

# Superintendent Practicum Handbook



TEXAS A&M UNIVERSITY-COMMERCE<sup>™</sup>

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Department of Educational Leadership

Commerce, Texas

2019-2020

## Table of Contents

Welcome .....	3
Preparing for the Superintendent Practicum: EDAD 611 .....	3
Admission Process .....	6
Admission Packet .....	6
Screening/Interview .....	8
Notification of Acceptance .....	8
Removal from the Program.....	9
Program Requirements .....	10
Superintendent Certification Program Credit for Experience.....	11
EDAD 611 School District CEO Leadership: Practicum .....	12
Course Description .....	12
Course Goals and Objectives.....	13
Admission Deadline.....	13
Fees.....	14
Roles of Participants .....	14
Role of the Student.....	14
Role of the University Supervisor.....	15
Role of the Site Supervisor of the Practicum .....	16
Required Practicum Activities for EDAD 611 .....	17
Appendices	
A. EDAD 611 Superintendent Practicum Information Form.....	20
B. EDAD 611 Superintendent Practicum Permission Form.....	21
C. Letter for the Site Supervisor.....	22
D. Superintendent Certification Plan.....	23
E. Self-Assessment Profile .....	24
F. Proposal Format.....	26
G. Log Example.....	27
H. Superintendent Standards.....	28
I. Domains and Competencies .....	30
J. Code of Ethics for Texas Educators .....	37
K. FERPA.....	41
L. Signature Page.....	42
M. Checklist of Admission Packet.....	43

## Welcome

Welcome to the Texas A&M University-Commerce superintendent certification program. As you progress through the superintendent certification courses, you will learn much administrative theory from preparatory courses, which will equip you to project yourselves into key administrative roles. In the practicum, you will put theory into practice as you work closely with your mentor/site supervisor in active leadership situations. This is a time to excel, since many high producing students soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

### **Preparing for the Superintendent Practicum: EDAD 611**

The practicum is one of the most important experiences you will have during the superintendent certification preparation program. The care with which you prepare the Practicum Proposal is critical.

1. Each student shall have completed nine hours (three courses) of coursework prior to taking EDAD 628, EDAD 611 practicum, and EDAD 618 (these are your FINAL three classes in the superintendent certification program).
2. The candidate shall have maintained high academic standards on previous

courses.

3. The candidate shall have demonstrated exceptional ethical and moral behavior.
4. The Prior to enrolling in the practicum, the student must **submit** Superintendent Practicum Information Form (Appendix A), the signed Permission Form from an experienced school superintendent or a central office administrator who has agreed to serve as campus supervisor (Appendix B), the Letter for the Site Supervisor (Appendix C), and the Code of Ethics Form (Appendix J) as one PDF document to [EducationalLeadership@tamuc.edu](mailto:EducationalLeadership@tamuc.edu)
5. Read, understand, and sign the Ethic, FERPA, and Handbook documents and complete the signature page (See Appendices K - L).
6. Complete a **Self-Assessment Profile** (Appendix E) based on the professional standards for the superintendent and resume of your administrative experience. Consider the administrative leadership skills, knowledge, and professional experiences you will bring to the practicum experience. As you engage in self-assessment, consider the administrative skills you possess and those areas in which you need additional experience.
7. Document your experience and strengths in your **resume** and **portfolio of administrative leadership artifacts**. This exercise should provide you, your

district site supervisor, and the A&M-Commerce field supervisor a good sense of what you bring to the practicum. Now, as you consider your needs, identify activities and skills you need to develop. Consult with your district superintendent sponsor as you plan the practicum proposal. You will also complete the self-assessment profile at the conclusion of the practicum experience.

8. Complete a **proposal of project activities** (Appendix F) associated with each of the eight Texas Superintendent Standards based on the TExES competencies for the Superintendent. Areas that the student does not have a high level of competency and experience in or are not currently included in his or her job description should be the focus of activities selected, rather than ones that have been previously experienced with a high level of competency or are currently in his or her job description.
9. Prepare and submit a five minute video in which the applicant discusses leadership and the motivation for obtaining a superintendent certificate.
10. Submit the proposal package to **Educational Leadership Department, Texas A&M University-Commerce, PO Box 3011, Commerce, TX 75429** by July 1 (see Appendix L).

## **Admission Process**

The process for admission to the superintendent certification program at Texas A&M University-Commerce must occur prior to enrolling in the first superintendent course. Three technical core courses (EDAD 620, EDAD 627, and EDAD 651) must be taken prior to EDAD 628, EDAD 611, and EDAD 618. The practicum begins in August with the first seminar for the block of superintendent adaptive core courses (EDAD 628 and EDAD 611). Lastly, students will take EDAD 618. Students must be admitted into the certification program before taking the superintendent adaptive core block courses (EDAD 628, EDAD 611, and EDAD 618).

### **Admission Packet**

The admission packet must be completed and submitted prior to enrolling in the first superintendent course. To be admitted into the Superintendent Certification Program, the student must complete and submit the following items to the Educational Leadership Department, Texas A&M University-Commerce, PO Box 3011, Commerce, TX, 75429.

1. Superintendent Practicum Information Form (Appendices A).
2. Superintendent Practicum Permission Form (Appendix B).
3. Letter for the Site Supervisor (Appendix C).

4. Professional resume of leadership experience with a brief portfolio of scholarship or work products related to leadership experience.
5. Certification Plan (Appendix D).
6. Copy of Teacher/Administrator Service Record
7. Copy of principal/mid-management certificate.
8. Complete a Self-Assessment Profile (Appendix E).
9. Complete a practicum proposal (Appendix F).
10. Read and understand:
  - a. The Ethics and Standards information (Appendices J and K).  
Complete the Signature Page (Appendix L).
  - b. The FERPA information (Appendix K). Complete the Signature Page (Appendix L).
  - c. The Superintendent Handbook (available on the Education Leadership website). Complete the Signature Page (Appendix L).
11. Complete an application video. This video should address the student's desire for obtaining the superintendent certificate.

NOTE: All documents must be submitted as a packet. Incomplete admission packets will not be accepted by the Educational Leadership department.

### **Screening/Interview**

The initial screening of students will be completed utilizing the material submitted with the admission packet to determine whether the student meets the

department's eligibility criteria for admission to the Superintendent Certification Program (see Appendices A – M for documents). Students who are selected from initial screening may be invited to interview with the Superintendent Practicum Coordinator before acceptance. This screening is accomplished prior to taking the first superintendent certification course.

### **Notification of Acceptance**

Students will be notified of acceptance into the program in a timely manner. Those not accepted may appeal the decision to the Superintendent Certification Committee, which is composed of the Doctoral Program Coordinator, the Certification Coordinator, and a teaching professor in the program.

Once you have been accepted into the Superintendent Certification Program, you will be contacted by the Educator Preparation Program Office explaining the process to apply for the Superintendent certificate from TEA..

Upon approval to the program, the student will be assigned to a Texas A&M University-Commerce field supervisor. After admission to the program has been given and registration has been permitted, the university/field supervisor will review the practicum proposal and may make changes to the proposal as needed. The Texas A&M University-Commerce field supervisor may adapt requirements to align with the specific practicum situation. Once all parties have agreed on the



proposal, the student will begin to implement the proposal. The proposal should be considered a fluid document that may change during the practicum.

## **Removal from the Program**

A student may be dismissed from the Superintendent Certification Program for the following reasons:

1. If a student is not satisfactorily pursuing certification, the student will be dismissed.
2. A student may be dismissed from practicum by a recommendation from the site supervisor.

A student may appeal their removal from the Superintendent Certification Program to the Head of the Educational Leadership Department as follows:

1. The student must present their complaint in writing to the Head of the Educational Leadership Department.
2. An Appeals Review Committee, as appointed by the Head of the Educational Leadership Department, will review the appeal within 10 days and respond with a decision in writing.

The Appeals Review Committee's role is to:

1. Review the complaint presented by the candidate.
2. Vote whether to approve or deny the appeal.

3. Notify the student in writing by the Head of the Educational Leadership Department.

The decision of the Appeals Review Committee is final.

### **Program Requirements**

The Superintendent Certification Program consists of 18 semester hours of credit, including the superintendent practicum block. The superintendent practicum block is a year-long experience including a practicum taken simultaneously with the course entitled “Superintendent.” The practicum includes, but is not limited to, three virtual field visits, 160 clock hours of practicum field experiences, and other course requirements. These courses meet within the first three weeks of the course start date, and then face-to-face periodically during the two semesters. Additionally, studentship field visits are conducted according to the Texas Administrative Code, Title 19, Part 7, Chapter 228, §Rule 228.35.

The entire program includes:

EDAD 620 – School District Instructional Leadership: Human Resources

EDAD 627 – School District Organizational Leadership: Finance

EDAD 651 – School District Organizational Leadership: Facilities

EDAD 628 – School District CEO Leadership: The Superintendent

EDAD 611 – School District CEO Leadership: The Practicum

EDAD 618 – Exploring Educational Issues

**Texas A&M University-Commerce Department of Educational  
Leadership**

<b>EDAD 611 School District CEO Leadership: Practicum</b>
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**Course Description**

The purpose of the School District CEO Practicum is to bridge the gap between theory and practice and students’ academic and experiential learning. In the practicum, students will engage in self-assessment of strengths, weaknesses, and areas of particular interest and will increasingly assume responsibility for their continuing professional development. This is accomplished as students plan for and complete a program of field experiences.

Prerequisites to EDAD 611, EDAD 628, & EDAD 618:

EDAD 620 – School District Instructional Leadership: Human Resources

EDAD 627 – School District Organizational Leadership: Finance

EDAD 651 – School District Organizational Leadership: Facilities

## **Course Goals and Objectives**

The superintendent practicum should provide opportunities to work with and learn from a school superintendent. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience.

Through careful planning, the student should be able to accomplish the following:

1. Experience the realities of the superintendent by applying classroom knowledge to actual administrative situations.
2. Gain practical experience in applying leadership skills, techniques, and theory by working with a practicing superintendent.
3. Refine a philosophy of education as a result of the practicum experience.
4. Gain additional experiences and confidence in his or her professional abilities.
5. Provide authentic administrative assistance in the work setting.
6. Increase one's visibility as a potential superintendent in the eyes of others who could be helpful in advancing the student toward his or her career objectives.

## **Admission Deadlines**

The admission to the Superintendent Certification Program must be

accomplished prior to the enrollment of the first superintendent course. **Fees**

Students admitted to the superintendent certification program will be required to pay a \$35 TEA Assessment fee that goes directly to the Texas Education Agency. A TEA Assessment fee is paid in the account in MarketPlace. Also, students pay the \$50 certification fee to Certification Office (EPP office) in a second account in the MarketPlace.

## **Roles of Participants**

### **Role of the Student**

1. Arranges for the practicum placement with a qualified school administrator.
2. Registers during the fall semester for the practicum courses EDAD 611 by enrollment deadlines indicated.
3. Maintains a harmonious, cooperative attitude with the mentor, university sponsor, and other school personnel.
4. Adheres to the policies and traditions of selected school.
5. Shadows school administrators to learn organizational procedures and strategies.
6. Assumes increasing responsibility for administrative tasks as confidence grows.
7. Submits periodic online assignments related to leadership, organization,

- and community documenting proficiency in the Texas Competencies.
8. Completes 160 clock hours of administrative focus and assignments to document proficiencies in the Texas Competencies.
  9. Submits an electronic portfolio at the semesters end containing: leadership activity time log, daily journal, special projects of the student, reflection discussion of studentship activities, and individual differences.

### **Role of the University Field Supervisor**

1. Facilitates placements of the student in a productive, nurturing administrative environment.
2. Verifies the documentation of student acceptance (Appendix B) by the administrators.
3. Promotes friendly and healthy relations between the student and the school and between the school and university.
4. Observes and evaluates three forty-five minute administrative situations with the student taking major roles to demonstrate proficiency in Texas Competencies.
5. Maintains lines of communication with the student through emails, telephone, and face-to-face conferences.

6. Assists in storing practicum records from semester to semester.
7. Submits a final grade for the student.

## **Role of the Site Supervisor of the Practicum**

The role of the site supervisor of the practicum is the critical factor in the success of the practicum. The supervisor's guidance and counsel is of the utmost importance in helping the student's activities to be fulfilling and appropriate.

The functions of the site supervisor include, but are not limited to:

1. Agree to act as site supervisor to the student and signs a statement (Appendix B) verifying an agreement to mentor the student.
2. Confers with the university field supervisor concerning the student's progress, growth, and proficiency in the Texas Competencies.
3. Plan a work schedule for the student that enhances learning experiences that integrates experiences that parallel the TExES objectives and allows opportunities for the student to demonstrate proficiency in the Texas Competencies.
4. Provides and orientation to the administrators of the school concerning the student's role.
5. Review the practicum materials found in the Superintendent Practicum Handbook.



6. Confer with the student concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Practicum Program booklet.
7. Approve the final log created by the student.
8. Submit final assessment forms and participate in summative conference with the university supervisor and the student.

### **Required Practicum Activities for EDAD 611:**

1. **Log.** Each student must complete a log (Appendix G) that documents a minimum of 160 clock hours of activities for the practicum (Texas Administrative Code, Title 19, Part 7, Chapter 228, §Rule 228.2).  
Students shall complete a log and submit it periodically to the Texas A&M University- Commerce practicum supervisor. Activities documented in logs shall be supported by artifacts (e.g. meeting agendas, notes, forms, email, reports). Artifacts shall be shared with supervisors during visits or in a final portfolio or collection.
2. **Reflections.** Each student shall maintain a reflective journal to reflect upon practicum experiences and submit these reflections periodically to the university practicum supervisor. Reflections should display the student's ability to connect theory gained in university coursework with

field experiences. Each student will connect practicum experiences to the superintendent domains and competencies. The student should examine what occurred during the designated timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully (i.e. assess your actions and faculty and staff actions with parents, students, and colleagues).

3. **Professional Development.** Each student shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration.
4. **Shadowing.** Each student shall shadow a central office administrator, other than the sponsoring superintendent, in the same (depending on district size) or another district in addition to the sponsoring superintendent.
5. **Interview.** Each student shall complete interviews of at least three central office personnel with a written report of results to be included in the practicum portfolio.
6. **Portfolio.** Each student shall collect artifacts (e.g. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the university supervisor during visits and/or at the final submission date.

7. **Required Standard-based Activities.** (See Appendices G & H). Practicum activities associated with each of the eight Superintendent and TExES Superintendent Competencies nested within (at least one project associated with each standard) are a minimum requirement as part of the practicum proposal and are documented in logs.



**APPENDIX B**

**EDAD 611 Superintendent Practicum Permission Form**

\_\_\_\_\_ has enrolled in Educational Administration 611, the practicum for the superintendent certificate. The department requests that the student select from the eight Texas standards outlined in the practicum brochure and from the additional suggested activities (attached) and record at least 160 hours of activities. The student is expected to spend the necessary hours per week in the Practicum, actively participating in district-level experiences. These hours may be arranged at the convenience of the public school cooperating administrator and the student.

I, the undersigned cooperative administrator (Site Supervisor), do hereby accept the above-named student. I will assist in supervising his/her activities for the required amount of time these two semesters. I understand my responsibilities as outlined in the Practicum Packet and agree to meet with him/her periodically to assess and guide the studentship activities.

Campus Supervisor Printed Name: \_\_\_\_\_

Campus Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**APPENDIX C**



Date \_\_\_\_\_

Dear \_\_\_\_\_,

Thank you for agreeing to service as Site Supervisor for \_\_\_\_\_. In addition to the practicum training on the roles and responsibilities of a Site Supervisor for the superintendent certification, certain school district documents for the Site Supervisor are to be available for Texas Education Agency review, if requested. Would you complete this form letter by checking the box that applies to the question?

	Question	Yes	No
1.	Is your service record and educator certificate on file with your school district?		
2.	Do you hold a Texas Superintendent Certificate?		
3.	Do you have three or more years of experience as a superintendent or central officer administrator?		
4.	Can you provide evidence of periodic training in the superintendency?		
5.	Do you have evidence of accomplishments as an educator? Evidence may include one or more in the list below. <ul style="list-style-type: none"> <li>• Evaluations that included evidence of student learning; or</li> <li>• District reports that included evidence of student learning; or</li> <li>• Letters of recommendation that include evidence of student learning.</li> </ul>		

If you can attest to the presence of these documents, please sign the statement below and return this form letter to the Department of Educational Leadership, Dr. Ray Thompson.

Respectfully requested,  
 Dr. Ray Thompson  
 Coordinator of the Superintendent Certification Program  
 Texas A&M University-Commerce

\*\*\*\*\*

I hereby affirm that the identified documents do exist in our district and are available for a Texas Education Agency review, if requested.

\_\_\_\_\_ District Superintendent \_\_\_\_\_  
 Print Signature Position Date

Dr. Ray Thompson \_\_\_\_\_ Superintendent Certification Program  
 Print Signature Position Date  
 Coordinator

Student ID #: \_\_\_\_\_

**APPENDIX D**

**Superintendent Certification Plan**

Name: \_\_\_\_\_ CWID: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Course Number	Course Title	Semester/Grade	Transfer Credit
EDAD 620	Instructional Leadership: Human Resources		
EDAD 627	Organizational Leadership: Finance		
EDAD 651	Organizational Leadership: Facilities		
EDAD 628	CEO Leadership: The Superintendent		
EDAD 611	CEO Leadership: Practicum		

Practicum Coordinator: \_\_\_\_\_

Department Head: \_\_\_\_\_

Certification Officer: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**APPENDIX E**

**Texas A&M University-Commerce**

**Self-Assessment Profile**

DUPLICATE AS NEEDED

\_\_\_\_\_ Preliminary: Self-Assessment

\_\_\_\_\_ Final: Self-Assessment

Use this form to complete the periodic assessment of your level of administrative competency in regard to the ten (10) Texas Certification Competencies. Share your initial assessment with your sponsoring superintendent and university supervisor as you plan for your practicum in the Texas A&M University-Commerce Superintendent Preparation Practicum. Prior to the completion of the practicum, all students will be required to provide documentation regarding activities participated in prior to or during the practicum as evidence of level of competency attained.

**Measures of Competence:**

1. Beginning status; inadequate competency
2. Limited experience; marginal competency
3. Satisfactory competency
4. Very competent
5. Outstanding competency

Using the scale of 1 to 5 above, please rate your competency on the ten (10) Texas Certification Competencies listed below.

\_\_\_\_\_ Competency 001: Model integrity, fairness, and act in an ethical manner in decision-making activities in promotion of success for all students.

\_\_\_\_\_ Competency 002: Shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

\_\_\_\_\_ Competency 003: Communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

\_\_\_\_\_ Competency 004: Respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.



\_\_\_\_\_ Competency 005: Facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

\_\_\_\_\_ Competency 006: Advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

\_\_\_\_\_ Competency 007: Implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

\_\_\_\_\_ Competency 008: Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

\_\_\_\_\_ Competency 009: Apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

\_\_\_\_\_ Competency 010: Apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

**APPENDIX F**

**Proposal Format**

The practicum proposal will consist of eight projects aligned with each Texas superintendent standard including associated domain, competency, activities, timeline, and evaluation of the project activities.

Practicum logs must be submitted to your A&M-Commerce Practicum Supervisor periodically throughout the practicum experience.

The student will delineate objectives and choose activities based on his or her self-assessment of competencies, assessment by the sponsoring superintendent, and collegial assessment with the university supervisor. The following is an example of what the proposal might look like:

<b>EXAMPLE</b>		Student ID #:	
Superintendent Standard I Learner-entered 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.			
<b>Competency 2</b>	<b>Activities</b>	<b>Timeline</b>	<b>Evaluation</b>
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.	1. Analyze the district improvement plan for vivid descriptors of the vision of learning. 2. Communicate the vision to constituencies. 3. Assess the accomplishment of district goals and objectives. 4. Facilitate planning processes for updating the district improvement plan.	September  October November January	Vivid descriptors of vision  Statement of the vision Analysis of AEIS Planning agenda

**APPENDIX G****Log Example**

The log is a day-by-day listing of the experiences encountered in the practicum. It is designed to document what the student learned or experienced during this time period.

Use the spreadsheet format example below for your log:

Date	Activity	Standard and Competency	Hours	Running Total
10-17-2016	Analyze the district improvement plan for vivid descriptors of the vision of learning.	Standard 1 Competency 2		

In the past, many students have exceeded the clock hour requirement because they view the practicum as a valuable learning experience, as well as an opportunity to complete an ongoing project. It is suggested that you begin the practicum in late July or early August before the school year; however, the practicum proposal must be completed and sent to the A&M-Commerce Practicum Coordinator prior to beginning any practicum activity.

## **APPENDIX H**

### **Superintendent Standards**

#### **Superintendent Standard I**

##### **Learner-entered 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.

#### **Superintendent Standard 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.

#### **Superintendent Standard 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.

#### **Superintendent Standard 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.

#### **Superintendent Standard 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.

#### **Superintendent Standard 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.

### Superintendent Standard 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.

### Superintendent Standard 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.

## APPENDIX I

### Domains and Competencies

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

#### Domain I—Leadership of the Educational Community

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

The superintendent knows how to:

- A. Serve as an advocate for all children.
- B. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- C. Exhibit understanding and implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- D. Monitor and address ethical issues affecting education.
- E. Apply laws, policies, and procedures in a fair and reasonable manner.
- F. Interact with district staff, students, school board, and community in a professional and ethical manner.

**Competency 002:** The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

- A. Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.

- B. Facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- C. Implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- D. Use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- E. Institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- F. Facilitate the development, use and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- G. Recognize and celebrate contributions of staff and community toward realization of the district's vision.
- H. Maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- I. Encourage and model innovative thinking and risk taking and view problems as opportunities.
- J. Promote multicultural awareness, gender sensitivity and the appreciation of diversity in the educational community.
- K. Understand and support educational programs for all student populations, including students with special needs.

**Competency 003:** The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- A. Serve as an articulate, effective communicator for the importance of public education in a free democratic society.
- B. Develop and implement an effective and comprehensive student and external district communications plan and public relations program.
- C. Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- D. Establish partnerships with families, area businesses, institutions of higher education and community groups to strengthen programs and support district goals.
- E. Implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- F. Communicate and work effectively with diverse groups in the district and community, i.e., social, cultural, political, ethnic and racial groups, so that all students receive appropriate resources and instructional support to ensure educational success.
- G. Develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families and community members.
- H. Use effective consensus-building and conflict-management skills.
- I. Articulate the district's vision and priorities to the community and to the media.

- J. Influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- K. Communicate effectively about positions on educational issues using effective writing, speaking and active listening skills to ensure educational success for all students.

**Competency 004:** The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

The superintendent knows how to:

- A. Analyze and respond to political, social, economic and cultural factors affecting students and education.
- B. Provide leadership in defining superintendent and board of trustees roles and establishing mutual expectations.
- C. Communicate and work effectively with board members in varied contexts, including problem solving and decision making.
- D. Work with the board of trustees to define and consistently adhere to mutual expectations, policies and standards.
- E. Access and work with local, state and national political systems and organizations to provide input on critical educational issues.
- F. Use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- G. Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

## **Domain II – Instructional Leadership**

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

The superintendent knows how to:

- A. Facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes and child and adolescent growth and development.
- B. Implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- C. Implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning and alignment across the district.



- D. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content and alignment.
- E. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content and alignment.
- F. Evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- G. Facilitate the integration of technology into the school district curriculum to enhance learning for all students.
- H. Facilitate the use of creative thinking, critical thinking and problem solving by appropriate school district staff and other individuals involved in curricular design and delivery.
- I. Facilitate the effective coordination of district and campus curricular and extracurricular programs.
- J. Ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.

**Competency 006:** The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- A. Apply knowledge of motivational theories and strategies to encourage staff, students, families/caregivers and the community to strive to achieve the district's vision.
- B. 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.
- C. Facilitate the development of a learning organization that encompasses high student engagement and learning with academic rigor through the use of effective planning and lesson design.
- D. Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- E. Implement and support student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
- F. Establish a comprehensive school district program of student assessment, interpretation of data and reporting of state and national data results for improvement of student learning.
- G. Apply knowledge of special programs to ensure that students are provided with appropriate resources and effective, flexible instructional programs and services.

- H. Analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- I. Analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- J. Develop and use appropriate change processes to improve student and adult learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural, psychological and other factors that may affect student development and learning and create an environment in which all students will learn.

**Competency 007:** The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

The superintendent knows how to:

- A. Improve teaching and learning by participating in quality, relevant professional development activities and studying current professional literature and research.
- B. Develop, implement and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
- C. Facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- D. Implement strategies to increase the expertise and skill of staff at the district and campus level.
- E. Work collaboratively with other district personnel to plan, implement and evaluate professional growth programs.
- F. Deliver effective presentations and facilitate learning for both small and large groups.
- G. Implement effective strategies for the recruitment, selection, induction, development, evaluation and promotion of staff.
- H. Develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- I. Assess and support the organizational health and climate by implementing necessary strategies to improve the performance of all staff members.

### **Domain III — Administrative Leadership**

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

The superintendent knows how to:

- A. Apply procedures for effective budget planning and management.
- B. Work collaboratively with board of trustees and appropriate personnel to develop district budgets.
- C. Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy.
- D. Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting.
- E. Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- F. Use district and staff evaluation data for personnel policy development and decision making.
- G. Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel.
- H. Manage one's own time and the time of others to enhance district operations.
- I. Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations.
- J. Apply legal concepts, regulations and codes as required.
- K. Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.

**Competency 009:** The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

- A. Apply procedures for planning, funding, renovating and/or constructing school facilities to support the district's mission and goals.
- B. Implement strategies that enable the district's physical plant, equipment and support systems to operate safely, efficiently and effectively.

- C. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- D. Develop and implement procedures for emergency planning and for responding to crises.
- E. Apply and evaluate procedures for ensuring the effective, efficient operation and maintenance of district facilities.
- F. Implement and evaluate appropriate procedures to ensure efficient, effective district transportation services, food services, health services and other services.
- G. Apply legal concepts, regulations and codes as required.

**Competency 010:** The superintendent knows how to apply organizational, decision - making and problem - solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

The superintendent knows how to:

- A. Implement appropriate leadership skills, techniques and group process skills to define roles, assign functions, delegate effectively and determine accountability for goal attainment.
- B. Implement processes for gathering, analyzing and using data for informed decision making to attain district goals.
- C. Identify, analyze and resolve problems using appropriate problem- solving techniques and decision-making skills.
- D. Use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building and develop consensus.
- E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change in varied educational contexts.
- F. Analyze and use political influences to benefit the educational organization.

## APPENDIX J

### Code of Ethics for Texas Educators

#### Code of Ethics for Texas Educators

Texas Administrative Code

Rule §247.2 Code of Ethics and Standard Practices for Texas Educators

In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are as follows:

Professional Ethical Conduct, Practices and Performance.

- A. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational

institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

- B. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- C. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- D. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- F. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- G. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- H. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- I. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- J. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- K. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- L. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- M. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

### **Ethical Conduct toward Professional Colleagues**

- A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

- C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **Ethical Conduct toward Students**

- A. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- C. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- D. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- E. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- F. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- G. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- H. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- I. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- i. the nature, purpose, timing, and amount of the communication;
- ii. the subject matter of the communication;
- iii. whether the communication was made openly or the educator attempted to conceal the communication;
- iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- v. whether the communication was sexually explicit; and
- vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.



## APPENDIX K

### FERPA



I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or practicum.

**NOTE:** Texas A&M University-Commerce expressly discloses the following:

1. As a provider of teacher education programs, Texas A&M-Commerce must ensure its students demonstrate adherence to the Code of Ethics and Standard Practices of Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction and/or deferred adjudication may result in a student being dismissed from the program.
2. While Texas A&M-Commerce does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in a practicum in a Texas public school, you may be subject to a criminal history background check.
3. While Texas A&M-Commerce does not perform criminal history background checks, The Texas State Board for Educator Certification requests information regarding any previous arrest, indictment, conviction, and/or deferred adjudication. When applying for state certification, you will be subject to a criminal history background check by the State Board for Educator Certification. An applicant with a criminal history may be denied certification.

**APPENDIX L**  
**Signature Page**

\_\_\_\_\_  
Educator Candidate (Print Name)

\_\_\_\_\_  
CWID

**Code of Ethics**

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatments to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**FERPA**

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or practicum.

I hereby affirm that I have read and thoroughly understand the FERPA and shall abide by all enforceable standards of this rule.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**HANDBOOK**

(Handbook available on certification web site)

I hereby affirm that I have read and thoroughly understand the Program Handbook and shall abide by all enforceable standards outlined in the handbook.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**APPENDIX M**  
**Superintendent Certification**  
**Program Checklist**

<b>Document</b>	<b>Yes</b>	<b>No</b>
1. Superintendent Practicum Information Form (Appendix A & B)		
2. Professional resume of leadership experience with a brief portfolio of scholarship or work products related to experience.		
3. Letter for the Site Supervisor (Appendix C)		
4. Certification Plan (Appendix D)		
5. Copy of Teacher/Administrator service record		
6. Copy of Principal/Mid-Management Certificate.		
7. Complete a Self-Assessment Profile (Appendix E)		
8. Complete a Practicum Proposal (Appendix F)		
9. Read and understand: <ul style="list-style-type: none"> <li>● the Ethics and Standards information. Complete the signature page (Appendix K).</li> <li>● the FERPA information. Complete the signature page (Appendix K).</li> <li>● the Superintendent Handbook. Complete the signature page (Appendix L).</li> </ul>		
10. Application video.		