	COURSE TITLE	CREDGRD	PTS	R	C
Institution Information continued:						Institution Information continued:					
Fall 2020 TTU						Fall 2021 TTU					
EDLD 5394	Superintendent Internship	3.000	A 12.00			EDLD 6361	Doctoral Seminar In Educ Admin	3.000	A 12.00		
EDLD 6314	Issues in Education Leadership	3.000	A 12.00			EDLD 6392	Doc Internship-Leadership	3.000	A 12.00		
EDLD 6316	School Reform	3.000	A 12.00								
	AHRS	EHRS	QHRS	QPTS	GPA		AHRS	EHRS	QHRS	QPTS	GPA
Current	9.000	9.000	9.000	36.000	4.000	Current	6.000	6.000	6.000	24.000	4.000
Cumulative	33.000	33.000	33.000	132.000	4.000	Cumulative	51.000	51.000	51.000	198.000	3.882
Spring 2021 TTU						Spring 2022 TTU					
EDLD 6340	Educ Policy And The Law	3.000	B 9.000			EDLD 7000	Research	6.000	A 24.00		
EDLD 6381	Human Capital and Resources	3.000	A+ 12.00			EDLD 8000	Doctor's Dissertation	5.000	CR .000		
	AHRS	EHRS	QHRS	QPTS	GPA		AHRS	EHRS	QHRS	QPTS	GPA
Current	6.000	6.000	6.000	21.000	3.500	Current	11.000	11.000	6.000	24.000	4.000
Cumulative	39.000	39.000	39.000	153.000	3.923	Cumulative	62.000	62.000	57.000	222.000	3.894
Summer 2021 TTU						Summer 2022 TTU					
EDCI 6381	Constructivist Inquiry Methodo	3.000	B 9.000			EDLD 8000	Doctor's Dissertation	7.000	A 28.00		
EDLD 6001	Advanced Study-Topics: Leading Instruction for ELL Learners	3.000	A 12.00								
	AHRS	EHRS	QHRS	QPTS	GPA		AHRS	EHRS	QHRS	QPTS	GPA
Current	6.000	6.000	6.000	21.000	3.500	Current	7.000	7.000	7.000	28.000	4.000
Cumulative	45.000	45.000	45.000	174.000	3.866	Cumulative	69.000	69.000	64.000	250.000	3.906
***** CONTINUED ON NEXT COLUMN *****						*****					
						***** TRANSCRIPT TOTALS *****					
						INSTITUTION EhRs: 69.000 QPts: 250.000					
						GPA-Hrs: 64.000 GPA: 3.906					
						***** END OF TRANSCRIPT *****					

<u>Grade</u>	<u>Grade Meaning</u>	<u>Grade Points</u>
A+, A, A-	Excellent	4.0
B+, B, B-	Good	3.0
C+, C, C-	Average	2.0
D+, D, D-	Inferior	1.0
F	Failure	0.0
CR	Credit	0.0*
DG	Dropped (drop limit)	0.0*
DW	Dropped (no drop limit)	0.0*
DX	Dropped (drop limit with exception)	0.0*
I	Incomplete	0.0*
NC	No Credit (not calculated in GPA)	0.0*
NP	Student did not pay fees (no grade)	0.0*
P	Pass	0.0*
PR	Progress	0.0*
R	Repeated to remove Incomplete	0.0*
W	Withdraw or Dropped Passing (through Fall 2008)	0.0*
W	Withdraw from University (as of Spring 2009)	0.0*
WF	Withdraw Failing (through Fall 2008)	0.0
X	No Grade Reported	0.0*

*Not included for computing GPA

ERN = Earned Hours

SCH = Semester Credit Hours

QHR = Quality Hours

QPS = Quality Points

<u>Grade</u>	<u>Grade Meaning</u>
AP	Advanced Placement exam scores
ACT	ACT exam scores
CLP	CLEP exam scores
DE	Departmental exam scores
FLP	Foreign Language Placement exam scores
IB	International Baccalaureate exam scores
SAT	SAT exam scores

Note: Test credit grades are not calculated into the GPA.

<u>Grade</u>	<u>Grade Meaning</u>
DA	Excellent
DB	Good
DC	Average
DD	Inferior
DF	Failure
DP	Pass

Note: Developmental course grades are not calculated into the GPA.

- Four grade-point system effective September 1962.
- Texas Technological College changed to Texas Tech University effective September 1, 1969.
- 3-digit course number changed to 4-digit course number effective September 1983.
- Transfer course credit is not calculated in TTU GPA.
- Honors in descriptive titles indicates Honors Credit.

Core Curriculum Codes for Coursework Taken Through Summer 2014

<u>Core Code</u>	<u>Description</u>
010	Communication: Written (6 hrs)
011	Communication: Oral (3 hrs)
020	Mathematics: College Algebra (3 hrs)
021	Mathematics: Logic, Statistics, & Calculus (3 hrs)
030	Natural Science: Lecture (6 hrs)
031	Natural Science: Lab (2 hrs)
040	Humanities (3 hrs)
050	Visual & Performing Arts (3 hrs)
060	Social & Behavioral Sciences: US History (6 hrs)
070	Social & Behavioral Sciences: Political Science (6 hrs)
080	Social & Behavioral Sciences: Indv. Or Group Behavior (3 hrs)
090	Technology & Applied Science (3 hrs)

Total Core SCH 47 hours

Core Curriculum Codes for Coursework Taken Fall 2014 and Thereafter

<u>Core Code</u>	<u>Description</u>
010N	Communication (6 hrs)
020N	Mathematics (3 hrs)
030N	Life & Physical Sciences (6 hrs)
040N	Language, Philosophy, & Culture (3 hrs)
050N	Creative Arts (3 hrs)
060N	US & Texas History (6 hrs)
070N	US & Texas Government (6 hrs)
080N	Social & Behavioral Sciences (3 hrs)
090C	Component Area Option 1: Oral Communication (3 hrs)
090M	Component Area Option 2: Mathematics or Logic (3 hrs)

Total Core SCH 42 hours

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SUL ROSS STATE UNIVERSITY

www.sulross.edu

Page: 1
Date Issued: 18-NOV-2008

Record of: Brian Edward McCraw

Student ID: [REDACTED]

SSN: [REDACTED]

Date of Birth: 25-FEB

Course Level: Graduate
Student Type: Continuing
Matriculated: Spring 2002

Current Program
Undeclared

Program : Prof Certification - RGC
College : Rio Grande College
Campus : Rio Grande College
Major : Non-Degree - Professional Cert

Degree Awarded Master of Education 15-DEC-2001
Primary Degree

Program : MED Schl Administration - RGC
College : Rio Grande College
Major : School Administration

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Spring 1998

ED 6304	Organiz & Thry In Admin	3.00 B	9.00
ED 7306	School Finance	3.00 A	12.00
Ehrs: 6.00	GPA-Hrs: 6.00 Qpts: 21.00	GPA: 3.50	

Summer I 1998

ED 5316	Tchg Multicult Learner	3.00 B	9.00
ED 6325	Coma For Sch Admin	3.00 B	9.00
Ehrs: 6.00	GPA-Hrs: 6.00 Qpts: 18.00	GPA: 3.00	

Summer II 1998

ED 5304	Pub Sch Supervision	3.00 B	9.00
ED 5336	Leader/Eval Of Instruc	3.00 A	12.00
Ehrs: 6.00	GPA-Hrs: 6.00 Qpts: 21.00	GPA: 3.50	

Spring 1999

ED 5302	The Principalship	3.00 A	12.00
ED 5307	Graduate Research	3.00 B	9.00
ED 5338	Prof Dev Appraisal Sys	3.00 A	12.00
Ehrs: 9.00	GPA-Hrs: 9.00 Qpts: 33.00	GPA: 3.66	

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Summer I 1999

BA 5309	Quant Anal & Decision Theory	3.00 F	0.00
ED 5318	Admin Of Personnel Prob	3.00 A	12.00
Ehrs: 3.00	GPA-Hrs: 6.00 Qpts: 12.00	GPA: 2.00	

Fall 2000

ED 7313	Administration Intrnship	3.00 PR	0.00
Ehrs: 0.00	GPA-Hrs: 0.00 Qpts: 0.00	GPA: 0.00	

Fall 2001

EDUC 7311	Internship In Admin	3.00 A	12.00
Ehrs: 3.00	GPA-Hrs: 3.00 Qpts: 12.00	GPA: 4.00	

Spring 2002

EDUC 7311	Internship In Admin	3.00 A	12.00
Ehrs: 3.00	GPA-Hrs: 3.00 Qpts: 12.00	GPA: 4.00	

***** TRANSCRIPT TOTALS *****

TOTAL INSTITUTION	Earned Hrs	GPA Hrs	Points	GPA
36.00	39.00	129.00	3.30	

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	36.00	39.00	129.00	3.30
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***** END OF TRANSCRIPT *****

ISSUED TO STUDENT

Issued To: Brian McCraw
347 Pinemont Drive
Sour Lake, TX 77659

This officially sealed and signed transcript is printed on red SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied a security statement containing the institution name will appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

Robert C. Cullins, Jr., Registrar

McCraw, Brian Edward

02-25-1973

Official UNDERGRADUATE ACADEMIC

TSI Area TSI Status Explanation
 All Exempt Holds 4-year degree

Higher Education Institutions:
 SUL ROSS STATE UNIVERSITY Jan 1998 - Dec 2000

Current Academic Program:
 College of Education & Human Development
 Nondegree program, graduate level
 Major: Post-Baccalaureate Studies

Degrees Awarded:
 Bachelor of Science Aug 19, 1995
 College of Education & Human Development
 Major: Kinesiology
 Prov Certif: April 18, 1997
 Kinesiology, All-Levels

-----Spring 1992-----

080	AS -130	BUS ENV & PUB POL	A	3.00	12.00
020	ECO -132	PRINCIPLES OF ECO	C	3.00	6.00
	MTH -134	MTH FOR BUS APPLS	C	3.00	6.00
	PEGA-224	STRENGTH TRAINING	A	2.00	8.00
070	POLS-231	INTRO AM GOV I	A	3.00	12.00

Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	14.00	14.00	14.00	44.00	3.143
	32.00	32.00	32.00	89.00	2.781

-----Summer I 1992-----

010	ENG -132	COMPOSITION	A	3.00	12.00
070	POLS-232	INTRO AM GOV II	B	3.00	9.00

Internal Transfer

Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	6.00	6.00	6.00	21.00	3.500
	38.00	38.00	38.00	110.00	2.895

-----Spring 1991-----

010	ENG -131	COMPOSITION	C	3.00	6.00
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Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	3.00	3.00	3.00	6.00	2.000
	3.00	3.00	3.00	6.00	2.000

-----Fall 1992-----

050	ART -135	ART APPRECIATION	C	3.00	6.00
011	COM -131	PUBLIC SPEAKING	B	3.00	9.00
040	ENG -2312	MASTERWKS AM LIT	C	3.00	6.00
060	HIS -231	U S HIS 1763-1877	A	3.00	12.00
051	PHL -130	PHIL OF KNOWLEDGE	A	3.00	12.00

-----Fall 1991-----

030	BIO -141	GENERAL BIOLOGY	D	4.00	4.00
	CS -1311	MICROCOMPUTERS	A	3.00	12.00
080	ECO -131	PRINCIPLES OF ECO	C	3.00	6.00
	HLTH-137	HEALTH & WELLNESS	B	3.00	9.00
	PEGA-224	STRENGTH TRAINING	A	2.00	8.00

Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	15.00	15.00	15.00	45.00	3.000
	53.00	53.00	53.00	155.00	2.925

Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	15.00	15.00	15.00	39.00	2.600
	18.00	18.00	18.00	45.00	2.500

-----Spring 1993-----

080	ANT -131	INTRO TO ANTHROP	B	3.00	9.00
060	HIS -232	U S HIS SINCE 1877	A	3.00	12.00
	KIN -132	FOUNDATIONS	A	3.00	12.00
	KINA-3202	BASKETBALL	B	2.00	6.00
	KINA-3205	TRACK/FIELD	A	2.00	8.00

-----NO FURTHER ENTRIES THIS COLUMN-----

Dean's List

Current	AHRS	EHRS	QHRS	QPTS	GPA
Cumulative	13.00	13.00	13.00	47.00	3.615
	66.00	66.00	66.00	202.00	3.061

-----NO FURTHER ENTRIES THIS COLUMN-----

ISSUED TO STUDENT

11-14-08

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Keith W. Capps
 REGISTRAR



McCraw, Brian Edward

02-25-1973

-----Summer I 1993-----
 BIO -143 ANAT PHYSIOLOGY Q (4.00)

-----Summer II 1994-----
 030 BIO -144 ANAT PHYSIOLOGY D 4.00 4.00
 020 MTH -1334 COLL ALG F (3.00)

	AHRS	EHRS	QHRS	QPTS	GPA
Current	4.00	0.00	0.00	0.00	0.000
Cumulative	70.00	66.00	66.00	202.00	3.061

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	4.00	7.00	4.00	0.571
Cumulative	115.00	105.00	108.00	291.00	2.694

-----Fall 1993-----
 KIN -332 MANAGEMENT SKILLS C 3.00 6.00
 KIN -335 ATYPICAL CHILD B 3.00 9.00
 KINA-2201 GYM:TUMB & GYM B 2.00 6.00
 KINA-3203 FOOTBALL C 2.00 4.00
 MTH -1334 COLL ALG Q (3.00)
 PED -3326 READ CONTENT AREAS B 3.00 9.00

-----Fall 1994-----
 KIN -231 FUNC ANAT & PHYS C 3.00 6.00
 KIN -339 MOVE EXP YOUNG CHIL A 3.00 12.00
 KIN -436 MEASUREMENT/EVALUAT A 3.00 12.00
 KIN -443 MOTOR LEARNING C 4.00 8.00
 KINA-3207 SOCCER A 2.00 8.00
 MTH -1334 COLL ALG D 3.00 3.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	16.00	13.00	13.00	34.00	2.615
Cumulative	86.00	79.00	79.00	236.00	2.987

	AHRS	EHRS	QHRS	QPTS	GPA
Current	18.00	18.00	18.00	49.00	2.722
Cumulative	133.00	123.00	126.00	340.00	2.698

040 -----Spring 1994-----
 ENG -2313 MASTERWKS BRIT LIT C 3.00 6.00
 KIN -336 CONTEMP PRO SEC SCH B 3.00 9.00
 KIN -337 MOTOR DEVELOPMENT C 3.00 6.00
 KIN -438 CONTEMPORARY ISSUES C 3.00 6.00
 KINA-2206 WATER SAFETY INSTRU B 2.00 6.00
 KINA-2209 VOLLEYBALL OFFICIAT B 2.00 6.00

-----Spring 1995-----
 KIN -343 EXERCISE PHYSIOLOGY B 4.00 12.00
 KINA-2203 GOLF B 2.00 6.00
 PED -331 FOUND IN EDUCATION B 3.00 9.00
 PED -332 EDUCATION PSY B 3.00 9.00
 PED -336 CHILDRENS LIT B 3.00 9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	16.00	16.00	16.00	39.00	2.438
Cumulative	102.00	95.00	95.00	275.00	2.895

	AHRS	EHRS	QHRS	QPTS	GPA
Current	15.00	15.00	15.00	45.00	3.000
Cumulative	148.00	138.00	141.00	385.00	2.730

030 -----Summer I 1994-----
 BIO -143 ANAT PHYSIOLOGY D 4.00 4.00
 DAN -127 FOLK DANCE TECH A 2.00 8.00

-----Spring 1996-----
 PED -438A SEC MTHD & CLSS MGT B 3.00 9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	12.00	2.000
Cumulative	108.00	101.00	101.00	287.00	2.842

Readmitted

	AHRS	EHRS	QHRS	QPTS	GPA
Current	3.00	3.00	3.00	9.00	3.000
Cumulative	151.00	141.00	144.00	394.00	2.736

-----NO FURTHER ENTRIES THIS COLUMN-----

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McCraw, Brian Edward

02-25-1973

-----Summer II 1996-----
 PED -338A SEC CURR & METHOD B 3.00 9.00
 PED -4306 SPC TOPICS A 3.00 12.00

Internal Transfer

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	21.00	3.500
Cumulative	157.00	147.00	150.00	415.00	2.767

-----Summer I 2002-----
 EDLD-5344 SCHOOL LAW A 3.00 12.00*

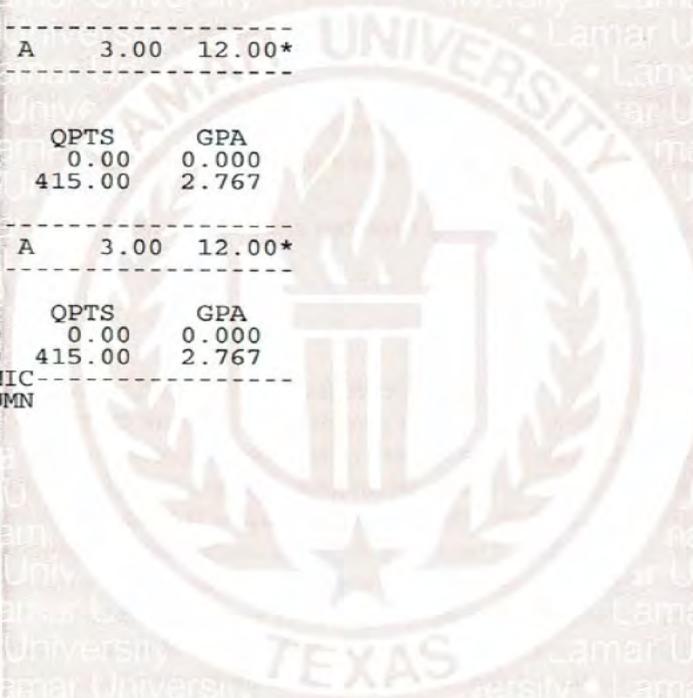
Readmitted

	AHRS	EHRS	QHRS	QPTS	GPA
Current	0.00	0.00	0.00	0.00	0.000
Cumulative	157.00	147.00	150.00	415.00	2.767

-----Fall 2002-----
 EDLD-5335 CURRICULUM MGT A 3.00 12.00*

	AHRS	EHRS	QHRS	QPTS	GPA
Current	0.00	0.00	0.00	0.00	0.000
Cumulative	157.00	147.00	150.00	415.00	2.767

 END OF UNDERGRADUATE ACADEMIC
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Keith W. Capps
 REGISTRAR



Texas Educator Certificate

This certifies that

Brian Edward McCraw

has fulfilled requirements of state law and regulations of the
State Board for Educator Certification
and is hereby authorized to perform duties as designated below:

STANDARD

Description	Effective Date	Expiration Date	Status
Principal			
Principal Grades (EC-12)	03/01/2023	02/28/2029	Valid
Superintendent			
Superintendent Grades (EC-12)	03/01/2023	02/28/2029	Valid

PROVISIONAL

Description	Effective Date	Expiration Date	Status
All-Level Physical Education Grades (PK-12)	03/02/1997	Life	Valid
Secondary Physical Education Grades (6-12)	08/27/1999	Life	Valid
Secondary Social Studies Composite Grades (6-12)	08/27/1999	Life	Valid
Secondary History Grades (6-12)	08/27/1999	Life	Valid

Official Record of Certification
Wednesday, May 24, 2023

[New Search](#)

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