



TEXAS A&M UNIVERSITY

COMMERCE

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**SUPERINTENDENT CERTIFICATION
PROGRAM
DEPARTMENT OF EDUCATIONAL LEADERSHIP
TEXAS A & M UNIVERSITY-COMMERCE**

P.O. Box 3011
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HANDBOOK INCLUDES THE GENERAL PROGRAM INFORMATION AND THE
PRACTICUM INFORMATION

Note: This handbook is subject to change. Updates will be available on the Educational Leadership Department website: www.tamuc.edu/edl This is not a catalog and does not have catalog privileges.
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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 industrial 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 discipline.

**Department of Educational Leadership
Superintendent Certification Program**

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GENERAL INFORMATION:

Texas A&M University-Commerce is the anchoring institution serving the Northeast Texas area. TAMUC provides academic excellence and opportunities to achieve distinction and recognition at the national and international levels. TAMUC establishes a learning environment with the freedom to explore, create, and challenge tradition. Additionally, TAMUC maintains the talent, financial resources, and environment to serve students in a welcoming, respectful environment.

The Superintendent certification program at TAMUC is designed for the working practitioner while holding to the highest standards of scholarship and professionalism. Professors designing and leading these courses are well-respected educators at the regional and state levels. The program includes complete preparation for the TExES Superintendent 195 exam.

TAMUC has a 100% passing rate for candidates who have completed the Superintendent certification courses through TAMUC. Additional Educational Leadership program recognitions are listed below.

- Top online Doctoral Degree program in Educational Leadership (2016)
- ELCC (Educational Leadership Constituent Council) National Recognition – Doctoral program in Educational Leadership (Rank #3)
- Best Online Master's Program in Education (69th)

CERTIFICATION PROGRAM AND COURSE INFORMATION:

The Superintendent Certification Program provides candidates with an avenue to obtain an executive level certification. Students who are seeking this certification must meet the following requirements in order to be considered for the program:

1. Hold a Master's degree from a regionally accredited institution with a minimum of 3.25 GPA
2. Hold a current Standard Principal, Mid-management, or other Texas Administrator Certificate

3. Provide evidence of three creditable years of managerial experience in a public-school district as approved by TEA
4. Successfully complete the application submission process

The following courses are required for Superintendent certification. The first three courses (EDAD 620, EDAD 627, and EDAD 651) may be taken in any order. Students must complete these first three courses before enrolling in the EDAD 628 and EDAD 611. Students must complete the Practicum application process and receive EDAD department approval prior to enrolling in EDAD 628 and EDAD 611. Information pertaining to the Practicum is located on p.9.

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

Students are expected to maintain high academic standards on all courses. Students must earn a B or higher in each course in the Superintendent Certification program. All course work must be completed, and certification obtained in three years per the TAMUC Graduate School Policies.

Calendar of Program Activities

DATE	ACTIVITY
January	<ul style="list-style-type: none"> • Spring semesters begins – new candidates begin course work • Region 10 Superintendent Certification Program begins (12-month program)
February	<ul style="list-style-type: none"> • Plan and conduct the Spring meeting for the School Leadership Alliance Board (Supt Advisory Board) • Plan for Spring Board Member Training Conference in partnership with TASB
March	Information session for candidates interested in the Superintendent Certification Program (face to face and virtual)
April	Process applications for summer or fall enrollment
May	<ul style="list-style-type: none"> • Process applications for summer or fall enrollment • Conduct Spring Board Member Training Conference in partnership with TASB
June	<ul style="list-style-type: none"> • Summer Semester begins - new candidates begin course work • Process applications for fall enrollment
July	<ul style="list-style-type: none"> • Process applications for fall enrollment

	<ul style="list-style-type: none"> Process current superintendent certification students for practicum course which is only offered in the fall semester
August	Fall semester begins – new candidates begin course work
September	Plan and conduct the Fall meeting for the School Leadership Alliance Board (Supt Advisory Board)
October	<ul style="list-style-type: none"> Information session for candidates interested in the Superintendent Certification Program (face to face and virtual) Process candidates participating in the Region 10 Superintendent certification program
November	Process applications for Spring enrollment
December	Process applications for Spring enrollment

SUPERINTENDENT CERTIFICATION PROGRAM OPTIONS:

Texas A&M University-Commerce offers four options for candidates who are seeking the Superintendent Certification. All of the options require five courses (15 hours). The following options are listed below:

- 12-month option – Candidates may opt into the program in any semester but must complete the three perquisite courses before enrolling in EDAD 628 and EDAD 611
- Accelerated option – Candidates must enroll and be accepted to the Superintendent Certification program prior to the Summer I session. Candidates will take 6 hours in the Summer session (10 weeks) and 9 hours in the following Fall semester (14 weeks).
- Doctoral Program in Educational Leadership – Students earning a doctorate in Educational Leadership may obtain nine hours (three courses) as part of the doctoral program electives. EDAD 611 (Practicum) and EDAD 628 are taken after the student completes his/her doctoral course work and enters EDAD 718.
- ESC Region 10 Cohort – Region 10 offers a Superintendent Certification option which begins in January and finishes the following December (12 months). TAMUC is the university provider for the Superintendent certification courses. Candidates who are interested in this option must be employed in the ESC Region 10 service area and must be approved for the program by ESC Region 10 prior to applying to TAMUC.

ADMISSION REQUIREMENTS:

To be admitted to the Superintendent Certificate program, a prospective student must

- Hold a master's degree from a regionally accredited institution with a minimum 3.25 GPA
- Hold a current Standard Principal, Mid-management, or other Texas Administrator Certificate
- Provide evidence of three creditable years of managerial experience in a public-school district as approved by TEA
- Successfully complete the application submission process

ADMISSION PROCESS:

Candidates Seeking Superintendent Certification Only:

Candidates must complete all steps in the admission process and provide the required documents. The first step in this process is to apply to the Graduate School via ApplyTexas and complete the application. Near the end of this process, be sure to select Superintendent Certification program.

1. Application through [ApplyTexas](#) and complete admission to TAMUC and Graduate School - Fee \$50.00
 - a. Complete all parts of the application including all questions
2. As part of the application, you will submit the following:
 - a. Copy of your complete teaching service record from all districts (Can be obtained from each district Human Resources office).
 - b. Copy of your Standard Principal, Midmanagement or other Texas administrator certificate. (This can be obtained from the SBEC website or the TEA website under "Certificate Lookup" <https://tea.texas.gov/texas-educators/certification/certificate-lookup>)
 - c. Submit official transcripts from the institution that awarded bachelor's and master's degrees
 - d. Complete application form through the Certification Office via TK20

- e. Submit \$50 application fee via [Marketplace](#) (Separate from the Graduate School application fee)
- f. Submit \$35 TEA Assessment fee via [Marketplace](#)

When all materials have been received and processed and admission criteria met, you will receive an offer of admission. In addition, you will receive a letter of acceptance from the Educational Administration office. This letter must be signed and returned to the Educational Administration office (per the instructions). Once this is complete, you will be sent information to enroll in superintendent certification courses.

This program does not offer provisional admission. You must be fully admitted to begin coursework.

More specific information may be found on the TAMUC website using the following link <https://new.tamuc.edu/programs/superintendent-certification/>

Candidates Seeking Superintendent Certification as part of the Educational Leadership Doctoral program:

Candidates who are completing their doctoral degree in Educational Leadership are encouraged to complete the superintendent certification. Students may take 9 hours of the certification program which also count at 9 hours of electives in the doctoral degree. The following courses three courses may be used as electives (for the doctoral program) and apply toward the superintendent certification.

EDAD 620 - School District Instructional Leadership: Human Resources

EDAD 627 - School District Organizational Leadership: Finance

EDAD 651 - School District Organizational Leadership: Facilities

The remaining courses (EDAD 628 and EDAD 611) may be taken when the student enters candidacy. Once these two courses are completed, the student may complete the TExES 195 exam.

Students seeking certification as part of the Educational Leadership doctoral program need to complete the following steps to be admitted to the Superintendent Certification program:

1. Contact Dr. Ray Thompson or Dr. Teresa Farler for information to complete two processes.
 - Ray.Thompson@tamuc.edu
 - Teresa.Farler@tamuc.edu
2. More specific information may be found on the TAMUC website using the following link <https://new.tamuc.edu/programs/superintendent-certification/>
3. Once all steps in the application process are completed, the student will receive an acceptance letter from the EDAD office. The student will sign and return the acceptance letter for the Superintendent Certification program.

Candidates Participating in the ESC Region 10 Superintendent Certification Program:

Students in the ESC Region 10 Superintendent Certification Only Cohort must apply directly to the Region 10 Education Service Center to the Education Executive Preparation Program. Once the student has been approved for the program by Region 10, a list of students will be sent to Dr. Teresa J. Farler, Superintendent Partnership Program Coordinator, at TAMUC.

Next, candidates must complete all steps in the admission process and provide the required documents. The first step in this process is to apply to the Graduate School via ApplyTexas and complete the application. Near the end of this process, be sure to select Superintendent Certification program.

1. Application through [ApplyTexas](#) and complete admission to TAMUC and Graduate School - Fee \$50.00
 - a. Complete all parts of the application including all questions
2. As part of the application, you will submit the following:
 - a. Copy of your complete teaching service record from all districts (Can be obtained from each district Human Resources office).

- b. Copy of your Standard Principal, Midmanagement or other Texas administrator certificate. (This can be obtained from the SBEC website or the TEA website under “Certificate Lookup” <https://tea.texas.gov/texas-educators/certification/certificate-lookup>)
- c. Submit official transcripts from the institution that awarded bachelor’s and master’s degrees
- d. Complete application form through the Certification Office via TK20
- e. Submit \$50 application fee via [Marketplace](#) (Separate from the Graduate School application fee)
- f. Submit \$35 TEA Assessment fee via [Marketplace](#)

When all materials have been received and processed and admission criteria met, you will receive an offer of admission. In addition, you will receive a letter of acceptance from the Educational Administration office. This letter must be signed and returned to the Educational Administration office (per the instructions). Once this is complete, you will be sent information to enroll in superintendent certification courses.

This program does not offer provisional admission. You must be fully admitted to begin coursework.

More specific information may be found on the TAMUC website using the following link <https://new.tamuc.edu/programs/superintendent-certification/>

SCHOLARSHIPS:

Quick Start - The Quick Start program provides \$250 per semester per student who is enrolled in 3 hours of course work toward the Superintendent certification or \$500 per semester for students who enroll in 6 hours of course work toward the Superintendent certification. Other scholarships are available via TAMUC. Generally, scholarships are posted in early fall and applications must be received by November 30. These scholarships are then awarded during the next calendar year. Please check the Educational Leadership website for specific information and timelines.

RETENTION AND DISMISSAL FROM THE SUPERINTENDENT CERTIFICATION PROGRAM:

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

1. If a student is not making satisfactory progress toward certification, the student will be dismissed. Satisfactory progress is defined as successfully completing the required courses with a grade of a B or higher. Additionally, the courses must be completed within the required timeline per the TAMUC Graduate School Policies.
2. A student may be dismissed from practicum by a recommendation from the site supervisor based on unsatisfactory progress or unethical behavior during the practicum per 19 TAC §247.2.

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 within 10 business days of receiving the written notification of dismissal from the program.
2. An Appeals Review Committee, as appointed by the Head of the Educational Leadership Department, will review the appeal within 10 business days of receiving the appeal and respond with a decision in writing.
3. The Appeals Review Committee members will be appointed by the Head for Educational Leadership Department. The Appeals Review Committee must include at least two faculty members who teach in the Superintendent Certification program.

The Appeals Review Committee's role is as follows:

1. Review the complaint presented by the student.
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.

CLEARANCE TO TAKE THE TEXES 195 SUPERINTENDENT CERTIFICATION EXAM:

After students successfully complete the five required courses, they may request clearance for the TExES 195 Superintendent Certification exam. To request clearance, contact Dr. Ray Thompson, Coordinator for the Superintendent Certification exam. Dr. Thompson's email is as follows: ray.thompson@tamuc.edu

Students who are cleared for the TExES 195 Superintendent Certification exam will receive an email from the TAMUC Educator Preparation Program Office. This email will contain specific directions for enrolling and taking the certification exam.

Test preparation for the TExES has been incorporated into EDAD 620 (Human Resources), EDAD 627(School Finance), EDAD 651(School Facilities), and EDAD 628 (Supt as CEO). In addition, the faculty for the Superintendent Certification Program will provide test preparation sessions for students who need additional support after taking both the Practice Exam (created by the faculty) and the Practice Exam provided by Pearson via the TAMUC Testing Center.

Students have five years to complete the certification exam once all course works have been satisfactorily completed.

OBTAINING THE SUPERINTENDENT CERTIFICATION:

After successfully completing the TExES 195 Superintendent Certification exam, students must apply to add the Superintendent certification to their certification record. To add this certification, go to the Texas Education Agency website, select Certification and login in to the Educator Certification Online System (ECOS). Follow the instructions on this site to complete the process to add the Superintendent Certification to your certification record.

Note: Individuals who have been convicted of an offense may be potentially ineligible for the issuance of a certificate upon program completion. You have the right to request a criminal history evaluation letter from TEA if you would like to. Go to this webpage from TEA for more information on this topic and the form to request a preliminary criminal history evaluation.

<https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

EMPLOYMENT:

Candidates who successfully complete the courses and the certification process are eligible for employment as a Superintendent. Job postings for vacant superintendent positions are available via websites such as TASA.net.org, TASB.org, and the local educational service centers. In addition, school districts often post vacancy and search information on their websites.

COURSE DESCRIPTIONS:

EDAD 620 - School District Instructional Leadership: Human Resources

Hours: 3 Semester Hours

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. The course includes school district policy (legal and local) as well as key legal cases related to human resource issues. In addition, the candidates will develop competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources.

EDAD 627 - School District Organizational Leadership: Finance

Hours: 3 Semester Hours

This is an integrated course to develop candidates 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 and develop competencies for the Standard Superintendent Certificate in school district organizational leadership in finance. In addition, the candidates will develop an understanding of the legal requirements for school finance/budgeting at the local and state level.

EDAD 651 - School District Organizational Leadership: Facilities

Hours: 3 Semester Hours

This is an integrated course to develop candidates 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. Candidates will review case studies based on legal challenges related to construction and facilities. In addition, candidates will develop competencies for the Standard Superintendent Certificate in school district organizational leadership of facilities.

EDAD 628 - School District CEO Leadership: The Superintendent

Hours: 3 Semester Hours

Through visionary, collaborative, ethical, and political leadership the candidates for superintendency will develop the knowledge and ability to promote the success of all students as the School District CEO. In addition, candidates will gain an understanding of the Texas Leadership Standards by focusing on real-world issues and tasks, scenarios, and case studies. Testing strategies will assist the candidates in the preparation for taking the Texas Superintendent Certification Exam: TExES 195.

EDAD 611 - School District CEO Leadership: The Practicum

Hours: 3 Semester Hours

The internship is the process and product that results from applying the knowledge and skills defined by the eight National Standards for School District Leadership and the State Competencies for the Standard Superintendent Certificate. Candidates for School District Leadership will participate in planned internship activities during the entire course of the Superintendent's Program. Application of standards-based knowledge and skills and research in real settings over time is the critical aspect of the internship.

The Intern practicum provides for shared activities during the year-long experience from the other superintendent certification courses.

SUPERINTENDENT PRACTICUM HANDBOOK



TEXAS A&M UNIVERSITY-COMMERCE[™]

Department of Educational Leadership Commerce, Texas

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SUPERINTENDENT PRACTICUM:

The Superintendent practicum is an important learning experience during the superintendent certification program. The practicum is a one semester experience that includes both EDAD 628 and EDAD 611. These two courses are the framework for your experiences as you put theory into practice. In the practicum, students will work closely with your mentor/site supervisor and your university supervisor.

As you progress through the superintendent certification courses, you will apply much administrative theory from preparatory courses, which will equip you to project yourselves into key administrative roles. In the Superintendent 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.

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 and EDAD 611 Practicum.
2. The candidate shall have maintained high academic standards on previous courses.
3. The candidate shall have demonstrated exceptional ethical and moral

behavior.

4. At the beginning of the practicum, students must **submit** the Superintendent Practicum Information Form (Appendix A), and the signed Permission Form from an experienced school superintendent or a central office administrator who has agreed to serve as campus supervisor (Appendix A - page 2) as directed in the EDAD 611 course. Be sure the Site Supervisor meets the requirements as stated in Appendix A - page 2. This will be completed in EDAD 611.
5. Read, understand, and sign the Code of Ethics, FERPA, and Handbook documents and complete the signature page (See Appendix E) per the course requirements. This will be completed in EDAD 611.
6. Attend a meeting with the Field Supervisor and the Site Supervisor during the first three weeks of the practicum. This meeting will be facilitated by the Field Supervisor. Several forms must be completed and signed in this meeting.
7. Complete a **Self-Assessment Profile** 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. This will be completed in EDAD 611.
8. 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 Texas A&M University-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. A list of approved activities is
9. provided for the practicum proposal. You will also complete the self-assessment profile at the conclusion of the practicum experience.
10. Complete a **proposal of project activities** (Completed in EDAD 611) 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.

The superintendent practicum block is a semester-long experience which includes a practicum taken simultaneously with the course entitled “Superintendent.” Students will take EDAD 628: Superintendent and EDAD 611: The Practicum together in the same semester. 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 will meet face-to-face or virtually periodically during the course. Additionally, internship field visits are conducted according to the Texas Administrative Code, Title 19, Part 7, Chapter 228, §Rule 228.35.

PRACTICUM 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.

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 course 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 folders. These folders include 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.
8. Submits documents for Texas Education Agency compliance.

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 are 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 the following:

1. Agree to act as site supervisor to the student and signs a statement (Appendix A) 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. Attend the required meeting with the Field Supervisor and the practicum student which is held during the first three weeks of the course semester. This meeting clarifies all of the expectations and activities for the practicum course.
4. 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.
5. Provides and orientation to the administrators of the school concerning the student's role.
6. Review the practicum materials found in the Superintendent Practicum Handbook.
7. Successfully complete all required site supervisor training as provided by the EDAD department. Refer to the Site Supervisor checklist.
8. Confer with the student concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Practicum Program booklet.
9. Approve the final log created by the student.
10. Submit final assessment forms and participate in summative conference with the university supervisor and the student.

REQUIRED PRACTICUM ACTIVITIES FOR EDAD 611:

1. **Practicum Requirements.** Attend the required meeting with the Field Supervisor and the practicum student which is held during the first three weeks of the course semester. This meeting clarifies all of the expectations and activities for the practicum course. Complete all of the required paperwork/forms for the practicum in

the first three weeks of the course semester as required by the instructor.

2. **Log.** Each student must complete a log (Completed in EDAD 611) 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.
3. **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).
4. **Professional Development.** Each student shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration.
5. **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.
6. **Video Observations or Site Observations:** Each student shall complete three virtual/video or on-site observations that demonstrate leadership and engagement in superintendent tasks and challengers. These observations must align with the Texas Superintendent Leadership Standards as well as the domains and competencies. Students will receive observation report form to be included in the ePortfolio.
7. **ePortfolio.** 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.
8. **Required Standard-based Activities.** (Completed in EDA 611). 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.

Forms Included in the Appendices for EDAD 611 - Superintendent
Practicum

1. Appendix A - **Practicum Information Placement Document**
2. Appendix B - **Verification of Qualifications for Practicum Site Supervisor**
3. Appendix C - **Appendix C - Site Supervisor Training Checklist**
4. Appendix D - **Superintendent Standards, Domains, and Competencies**
5. Appendix E - **Signature Page**

Note: Other forms and documents needed for the Practicum experience will be provided in the course information in D2L.

APPENDIX A - CONTINUED

EDAD 611 Site Supervisor 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.

Site Supervisor Qualifications

- Hold a valid, current Superintendent Certification
- Demonstrated that they are an accomplished educator as shown by student learning and have received performance evaluations rated at satisfactory or above
- Three year's experience as a Superintendent or Associate/Assistant Superintendent

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 information and agree to meet with him/her periodically to assess and guide the studentship activities.

District Supervisor Printed Name: _____

District\ Supervisor Signature: _____ Date _____

Email Address: _____ Phone: _____

Practicum Student Signature: _____ Date _____

Appendix B - Verification of Qualifications for Practicum Site Supervisor

Verification of Qualifications of the Practicum Site Supervisor

Directions for Completion: The site supervisor serves in a mentoring role for the certification candidate while they complete their TEA required practicum activities. Site supervisors must meet TEA criteria. Please complete this form and have the candidate return to their field supervisor for TEA documentation. The form for a site supervisor who is an assistant/associate superintendent, or a superintendent may be completed by the site supervisor's direct report (**Superintendent for the Assistant/Associate Superintendent or HR/Superintendent for the Superintendent**).

The site supervisor must have at least three (3) years of experience in the certification area sought by the candidate, be an accomplished educator as shown by student learning, and currently certified in the certification area for the candidate's practicum assignment.

I, _____, as representative of
Name of Superintendent/HR Representative or Supervisor (direct report) of Candidate's Site Supervisor

_____, I can attest that the following is true for
Campus Name / District Name

_____, who is the site supervisor for
Site Supervisor Name

Practicum Candidate Name

1. The site supervisor is currently in their ____ year of working as a (circle one)
Assistant/Associate Superintendent or **Superintendent**
and meets the three years of experience requirement.
2. The site supervisor has demonstrated that they are an accomplished educator as shown by student learning and have received performance evaluations rated at satisfactory or above.
3. The site supervisor has a valid Texas educator certificate in the same area as sought by the practicum candidate.

Signature
Superintendent/HR Representative
or Supervisor (direct report) of the
Candidate's Site Supervisor

Printed Name
Superintendent/HR Representative
or Supervisor (direct report) of the
Candidate's Site Supervisor

Date

Appendix C - Site Supervisor Training Checklist

EDAD 611-Site Supervisor/Practicum Student/Field Supervisor Initial Training Meeting

Practicum Student Name: _____

CWID: _____

Campus Name: _____

Campus Code: _____

TASKS TO COMPLETE	Review Completed on
Review: Superintendent Practicum Handbook	Date: _____
Review: EDAD 611 Syllabus	Date: _____
Review: Site Supervisor Summative Evaluation Form	Date: _____
Review: Superintendent Practicum Field Supervisor Observation Form	Date: _____
Review: Practicum Proposal	Date: _____
Review: Superintendent Practicum Self-Evaluation Form	Date: _____
Review: Practicum Logs (160 hours)	Date: _____
Review: Field Supervisor Informal Interactive Contact Log	Date: _____
Review: TEA Document Checklist for ePortfolio (FERPA)	Date: _____
Review: Verification of Qualifications of the Practicum Site Supervisor (Appendix B)	Date: _____
Review: Administrative Site Supervisor's Attestation of Highly Qualified (Appendix B)	Date: _____
<p>AFFIDAVIT OF PARTICIPATION</p> <p>Texas Education Agency tasks the Educator Preparation Program with the responsibility for providing site supervisor training that relies on scientifically based research. In compliance with 19 TAC §228.35(f) the superintendent preparation program will implement a process to train site supervisors within the first three weeks of assignment to candidates and retain evidence of the site supervisors' attendance at training per the records retention requirement in 19 TAC §228.40. <i>My signature below affirms my participation in the A&M Commerce Superintendent Preparation Program Site Supervisor training, held within the first 3 weeks of the practicum class commencing, on month, day, year at time.</i></p> <p><i>The signatures listed below also verify the presence of the Practicum Student and Field Supervisor at this meeting where I received the requisite training required for all Site Supervisors.</i></p> <p>_____</p> <p>Site Supervisor's Printed Name/Site Supervisor's Signature /Date</p> <p>_____</p> <p>Practicum Student's Printed Name/ Practicum Student's Signature/Date</p> <p>_____</p> <p>Field Supervisor's Printed Name/Field Supervisor's Signature /Date</p>	

APPENDIX D - SUPERINTENDENT STANDARDS, DOMAINS, AND COMPETENCIES

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.

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.
Facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- B. Implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.

- C. Use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- D. Institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- E. Facilitate the development, use and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- F. Recognize and celebrate contributions of staff and community toward realization of the district's vision.
- G. Maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- H. Encourage and model innovative thinking and risk taking and view problems as opportunities.
- I. Promote multicultural awareness, gender sensitivity and the appreciation of diversity in the educational community.
- J. 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
- 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 E - 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 Superintendent Certification and

Practicum Program Handbook and shall abide by all enforceable standards outlined in the handbook.

Signature

Date

Updated May 2022