HANDBOOK

for the

SUPERINTENDENT CERTIFICATION PROGRAM

Department of Educational Leadership
Texas A&M University-Commerce

Note: The handbook may be revised as necessary to improve the program or to meet certification mandates. The most current handbook is available on the Educational Leadership website. This is not a catalog and does not have catalog privileges.

Updated: June 2015
Department of Educational Leadership

The online Superintendent Certification Program located in the Department of Educational Leadership is empowered by experienced faculty dedicated to the mission and vision of the department. Each of our faculty is passionate about your education, learning, and success.

Our Mission

The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service, and leadership roles in a variety of educational, business, government, and industry contexts.

Our Vision

The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession, and the respective academic disciplines.

Superintendent Certification Program

Admission Process

The process for admission to the superintendent certification program at Texas A&M University-Commerce must occur no later than July 1 for the cohort beginning in August of that year. The program begins in August with the first seminar for block of year-long superintendent adaptive core courses (EDAD 628 and EDAD 611), and three technical core courses. Students must be admitted into the certification program before taking the superintendent adaptive core block courses (EDAD 628 and EDAD 611). Students admitted after the fall semester may take technical core courses beginning in the spring, but must complete the superintendent block the following academic year. Students with mid-management/standard principal certification admitted into the doctoral program may take the three technical core certification program courses without admission into the superintendent’s program. See the graduate catalogue for further information.

Admission Packet

The admission packet must be completed and submitted by July 1. To be admitted to the Superintendent Certification Program, the applicant 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 Internship Information Form. (see Attachment 1)
2. Professional resume of leadership experience with a brief portfolio of scholarship or work products related to leadership experience
3. Certification Plan (see Attachment 3)
4. Copy of Teacher/Administrator Service record
5. Copy of principal/mid-management certificate
6. Complete a Self-Assessment Profile (Attachment 2)
7. Complete an internship proposal (Attachment 4)
8. Read and understand:
   • the Ethics and Standards information. Complete the signature page. (see Attachments 8 and 10)
   • the FERPA information. Complete the signature page. (see Attachments 9 and 10)
   • the Superintendent Handbook. Complete the signature page. (See Attachment 10)

Note: Incomplete packets are not accepted.

Screening/Interview

The initial screening of students will be completed utilizing the material submitted with the admission packet to determine whether the applicant meets the department’s eligibility criteria for admission to the Superintendent Certification Program. (see Attachment 11 for documents)

Students will be selected from initial screening may be invited to interview with the Superintendent Internship Coordinator before acceptance.

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 Head of the Doctoral Program, the Certification Coordinator, and a teaching professor in the program. Once you have been accepted into the Superintendent’s Certification Program you will be contacted by the Educator Certification Office explaining the process to apply for the Superintendent’s certificate from TEA.

Students who plan to enroll in EDAD 628 and EDAD 611 should contact the Superintendent Internship Program Coordinator at 903-886-5520 in order to be permitted to register.

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

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 internship by a recommendation from the site superintendent.

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 Education 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/deny the appeal.
3. The student will be notified 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 15 semester hours of credit including the superintendent block. The superintendent block is a year-long experience including an internship taken simultaneously with the course entitled “Superintendent.” The internship includes, but not limited to, three field visits, 160 clock hours of internship field experiences, and other course requirements. These courses meet within the first three weeks of the course start and then face-to-face periodically during the two semesters. Additionally, internship 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, and
- EDAD 611 School District CEO Leadership: The Internship

**Superintendent Certification Program Credit for Experience**

Students seeking certification for the superintendent may inquire for credit based on experience in lieu of required coursework. A portfolio that shows evidence of depth and breadth of experience in the relevant professional knowledge must accompany applications. The
portfolio will provide authentic documentation of the complex work of students within specific curricular areas and for which the student was responsible for primary leadership. A separate portfolio must be submitted for each course challenge. Requests for credit must be received no later than April 1 prior to the fall enrolment. Contact the department for more details on this process.

**TExES Departmental Eligibility**

**Criteria for the 195 Superintendent Certification**

A student requesting permission to register for the Superintendent TExES must have completed all five courses and meet or exceed the following criteria:

1. **Certification Plan.** Students must have an approved Superintendent’s Certification Plan on file with the Department of Educational Leadership and the University’s Educator Preparation Program Office. (See Attachment 3)

2. **Time Limitations.** All work required on the Superintendent’s Certification Plan must be completed within five calendar years after initial enrollment, including the TExES 195 Superintendent Test that must be taken within three years following the completion of the last course. Those exceeding time limitations must reapply for admission.

3. **Required GPA.** The student must have a 3.25 GPA with no grade below a B in the required coursework.

4. **Credit Hours.** Students must take at least 9 of the 15 hours of required coursework from Texas A&M University-Commerce. This allows up to 6 hours of credit-for-experience or 3 hours of transfer credit.

5. **Transfer Credit.** No more than 3 semester hours of the credit, 6 years or less in age, required according to the Superintendent’s Certification Plan will be accepted as transfer credit from another regionally accredited graduate school. Students must have successfully completed EdAd 628 and EdAd 611 at Texas A&M University-Commerce. Transfer credit will not be accepted for either course.
Course Description
The purpose of the School District CEO Internship is to bridge the gap between theory and practice and students’ academic and experiential learning. In the internship, 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:
EDAD 620 School District Instructional Leadership: Human Resources
EDAD 627 School District Organizational Leadership: Finance
EDAD 651 School District Organizational Leadership: Facilities
Concurrent enrollment in EDAD 628

Course Goals and Objectives
The superintendent internship 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 internship experience.
4. Gain additional experience 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 intern toward his or her career objectives.

Admission Deadlines
The EDAD 611 Internship is a component of the superintendent certification. The course is a three-semester credit hour course spread over two semesters concurrent with the EDAD 628 course. Complete the Internship Information Form and attach the required documentation to complete the Internship Proposal. The deadline for seeking admission to the internship is July 1. (see Attachments 1 and 11)

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

1. Read, understand, and sign the Ethic, FERPA and Handbook documents and complete the signature page. (See Attachments 8, 9, and 10)

2. Identify a **site superintendent** and request his/her assistance. (See Attachment 1)

3. Complete a **Self-Assessment Profile** (Attachment 2) 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 internship experience. As you engage in self-assessment, consider the administrative skills you possess and those areas in which you need additional experience.

   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 internship. Now, as you consider your needs, identify activities and skills you need to develop. Consult with your district superintendent sponsor as you plan the internship proposal. You will also complete the self-assessment profile at the conclusion of the internship experience.

4. Complete a **proposal of project activities** associated with each of the eight superintendent standards based on the TExES competences 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. (See Attachment 4)

5. Request approval for your plan from your superintendent sponsor and share the information on the **Role of the Superintendent Sponsor of the Internship**. Once you have completed the Self-Assessment Profile, your resume, portfolio, and internship proposal, submit and explain the proposal package to your district sponsoring superintendent. Secure his or her signature on the proposal.

6. Submit the proposal package to **Educational Leadership Department, Texas A&M University-Commerce, Commerce, Texas 75429 by July1**. (see Attachment 11)

7. Upon approval to the program, the intern will be assigned to a **Texas A&M-Commerce faculty supervisor**. After admission to the program has been given and registration is permitted the university supervisor will review the internship proposal and may make changes to the proposal. The Texas A&M - Commerce supervisor may adapt requirements to align with the specific internship situation. Once all parties have agreed on the proposal, the intern will begin to implement the proposal. The proposal should be considered a fluid document that may change during the internship.

**Role of the Site Supervisor of the Internship**

The role of the site supervisor of the internship is the critical factor in the success of the
internship. The supervisor’s guidance and counsel is of the utmost importance in helping the intern’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 intern. 
2. Review the internship materials found in the Superintendent Internship Program Handbook. 
3. Conference with the intern concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Internship Program booklet. 
4. Meet with the intern to discuss activities, tasks, and experiences, and review progress, discuss successes, and determine additional growth needs for the intern. 
5. Approve the final log created by the intern. 
6. The site supervisor and the Texas A&M-Commerce filed supervisor will confer on the intern’s growth and achievements during the year-long internship.

Required Internship Activities for EDAD 611:

1. **Log.** Each intern must complete a log (Attachment 3) that documents a minimum of 160 hours of activities for the internship (Texas Administrative Code, Title 19, Part 7, Chapter 228, §Rule 228.2). Interns shall complete a log and submit it periodically to the Texas A&M - Commerce internship supervisor. Activities documented in logs shall be supported by artifacts (e.g. meeting agendas, notes, forms, e-mail, reports). Artifacts shall be shared with supervisors during visits or in a final portfolio or collection.

2. **Reflections.** Each intern shall maintain a reflective journal to reflect upon internship experiences and submit these reflections periodically to the university internship supervisor. Reflections should display the student’s ability to connect theory gained in university coursework with field experiences. Each intern will connect internship experiences to the superintendent domains and competencies. The intern 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 intern shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration.

4. **Shadowing.** Each intern 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 intern shall complete interviews of at least three central office personnel with a written report of results to be included in the internship portfolio.

6. **Portfolio.** Each intern 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 Attachments 4, 6, and 7) Internship 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 internship proposal and are documented in logs.
Attachment 1
SUPERINTENDENT INTERNSHIP INFORMATION FORM

Complete and return with the internship packet by July 1 to:
Superintendent Internship Program Educational Leadership Department
Texas A&M University-Commerce
Commerce, Texas 75429-301
Or

The packet may be submitted electronically as an on document to ray.thompson@tamuc.edu

I plan to enroll in EDAD 628 and 611 for a total of six (6) hours credit

<table>
<thead>
<tr>
<th>Name of Intern</th>
<th>Current Position</th>
<th>SSN/Student ID</th>
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<th>Campus</th>
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<table>
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<th>Campus Telephone Number</th>
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<table>
<thead>
<tr>
<th>Name of Sponsoring Superintendent</th>
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<table>
<thead>
<tr>
<th>Street Address and Mailing Address</th>
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<th>City and Zip code</th>
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<table>
<thead>
<tr>
<th>Home Address</th>
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<th>Zip</th>
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<table>
<thead>
<tr>
<th>(____)</th>
<th>Home Telephone Number</th>
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<table>
<thead>
<tr>
<th>E-mail address (intern)</th>
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<table>
<thead>
<tr>
<th>Date student enrolled in certification program from plan.</th>
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<tr>
<th>School District (if different)</th>
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<tr>
<th>E-mail of Sponsoring Superintendent</th>
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<th>ac (____)</th>
<th>Office Telephone Number</th>
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</table>

I have reviewed the expectations for the internship and understand the activities and time required for this experience. I agree to serve as the site supervisor for this intern for the school year.

__________________________
Signature of Site Supervisor

State the hours you, the intern, can be reached conveniently by telephone and be visited by the university supervisor.

Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Student ID# __________________
Attachment 2
Texas A&M University –Commerce
Superintendent Competencies Evaluation Form

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 internship in the Texas A&M University-Commerce Superintendent Preparation Internship. Prior to the completion of the internship, all students will be required to provide documentation regarding activities participated in prior to or during the internship 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
___ 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.
# Attachment 3

## Superintendent Certification Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>CWID</th>
<th>Email</th>
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<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Grade/ Semester</th>
<th>Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdAd 611</td>
<td>CEO Leadership: Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 628</td>
<td>CEO Leadership: The Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 627</td>
<td>Organizational Leadership: Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 651</td>
<td>Organizational Leadership: Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 620</td>
<td>Instructional Leadership: Human Resources</td>
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<td></td>
</tr>
</tbody>
</table>

Internship Coordinator: ______________________________

Department Head: ______________________________

Certification Officer: ______________________________

Date Approved: ______________________________
Attachment 4
Proposal Format

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

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

The intern 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:

<table>
<thead>
<tr>
<th>Competency 2</th>
<th>Activities</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.</td>
<td>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.</td>
<td>September October November January</td>
<td>Vivid descriptors of vision Statement of the vision Analysis of AEIS Planning agenda</td>
</tr>
</tbody>
</table>

Student ID# __________________
Attachment 5
Log Format

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

Log Example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Hours: Running Total</th>
<th>Standard and Competency</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15-2015</td>
<td>2</td>
<td>Standard 1 Competency 2</td>
<td>Analyze the district improvement plan for vivid descriptors of the vision of earning.</td>
<td></td>
</tr>
</tbody>
</table>

Use this spreadsheet format.

In the past many students have exceeded the clock hour requirement because they view the internship as a valuable learning experience and because they have an opportunity to complete an ongoing project. It is suggested that you begin the internship in late July or early August before the school year; however, the internship proposal must be completed and sent to the A&M-Commerce Internship Coordinator prior to beginning any internship activity.
Attachment 6
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.
Attachment 7
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 internal 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. Use assessment to measure student learning, diagnose student needs and determine effectiveness of the curriculum to ensure educational accountability.
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.
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.
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 internship.

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 an internship 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.
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

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 internship.

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

_________________________________________  ________________________
Signature                                                Date

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
### Check List of Admission Packet due by July 1

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<thead>
<tr>
<th>Documents</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Superintendent Internship Information Form (Attachment 1)</td>
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<td>2. Professional resume of leadership experience with a brief portfolio of scholarship or work products related to leadership experience</td>
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<td>3. Certification Plan (Attachment 3)</td>
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<td>4. Copy of Teacher/Administrator service record</td>
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<td>5. Copy of Principal/Mid-Management Certificate</td>
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<td>6. Complete a Self-Assessment Profile (Attachment 2)</td>
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<td>7. Complete an internship proposal (Attachment 4)</td>
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<td>8. Read and understand:</td>
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<tr>
<td>• the Ethics and Standards information. Complete the signature page. (see Attachments 8 and 10)</td>
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<td>• the FERPA information. Complete the signature page. (see Attachments 9 and 10)</td>
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<td>• the Superintendent Handbook. Complete the signature page. (See Attachment 10)</td>
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