

Educational Administration Principal Internship Handbook



Texas A&M University–Commerce
Department of Educational Leadership
Commerce, Texas

2013-2014

EducationalLeadership@TAMUC.edu

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Welcome

Welcome to the Texas A&M University-Commerce principal internship EDAD 614. You have absorbed all of that administrative theory, analyzed those tricky case studies, and mentally projected yourselves into key coordinator roles. Now will be your chance to put theory into practice as you work closely with your mentor in an active leadership situation. This is a time to excel since many high-producing interns soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

Preparing for the Principal Internship-EDAD 614

1. Each student shall have completed 24 hours (eight courses) of coursework prior to taking EDAD 554 and the EDAD 614 internship (these are your FINAL two classes).
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 student must submit the Internship Information Form (Appendix A), the signed permission form from an experienced school principal who has agreed to serve as campus supervisor (Appendix B), and the code of Ethics Form (Appendix C) as one PDF document to [Educational Leadership@TAMUC.edu](mailto:EducationalLeadership@TAMUC.edu) by the required deadline dates. This is your completed application!**
5. The Internship is offered only in the Spring and Fall semesters. **July 1** is the deadline for Fall semester internship applications. **November 1** is the deadline for Spring semester applications. Failure to meet these deadline dates will delay your internship to the next semester.
6. Upon receipt of the completed internship application, an Educational Leadership representative will clear each student to register for an EDAD 554 and a “holding” section of EDAD 614. Students will be emailed these clearances as soon as possible after receipt of completed application.
7. Once each student has been assigned to a university supervisor who will service their geographic location, the student will be moved by the department into the correct section for that supervisor.

Assignments for the Internship

1. Working with the principal and members of the leadership team, the intern will document at least 160 clock hours of activities that demonstrate proficiency in the Texas Competencies. You may submit an excel spreadsheet patterned after the example on page 15 or make multiple copies of page 15 for submission.
2. The candidate will submit electronic monthly logs of administrative activities to their university supervisor.
3. The intern will submit electronic periodic assignments through eCollege based on the Texas Competencies. The assignments may be such items as school leadership, curriculum, school-community events, conferences, and self-evaluations.
4. The candidate will arrange for three forty-five minute sessions of intern leadership demonstration for the university supervisor's observations.
5. At the end of the semester the candidate will submit an electronic portfolio to their university supervisor containing:
 - A. Leadership time log indicating activities, competencies, and time.
 - B. Daily journal, including the competencies addressed.
 - C. Special projects of the intern, including documentation of competency proficiencies.
 - D. Reflections of internship activities based on the Texas Competencies.
 - E. Any other deliverables assigned by university supervisor.

Internship Project Proficiency Activities

The candidate's log and special projects must document activities demonstrating proficiency with each competency.

Texas Competencies		Suggested Activities
001	<p>Knowledge of vision of learning</p> <p>The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ul style="list-style-type: none"> • Participate in the development of a campus vision • Participate in the selection and survey of a campus culture • Create a process for recognizing faculty and students • Provide a written 5 year vision if you were principal
002	<p>Knowledge of communication and collaborative skills</p> <p>The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.</p>	<ul style="list-style-type: none"> • Participate in principals' meetings with parents and staff • Assist with school-community programs and projects • Attend PTA and booster meetings where appropriate • Assist in conducting a needs assessment • Plan activities to increase parent involvement • Prepare a monthly newsletter to staff and parents • Prepare news releases or articles for various media • Prepare written communication for faculty, students, parents and community • Prepare a plan to market your campus to the community. • Meet with community agencies concerning available services and funds
003	<p>Knowledge of ethics and integrity</p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> • Accompany administrator to court hearing related to a school problem • Review and analyze the campus ethics • Participate in ethical decision-making • Review district and school's policies and procedures • Assist in conducting review and submission of all necessary reports of accidents • Review school responsibilities involved with federal programs • Make report to faculty on a recent legal decision
004	<p>Knowledge of curriculum, instruction, and assessment</p> <p>The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.</p>	<ul style="list-style-type: none"> • Relate benchmark data to needed intervention • Assist in administration of standardized test • Participate in long range planning • Participate in the co-curricular and extra curricular programs • Participate in the development of action research • Attendance at meetings of curriculum committee

005	<p>Knowledge of effective instructional program and campus culture</p> <p>The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p>	<ul style="list-style-type: none"> • Create a cultural analysis of the campus • Assist in preparing a master schedule • Participation in scheduling activities • Participate in implementation of a curricular change • Discussion of curriculum development with administrators • Review tardy and absentee policies • Develop a positive reward program for improving tardy and absentee rates • Participate in student conduct interventions and hearings
006	<p>Knowledge of staff evaluation and development</p> <p>The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.</p>	<ul style="list-style-type: none"> • Conduct teacher appraisal or walk-through visits • Present staff development sessions • Sit in on interviews with prospective faculty and staff • Review resumes to select interview candidates • Conduct a study personnel turnover for the past five years • Develop a conference or staff development program • Analysis/revision of non-certified staff job description • Development and revision of rules, requirements and policies
007	<p>Knowledge of decision making and problem solving</p> <p>The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> • Serve as mediator for teacher-parent disputes • Participate in site-based decision making committee meeting • Suggest strategies to assist teachers with a problem area
008	<p>Knowledge of finance, personnel, and technological use</p> <p>The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> • Assist in budget preparation • Participate in interviews for teaching positions • Demonstrates use of technology to teachers or staff • Analyzes student or faculty handbook • Participate in the location and utilization of computers • Review school/district management information systems
009	<p>Knowledge of physical plant and safety knowledge</p> <p>The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>	<ul style="list-style-type: none"> • Check campus facilities • Organize and supervise a school event • Assist in coordinating and supervising testing • Participation in administrative team activities • Review safety/health procedures and reports; disaster plans • Interview a member of the custodial staff • Review order for plant maintenance supplies

Objectives

It is anticipated that the principal interns will be able to demonstrate competence in each of the nine objectives included in the recommended Texas listing.

Educational Administration Crosswalk of Competencies and Standards

Texas Competency	ELCC Standard	Course Number	Title
Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	EDAD 615	Leading Effective Schools
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.	Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	EDAD 607	Using Evaluation and Data to Improve Learning
Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.	Standards 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.	EDAD 626	Using the Law in educational Practice

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.	Standard 2: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by promoting a positive school culture, providing and effective instructional program, applying best practices to student learning.	EDAD 619	Designing Curriculum for Effective Instruction
Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.			
Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.	NA	EDAD 574	Developing the Quality Instructional Programs
Competency 007: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.	NA	EDAD 607	Using Evaluation and Data to Improve Learning
Competency 008: The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.	Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	EDAD 656	Building Capacity for Effective Learning
Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.			

NA	Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	EDAD 508	Facilitating Learning for Diverse Students
Competencies 001-009	Standard 7: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	EDAD 614	Leading the Learning Community Internship
University Requirement	NA	EDAD 595	Using Research for Best Practice
Competencies 001-009	All ELCC Standards	EDAD 554	Leading the Learning Community

Roles of Participants

Role of the Intern

1. Arranges for the internship placement with a qualified school administrator.
2. Registers during the fall or spring semester for the internship course EDAD 614 by deadlines indicated on page 3 of this document.
3. Maintains a harmonious, cooperative attitude with the mentor, university supervisor, 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 intern, reflection discussion of internship activities and individual differences

Role of the Campus Supervisor

1. Provides an orientation to the faculty and staff of the school concerning the intern's role.
2. Plan a work schedule for the intern that enhances learning experiences.
3. Integrates experiences that parallel the TeXeS objectives and allows opportunities for the intern to demonstrate proficiency in the Texas Competencies.
4. Signs a statement (Appendix B) verifying an agreement to mentor the intern.
5. Confers with the university supervisor concerning the intern's progress, growth and proficiency in the Texas Competencies.
6. Schedule periodic conferences with the intern to explain and clarify administrative strategies and procedures.
7. Submits final assessment forms and participates in summative conference with the university supervisor and the intern.

Role of the University Supervisor

1. Facilitates placements of the intern in a productive, nurturing administrative environment.
2. Verifies the document of intern acceptance (Appendix B) by the administrators.
3. Promotes friendly and healthy relations between the intern and school and between the school and university.
4. Observes and evaluates three forty-five minute administrative situations with the intern taking major roles to demonstrate proficiency in Texas Competencies.
5. Maintains lines of communication with the intern through emails, telephone, and face-to-face conferences.
6. Assists in storing internship records from semester to semester.
7. Submits a final grade for the intern.

Appendices

Print appendices A, B, and C. Only A, B, and C are required to be returned by deadline dates as the Internship application. Check each of the three boxes below when form is completed. Scan, and email Appendices A, B, and C to EducationalLeadership@TAMUC.edu The additional appendices are for your information and to share with your Campus and University supervisors.

Appendix A – Principal Internship Information Form

Appendix B – Campus Supervisor Permission Form

Appendix C – Ethics Affirmation Form

Appendix D – Principal Internship Time Log

Appendix E – Principal Internship Observation Form

Appendix F – Principal Internship Evaluation Form (to be completed by both Campus and University Supervisors)

Appendix G – Texas Administrative Code

APPENDIX A
Texas A&M University-Commerce
Department of Educational Leadership
EDAD 614 Principal Internship Information Form

1. _____
 Last Name First M TAMUC ID Number (CWID)

2. _____
 Mailing Address City State Zip

3. _____ 4. _____
 Cell Phone Email

5. _____
 Position School District City Zip

6. _____
 Internship Campus Name Physical Address, City, & Zip Code of your school

7. _____ 8. _____
 Internship Campus Phone Name of Certified Principal with whom you will be working

9. Have you received permission from the person listed in #8 above to do your internship under his/her supervision?

Yes _____ Attached signed copy of Appendix B

No _____ Contact Bud.Nauyokas@TAMUC.edu

10. I acknowledge that I will NOT be allowed to use more than 20 clock hours of activity completed prior to the first day of my internship semester.

11. _____
 SIGNATURE DATE

APPENDIX B
Texas A&M University-Commerce
Department of Educational Leadership
EDAD 614 Principal Internship Campus Supervisor Permission Form

_____ has enrolled this semester in Educational Administration 614, the internship for the principal certificate. The department requests that the intern select from the seven standards outlined in the internship brochure and from the additional suggested activities (attached) and record at least 160 hours of activities. The intern is asked to spend a minimum of ten hours per week in the internship, actively participating in campus-level and other mid- management experiences. These hours may be arranged at the convenience of the public school cooperating administrator and the intern.

I, the undersigned cooperative administrator (Campus Supervisor), do hereby accept the above-named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the Internship Packet and agree to meet with him/her periodically to assess and guide the internship activities.

Campus Supervisor Printed Name: _____

Campus Supervisor Signature: _____ Date: _____

Email address: _____ Phone: _____



Department of Educational Leadership
Texas A&M University-Commerce,
P.O. Box 3011, Commerce,
Texas 75429-3011
Phone: 903.886.5520
Fax: 903.886.5507

APPENDIX C

AFFIRMATION

to uphold the Texas Educators' Code of Ethics

I, _____,
(Printed name)

**affirm that I have read and understood and will uphold
the Texas Educators' Code of Ethics.**

I 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.

I shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment 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.

Signature _____

Date _____

APPENDIX E
Texas A&M University-Commerce
EDAD 614 Principal Internship Observation Form
Campus and University Supervisors

 Intern Name

 School

 Principal

Observation # 1 2 3 4 +

Code	Texas Competency	Outstanding	Proficient	Developing	Basic	Unacceptable
001	<i>Knowledge of vision of learning</i>					
002	<i>Knowledge of communication and collaborative skills</i>					
003	<i>Knowledge of ethics and integrity</i>					
004	<i>Knowledge of curriculum, instruction, and assessment</i>					
005	<i>Knowledge of effective instructional program and campus culture</i>					
006	<i>Knowledge of staff evaluation and development</i>					
007	<i>Knowledge of decision making and problem solving</i>					
008	<i>Knowledge of finance, personnel, and technological use</i>					
009	<i>Knowledge of physical plant and safety knowledge</i>					

Comments _____

 Campus Supervisor

 University Supervisor

 Intern

Start Time: _____ End Time: _____ = 45 minutes

Date: _____

APPENDIX F
Texas A&M University-Commerce
EDAD 614 Principal Internship Evaluation Form
Campus & University Supervisor Summative Evaluation of Intern

Supervisor, please rate the intern (hereafter referred to as principal) on the TEA principal competencies and return to the university supervisor.

5 = Clearly outstanding
 4 = Exceeds Expectations
 3 = Meets Expectations
 2 = Below Expectations
 1 = Unsatisfactory

1. The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and support by the school community.

1 **2** **3** **4** **5**

Comments: _____

2. The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

1 **2** **3** **4** **5**

Comments: _____

3. The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

1 **2** **3** **4** **5**

Comments: _____

4. The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

1 **2** **3** **4** **5**

Comments: _____



5. The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

1 **2** **3** **4** **5**

Comments: _____

6. The principal knows how to implement a staff evaluation and develop a system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

1 **2** **3** **4** **5**

Comments: _____

7. The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

1 **2** **3** **4** **5**

Comments: _____

8. The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

1 **2** **3** **4** **5**

Comments: _____

9. The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

1 **2** **3** **4** **5**

Comments: _____

Campus Supervisor

University Supervisor

Intern

Date

Date

Date

APPENDIX G

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
<u>RULE §247.2</u>	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) 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.

(2) 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.

(3) 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.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242