



*College of Education*

**Educational Leadership & Technology**



# **Superintendent Certification**

## **Handbook**



Welcome to the Tarleton State University Superintendent Certification program. This handbook will serve as your guide to the internship. 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 handbook serves as a guide and is not a catalog; therefore, it does not have catalog privileges.

## EDAD 6384 – Superintendent and Practicum

### Purpose of Practicum Handbook

This document addresses three main areas: 1) educator certification policy from the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC), 2) K-12 Professional Leadership processes and procedures, and 3) departmental, college, and university policy. The purpose of this guide is to expound upon all program elements relevant to superintendent certification, with a specific focus on the field practicum.

### Certification Standards

[Title 19, Part 7, §242.15](#) of the Texas Administrative Code (TAC) contains the superintendent certificate standards in their entirety, which can be viewed [here](#). The primary standards are as follows:

- (b) Learner-Centered 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.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) 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.
- (g) 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.



**(h) 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.

**(i) 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.

## Certification Requirements

The primary policies that shape eligibility for superintendent certification derive from SBEC and are codified in Title 19 of the TAC. Per [Part 7, §242.20](#), the following requirements must be met in order to obtain superintendent certification in the state of Texas:

- Successfully complete the required TExES Superintendent Certification (195) examination
- Successfully complete an approved superintendent preparation program in K-12 Professional Leadership program
- Hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board
- complete a minimum of two years teaching in a TEA accredited school, or receive a letter of permission from TEA waiving this requirement;
- Hold a principal certificate or the equivalent issued by the TEA, another state, or country; or
  - Have three creditable years of managerial experience in a school district. Experience must include responsibility for:
    - supervising or appraising faculty or staff;
    - conducting district-level planning and coordination of programs, activities, or initiatives; and
    - creating or maintaining a budget.

## Program Requirements

Before the program will recommend to the College of Education Certification Office that you be recommended to TEA for superintendent certification, we must document the following:

- Successfully complete the superintendent certification program of study. This includes the following courses:
  - EDAD 6380 – *Superintendent Leadership and Communication*
  - EDAD 6381 – *Superintendent Leadership and Human Resources*
  - EDAD 6382 – *Leadership and Resource Allocation*
  - EDAD 6383 – *Superintendent Leadership and Accountability*
  - EDAD 6384 – *Superintendent Leadership Practicum*
- Successfully undergone three field observations
- Successfully logged 160 hours of practicum activities
- Successfully passed Texas Examination of Educator Standards – Superintendent (TExES 195)
- Hold a master's degree with a minimum 3.0 GPA
- Hold principal certification



## INTRODUCTION

The online Superintendent Certification Program at Tarleton State University is located in the Department of Educational Leadership and Technology. The superintendent certification program is a certification-only program for individuals holding a master's degree and principal certification who aspire to be district level leaders, designed to prepare district level leaders such as chief administrative and executive officers in Texas public school districts via an executive-style model. The model is an online learning experience with interactive technology lessons embedded in coursework. All TEA required evidence of documented success and procedures will be kept on electronic file at Tarleton State University.

**Program Vision:** The Superintendent Certification program envisions an exemplary experience that expands knowledge and skills while challenging aspiring superintendent candidates through real world, scholarly practice.

**Program Mission:** Preparing Aspiring Superintendent's for Future-Ready, Intentional, Relentless, Systemic-Minded, Transformative Leadership

## CONCEPT OF THE INTERNSHIP

EDAD 6384 is designed to prepare future school district leaders for complex situations and specialized functions that are performed as part of system-wide oversight. Students will be afforded an opportunity for a sustained, extended placement in clinical activities throughout a minimum of 160 clock hours. Students are enrolled in the internship in the last year of their coursework. The internship earns **three (3) hours of graduate credit** with a **minimum of 160 hours** of contact in a field-based setting under the supervision of an approved on-site mentor. The person serving as the on-site mentor must have a valid **Texas Superintendent Certification**. The student will complete and present a leadership portfolio that shows evidence of strategic planning, use of data to inform decision-making, and the potential for substantial improvement in teaching and learning. Once the internship is completed, the intern, the on-site mentor, and the university supervisor evaluate the results based on an assessment of the activities and/or the overall internship experience.

## Elements of the Practicum

The field-based practicum is where candidates demonstrate proficiency in each of the superintendent certification standards.

### People

There are many individuals with differing roles involved in the practicum experience. Two of the key individuals are identified below via labels consistent with TEA/SBEC policy.



## On-Site Mentor

The internship on-site mentor must contribute to a substantive internship experience that provides opportunities for advancing leadership experiences. Onsite practicum mentors must be willing at a minimum to assign tasks to each practicum student which are directly tied to the TExES Standards and Competencies for certification of superintendents for the courses in which the student is currently enrolled and has completed. The intern must be given primary access to significant responsibilities and a direct working relationship with the on-site mentor. Contact should be direct and formal, active rather than passive. In order to support the intern, the on-site mentor is asked to do the following:

1. Agree to act as site superintendent and mentor to the intern throughout the practicum experience.
2. Discuss the proposal with the intern.
3. Provide opportunities for the intern to work with a diverse group of individuals.
4. Discuss specific expectations and procedures with the intern such as time of arrival, work space, dress code, opportunities for growth, meetings/calendar of events open for intern
5. Approve and sign the logs created by the intern. This means the site superintendent is verifying the activities were completed by the intern in the time documented on the form.
6. Confer with the University Supervisor to discuss the intern's success, growth, accomplishments or failure.
7. All activities documented in the log must be supported by artifacts (packets, meeting/agenda notes, letters, notes, etc...) There must be a section on the log for date, time started, time completed, total hours/time spent on activity, and reflections in which the intern examines his/her growth.
8. The site superintendent will further allow the intern to engage in at least one district staff development, shadowing a central office leader other than the superintendent, interviewing at least two central office leaders at that district or someone from another district.

Accordingly, candidates should be proactive in identifying and recruiting a suitable site supervisor.

## University Supervisor

The university supervisor will do the following:

1. Approve the Application for the Superintendent Internship (appendix A).
2. Approve the Superintendent Internship Project Plan (appendix B).
3. Meet with the intern to discuss the internship project and establish protocol.



4. Conduct at least three internship observations that total at least 135 minutes. Each observation must include a pre-observation conference and post-observation conference between the intern and university supervisor. The three internship observations will include the following:
  - A presentation of the proposed internship plan.
  - A leadership function conducted by the intern at the internship site. This observation may be on-site or via archived video or other technology-based method at the discretion of the university supervisor.
  - A presentation of internship experience at the conclusion of the internship.
5. Evaluate monthly progress reports received from the intern.
6. Ensure that the internship experiences and requirements comport with standards set forth by the Texas Education Agency.
7. Assign the final internship grade consistent with the course syllabus and with input from both the intern and the on-site mentor.

## Intern

Students must register for the following courses when offered:

- EDAD 6380 – *Superintendent Leadership and Communication*
- EDAD 6381 – *Superintendent Leadership and Human Resources*
- EDAD 6382 – *Leadership and Resource Allocation*
- EDAD 6383 – *Superintendent Leadership and Accountability*
  - Dyslexia ([2021 Dyslexia Handbook](#) and [Dyslexia in Texas](#)); Mental Health; Youth Suicide; Substance Abuse
- EDAD 6384 – *Superintendent Leadership Practicum*

Students will add a video portfolio of digital learning activities from each standard. The intern is responsible for securing a qualified on-site mentor. **The intern must submit evidence that the proposed mentor possesses a valid Texas superintendent certification to the university supervisor and receive university supervisor approval prior to initiating any internship activities. The Application for the Superintendent Internship Program (Appendix A) must be approved before the Superintendent Internship Project Plan (Appendix B) is approved.** Both aforementioned appendices must be approved by the university supervisor within one month of beginning the internship assignment. The internship project plan must be signed by the on-site mentor indicating approval of the planned internship activities and agreement to serve in the capacity of the intern's mentor for the duration of the internship. It is recognized that revisions and adjustments to the internship plan may be necessary due to changing circumstances. Revisions to the internship plan must be approved by both the university



supervisor and the on-site mentor. Prior to presenting the proposed internship plan to the university supervisor, the intern must arrange for a pre-observation conference. The post-observation conference will follow the internship plan presentation. The intern is responsible for scheduling the pre-observation conference and observation with the university supervisor.

## Processes

### 160 Hours

Per [TAC Title 19, Part 7, §228.35.e.8](#), “each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought”. This means that students, in collaboration with their site supervisor, should identify practicum activities that will allow them to demonstrate district-level leadership capacity in each of the eight superintendent certification standards. The practicum should reflect real life activities associated with the courses taken.

Accordingly, practicum activity logs should reflect some exposure to all standards. That said, the distribution of hours across the standards need not be equal.

Below is an offering of suggested activities, broken down by standard. Students that struggle to log hours should work in close collaboration with their site supervisor to identify specific opportunities.

| Standard   | Suggested Activities  |
|--|---|
| <b>(b) Learner-Centered Values and Ethics of Leadership</b>        | <ul style="list-style-type: none"> <li>• Serve as a member of a district-level committee related to ethics/values</li> <li>• Provide a presentation for district-level personnel on the Texas Educators' Code of Ethics</li> <li>• Lead a district-level training related to ethics/values</li> <li>• Facilitate a table group at a district training or district committee meeting</li> <li>• Facilitate/participate in a wellness program aimed at physical and emotional wellness of district employees and/or students</li> <li>• Review TAC Title 19, Part 7, §247 and assess whether/how the Code of Ethics and Standard Practices for Texas Educators are demonstrated by district leadership</li> </ul> |
| <b>(c) Learner-Centered Leadership and School District Culture</b> | <ul style="list-style-type: none"> <li>• Serve on a district-level committee that promotes high expectations, and academic rigor for self, student, and staff performance</li> <li>• Serve on the district steering committee for the development of a shared district vision that focuses on teaching and learning</li> <li>• Conduct and analyze school district/campus climate inventories for effective and responsive decision making</li> <li>• Assist with district efforts to ensure the accomplishment of school district goals and objectives to achieve the school district's vision</li> <li>• Provide a district-level presentation on emerging issues and trends</li> </ul>                       |



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|  | <p>affecting the education community</p> <ul style="list-style-type: none"><li>• Serve on a district grant writing committee relating to the accomplishment of school district goals and objectives</li><li>• Attend the State of the District</li><li>• Attend board meetings</li><li>• Attend DEIC meeting</li><li>• Attend Personnel Services meeting</li><li>• Attend District End of Year Celebration</li><li>• Attend and engage in celebrations with education/community stakeholders</li></ul>   |
| <p><b>(d)</b> Learner-Centered Human Resources Leadership and Management</p> | <ul style="list-style-type: none"><li>• Facilitate process overview of teacher evaluation</li><li>• Explore/Participate in teacher hiring process</li><li>• Participate/coordinate in professional learning at the district-level</li><li>• Participate in recruitment at career fair</li><li>• Participate in employee satisfaction survey process</li></ul>  |
| <p><b>(e)</b> Learner-Centered Policy and Governance</p>                     | <ul style="list-style-type: none"><li>• Serve on the district Code of Conduct committee</li><li>• Communicate with state representative on school issues</li><li>• Attend/report on board meetings</li><li>• Participate in state organizations and meetings</li><li>• Attend legislative hearings, whether city, council, state, or otherwise</li><li>• Provide training/updates on policy developments</li><li>• Directly support the explicit recognition/awarding of excellent faculty and staff throughout district</li></ul>   |
| <p><b>(f)</b> Learner-Centered Communications and Community Relations</p>    | <ul style="list-style-type: none"><li>• Serve on district committees that recognize and celebrate contributions of community toward realization of the school district's vision</li><li>• Assist with district efforts to promote multicultural awareness and the appreciation of diversity in the education community</li><li>• Meet and explore opportunities with community partners (e.g. Chambers of Commerce, Rotary, charities, etc.)</li><li>• Engage with the media (with district approval) through letter writing, interviews, expertise, etc.</li></ul>  |
| <p><b>(g)</b> Learner-Centered Organizational Leadership and Management</p>  | <ul style="list-style-type: none"><li>• Review the district budget and summarize/critique how the funds are utilized</li><li>• Review new/developing education-related House or Senate bills. Choose one or more bills and develop an implementation plan that includes all stakeholders in the district.</li><li>• Explore the planning and development of the current technology replacement cycle. Using the district budget, develop a 10-year replacement cycles that aligns with the district improvement plan. Include the following components in the replacement cycle:<ul style="list-style-type: none"><li>○ Process</li><li>○ Survey</li><li>○ Critical Components</li><li>○ Current State of Technology</li><li>○ Committee Recommendations</li></ul></li></ul> |





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|   | <ul style="list-style-type: none"> <li>○ Action Plans</li> <li>○ Infrastructure Equipment</li> <li>○ Student Learning Choices</li> <li>○ Training/Professional Development</li> <li>● Participate in budget development/review processes</li> <li>● Conduct/participate in a financial audit</li> </ul>   |
| <b>(h)</b> Learner-Centered Curriculum Planning and Development     | <ul style="list-style-type: none"> <li>● Participate in curriculum development process</li> <li>● Attend meetings with curriculum directors</li> <li>● Review curriculum alignment</li> <li>● Conduct/participate in a curriculum audit</li> </ul>  |
| <b>(i)</b> Learner-Centered Instructional Leadership and Management | <ul style="list-style-type: none"> <li>● Participate in district-level administrative meeting</li> <li>● Participate in administrative vertical team (feeder pattern) meeting</li> <li>● Develop professional learning focused on the implementation of sound, research-based theories and techniques</li> <li>● Meet with and participate in district-level instructional coaching/coaches' activities</li> <li>● Provide/coordinate training on best practices in instructional leadership and management</li> <li>● Consume and convey recent, relevant, peer-reviewed research on best practices</li> </ul> |

The 160 hours of practicum activities must be documented and given final approval by the site supervisor as indicated via signature. The form for documenting practicum hours is available in the appendix.

## Field Observations

Through your time in the program, you will undergo three observations performed by your field supervisor. The following requirements for field observations are set forth in [TAC Title 19, Part 7, §228.35.h](#):

- Field observations needs to be 135 minutes in total duration (this is the combined passage of time across all three observations – three 45 minute observations would satisfy this requirement)
- Each observation should:
  - Have an individualized pre-observation conference between field supervisor and candidate
  - Have an individualized post-observation conference between field supervisor and candidate
  - Be documented via forms available in appendix. Completed forms should be provided to:
    - the candidate
    - the candidate's site supervisor
    - the program coordinator
  - Of note: neither the pre-observation conference nor the post-observation conference need to be onsite.



## TEExES 195

Passage of the TEExES 195 is prerequisite for superintendent certification. As mentioned previously, students cannot register to take the exam unless they are a) on-track in the program, and b) in their final semester in the program. The full list of program requirements for establishing eligibility to take the TEExES 195 include:

- superintendent preparation program
  - 12 graded, passing credit hours in the superintendent certification program
  - 160 practicum hours
  - have completed three field observations
- master's degree
- principal certification

The TEExES Superintendent (195) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level superintendent or assistant superintendent in Texas public schools must possess. The 110 multiple-choice questions are based on the Superintendent exam framework. There are three types of questions on the exam: single questions (they stand alone from other questions), decision sets (based upon a described scenario), and two (2) case studies with a clustered of questions often based upon data sources like [Texas Academic Performance Reports \(TAPR\)](#) with authentic materials. The exam contains two case studies and a set of questions pertaining to Texas Academic Performance Reports (TAPR) with authentic materials. Your final scaled score will be based only on scored questions. Students have five hours to complete the exam. The exam material covers the three (3) domains of the superintendency as described in the TEA/Pearson preparation manual (available [here](#)). The preparation manual is an excellent resource and all candidates are very strongly encouraged to work through it.

Once students enter their final semester in the program, they should contact the Superintendent Certification Program Coordinator, Dr. Cindy Edwards, to request a recommendation to the College of Education Certification Office for exam permission. As of January 2020, the cost of the exam is \$116, and students can learn more about how to register [here](#).

Exam preparation sessions are announced via email. Preparation material will be folded into regular coursework when possible.

The practicum should reflect real life activities associated with the courses you are taking or have taken in any given semester and should include approximately 40 clock hours of activities relating to each course and the superintendent standards taught in the course. That will reflect a total of 160 clock hours of practicum work.

## Application Process

A [Graduate School Admissions Application](#) must be completed by incoming graduate students. Once accepted into the Tarleton College of Graduate Studies, the student will receive a letter/email outlining the specific program and any additional requirements needed to



complete. The [Superintendent Certification Program Application](#) and the [Addendum - Superintendent Certification Program Application](#) must be completed and returned promptly with supporting documents to the program coordinator, Dr. Cindy Edwards, at [cedwards1@tarleton.edu](mailto:cedwards1@tarleton.edu) and [SuptCert@tarleton.edu](mailto:SuptCert@tarleton.edu). You may also call (254) 592-5655 for additional assistance.

### Checklist:

1. Program Application
2. Department Checklist
3. FERPA
4. Code of Ethics
5. Signed Acknowledgment of reading Handbook
6. Addendum
7. Checklist of required items and items attached
  - a. Copy of Teacher/Administrator service record
  - b. Copy of Certifications
  - c. Letter of recommendation from Superintendent
8. Written Interview & Oral Interview
9. Professional resume of leadership experience with a brief portfolio of scholarship or work products related to leadership experience
10. Practicum Information Form

*To be accepted all documents must be completed and returned as requested.*

You will receive an email from the coordinator announcing your acceptance. Please respond within a timely manner as instructed and by signing an acceptance letter attached to the email.

### Practicum

The superintendent certification student will be involved in a field-based practicum (160 hours) as instructed by the coordinator. During the course of the practicum your coordinator/advisor will visit you and your practicum supervisor at your site or through a Zoom meeting and will discuss the progress you are making plus review evidence which indicates you are making satisfactory progress through your practicum.



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An evaluation will be completed by the university supervisor after completing each visit. Currently, a minimum of three visits is required for each superintendent intern student. As of January 2015, a university supervisor must spend a minimum of 135 minutes with the superintendent certification intern student and her/his supervisor in ascertaining that acceptable progress is being made in the intern's practicum. The Tarleton ratio of students to instructor is approximately 9/1. These minimum minutes must be spread over three visits. Those visits must be onsite, via video or videoconferencing, FaceTime or Zoom, via the Web, or via telephone.

Prior to beginning the practicum, each student must submit a letter from his/her mentor (onsite practicum supervisor) giving permission for the student to conduct his/her practicum in that district and agreeing to supervise the practicum. The mentor must be either a practicing superintendent or assistant/associate/deputy superintendent or retired school administrator currently working in a school district in Texas or retired from a Texas school district. He or she must have current superintendent certification in Texas.

Onsite practicum mentors must be willing at a minimum to assign tasks to each practicum student which are directly tied to the TExES Standards and Competencies for certification of superintendents for the courses in which the student is currently enrolled and has completed. The student must **at a minimum gain 160 clock hours of work for the course**, meaning 160 clock hours of practicum activities for the semester.

### Practicum Proposal

- A. Identify a site superintendent and request his/her assistance.
- B. Complete the Self-Assessment Profile and determine your strengths as well as areas in need of additional focus. Discuss the results with the site superintendent as you develop your proposal. The activities you do should include projects and assignments that will enhance your areas in need of additional focus. Make notes of your high level of competency areas and move toward growth in the areas that are lower levels of competency.
- C. Complete a proposal of project activities that correlates with each of the eight superintendent standards for the Superintendent.
- D. Submit your proposal to the University Program Coordinator for approval.



## Concluding the Program and Testing for Certification

Each student who matriculates through the superintendent certification program is expected to successfully complete the program and the certification exam given by the State of Texas (195).

To be fully prepared for the exam, students are expected to meet or exceed the following criteria:

1. Coursework and GPA: Earn no less than a “B” in each course with a minimum GPA of 3.0 for the program.
2. Additional Progress Assessment and Preparation for Exam - Upon concluding the academic and practicum portions of the program, students are then expected take the full TeXes Prep Practice exam to assist them with test preparation. Once a minimum passing score of 85 is earned, You will not be allowed to test until you can produce the screenshot of your passing rate. Once this is received by your advisor, it will be used as approval for final processing, with a recommendation from your advisor allowing you to test for certification. This will be used as a benchmark assessment and as a factor to decide if you are ready for the state exam.
3. Certification Plans – This plan (completed and signed by you, your advisor and department head) will show your courses taken and the grade earned and must be completed and on file with the Department of Educational Leadership, the Program Coordinator and the Educator Preparation Program Officer. This request is made through Brenda Strong by emailing [strong@tarleton.edu](mailto:strong@tarleton.edu) or by calling 254-968-1908.

### Certification

To be eligible to receive the standard Superintendent Certificate, a candidate must:

Upon successful completion of all program requirements you will apply and be recommended for your certificate by Tarleton State University. At this point, you may become fully certified as a superintendent and can access your certificate from the Texas Education Agency website at:

[http://www.tea.state.tx.us/index2.aspx?id=506&menu\\_id=865&menu\\_id2=7\\_94](http://www.tea.state.tx.us/index2.aspx?id=506&menu_id=865&menu_id2=7_94)



## Student Responsibilities

### Confidentiality

Confidentiality is of utmost importance for the students enrolled in the Superintendent Certification program at Tarleton State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extends to discussions posted in Canvas. There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis.

### Class Attendance

Students are required to attend all classes. Students will be dropped for excessive absences defined by the university absence policy. In the online format, do not procrastinate.

### Dress Code During Practicum

Practicum students should present themselves as professional educators. As a minimum, students will follow their school district's dress code policies for faculty and staff. Specific questions/concerns should be addressed to your practicum mentor. Dress like you have the job!

### Complaints

In the event there is a need to file a complaint, there is a form located at <https://tarleton.edu/eps/tep/documents/complaint-form.pdf>

### Dyslexia

In the event there is a need to obtain services for dyslexia, contact the office of Student Services for Global Campus at <https://Tarleton.edu/globalcampus/student-services.html>

### Mental Health Resources

In the event there is a need to obtain services for any mental health concerns you may have, please contact Mental Health Resources at: <http://tarleton.edu/site/mental-health.html>



## Chapter 247. Educators' Code of Ethics

### §247.2. Code of Ethics and Standard Practices for Texas Educators.

#### Enforceable Standards.

- (1) Professional Ethical Conduct, Practices and Performance.
  - (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
  - (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
  - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
  - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
  - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
  - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
  - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
  - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
  - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
  - (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
  - (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
  - (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
  - (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.
- (2) Ethical Conduct Toward Professional Colleagues.
  - (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.



- (B) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
  - (C) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
  - (D) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.
- (3) 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.
- (4) 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.



## TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

### State Board for Educator Certification

### Texas Educators' Code of Ethics Texas Administrative Code §247.2

### Statement of Affirmation

### Confidential Exam Information Texas Education Code 21.048(c-1)

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 treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

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.

I give permission to Tarleton State University Certification Officer to view each of my state exam scores and use them in order to complete my certification.

\_\_\_\_\_  
Printed Name of Educator Candidate

\_\_\_\_\_  
Educator Candidate Signature

\_\_\_\_\_  
Date





## APPENDIX A

### Site Superintendent Role and Approval Form Role of Site Superintendent

1. Agree to act as site superintendent and mentor to the intern throughout the practicum experience.
2. Discuss the proposal with the intern.
3. Provide opportunities for the intern to work with a diverse group of individuals.
4. Discuss specific expectations and procedures with the intern such as time of arrival, work space, dress code, opportunities for growth, meetings/calendar of events open for intern
5. Approve and sign the logs created by the intern. This means the site superintendent is verifying the activities were completed by the intern in the time documented on the form.
6. Confer with the University Supervisor to discuss the intern's success, growth, accomplishments or failure.
7. All activities documented in the log must be supported by artifacts (packets, meeting/agenda notes, letters, notes, etc...) There must be a section on the log for date, time started, time completed, total hours/time spent on activity, and reflections in which the intern examines his/her growth.
8. The site superintendent will further allow the intern to engage in at least one district staff development, shadowing a central office leader other than the superintendent, interviewing at least two central office leaders at that district or someone from another district.

District: \_\_\_\_\_

Intern: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

*My signature indicates my understanding of the role of the site superintendent and my willingness to mentor and guide this student into a meaningful experience by providing opportunities for a diverse practicum.*

Printed Name: \_\_\_\_\_



## APPENDIX B

Practicum Log Texas Administrative Code §242.15 - Standards Required for the Superintendent Certificate (view relevant code and expanded standards description [here](#)) Other forms containing the same information may be substituted for this form.

- b) Learner-Centered **Values and Ethics** of Leadership
- c) Learner-Centered Leadership and School District **Culture**
- d) Learner-Centered **Human Resources** Leadership and Management
- e) Learner-Centered **Policy and Governance**
- f) Learner-Centered Communications and **Community Relations**
- g) Learner-Centered **Organizational Leadership and Management**
- h) Learner-Centered **Curriculum** Planning and Development
- i) Learner-Centered **Instructional Leadership** and Management

| Date(s)             | Activity | Standard(s) |   |   |   |   |   |   |   |  | hours |
|---------------------|----------|-------------|---|---|---|---|---|---|---|--|-------|
|                     |          | b           | c | d | e | f | g | h | i |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
|                     |          |             |   |   |   |   |   |   |   |  |       |
| <b>Total hours:</b> |          |             |   |   |   |   |   |   |   |  |       |





## Cumulative Internship Hours Log

Student  and Date: \_\_\_\_\_  
 Signature:  and Date: \_\_\_\_\_  
 Site \_\_\_\_\_  
 Supervisor

University Field Supervisor Sign & Date:

The log is a day-by-day listing of the experiences encountered during the practicum and is designed to document what the intern learned and experienced throughout the journey. Further, it is a side-by-side view matching the Superintendent standards and competencies with the activities performed. Use this spreadsheet format. You must log a minimum of 160 clock hours 19TAC228.35(e)(8).

Student Name: \_\_\_\_\_ TSU ID: \_\_\_\_\_

- b) Learner-Centered **Values and Ethics** of Leadership
- c) Learner-Centered Leadership and School District **Culture**
- d) Learner-Centered **Human Resources** Leadership and Management
- e) Learner-Centered **Policy and Governance**
- f) Learner-Centered Communications and **Community Relations**
- g) Learner-Centered **Organizational Leadership and Management**
- h) Learner-Centered **Curriculum** Planning and Development
- i) Learner-Centered **Instructional Leadership** and Management

C

| Date(s) | Activity | Standard(s) |   |   |   |   |   |   |   | hours |
|---------|----------|-------------|---|---|---|---|---|---|---|-------|
|         |          | b           | c | d | e | f | g | h | i |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |
|         |          |             |   |   |   |   |   |   |   |       |



## APPENDIX C

### Superintendent – Practicum Proposal Format Form

In addition to guidance from the university supervisor, the intern proposal is designed to create collaboration between the intern and the site superintendent. The proposal should consist of a minimum of eight projects that align with the superintendent standards. It is strongly encouraged that the activities be based on the interns’ self-assessment of competencies, district needs and assessment from superintendent and collegial collaboration and advice from the university program coordinator/supervisor.

**Example:**

|   |
|---|
| Student Name: _____ Student TSU ID: _____   |
| Superintendent Standard 1   |
| Learner-Centered 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. |

| Competency 2   | Activities  | Timeline    | Evaluation  |
|--|---|-------------|---|
| Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community | 1. Analyze the district improvement plan for vivid descriptors of the vision of learning.   | July 2020   | Vivid descriptors of vision   |
|  | 2. Create vision cards that communicate the vision to businesses and community leaders  | August 2020 | Statement cards given out – keep a log of those given out and to whom |
|  | 3. Create, disseminate and analyze a questionnaire directed to assess the knowledge and success of district goals and objectives. | April 2021  | TAPR report results; questionnaire results shared                     |
|  | 4. Design a district improvement planning week that includes all stakeholders.  | June 2021   | Agenda, memo’s sent   |



## APPENDIX D

Student Name: \_\_\_\_\_ Student TSU ID: \_\_\_\_\_

### Tarleton State University Superintendent Competencies Evaluation

#### Self-Assessment Profile 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 10 Texas Certification Competencies. Share your initial assessment with your sponsoring superintendent and university supervisor as you plan for your practicum in the Tarleton Superintendent Practicum. Prior to the completion of the practicum, all students will be required to provide documentation of activities participated in by providing the required log.

#### Measures of Competence:

1. Beginning status; needing more development
2. Limited experience; basic development
3. Satisfactory/Average competency
4. Mastery Level Experience
5. Exemplar Experience

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

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

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

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

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

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



- \_\_\_\_\_ Competency 007: Implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.
  
- \_\_\_\_\_ Competency 008: Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
  
- \_\_\_\_\_ Competency 009: Apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.
  
- \_\_\_\_\_ Competency 010: Apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.





## APPENDIX E

Candidate: \_\_\_\_\_ TSU ID: \_\_\_\_\_ TEA ID: \_\_\_\_\_

### Field Supervisor Conference/Observation Documentation

The Field Supervisor and Practicum student will conduct a beginning, middle and post conference to discuss the practicum and lessons learned.

As Site Supervisor, my signature indicates collaboration with the Field Supervisor and Candidate as well as my statement attesting that the candidate was  or, was not  successful as required by 19 TAC 228.35(e)(8)(D)

\_\_\_\_\_ Signature & Date of Candidate

\_\_\_\_\_ Signature & Date of Field Supervisor

\_\_\_\_\_ Signature & Date of Site Supervisor

| Conference<br>Date/Method<br>Zoom/Phone/etc... | Beginning<br>Time | Topics Discussed | Ending<br>Time | Signature of<br>Student, Field<br>Supervisor, Site<br>Supervisor |
|--|-------------------|------------------|----------------|--|
|  |                   |                  |                |  |
|  |                   |                  |                |  |
|  |                   |                  |                |  |



## Superintendent Internship Observation Form

Observation Number: #1 #2 #3

Observation Pre-Conference Date: [Click here to enter text.](#)

Observation Pre-Conference Summary (completed by intern – increase text box as needed):

Observation Date: [Click here to enter text.](#)

Observation Activity Summary (completed by intern – increase text box as needed):

Post-Observation Conference Date: [Click here to enter text.](#)

Post-Observation Summary (completed by intern – increase text box as needed):

---

Signature of Intern

Date

---

Signature of On-Site Mentor

Date

---

Signature of University Supervisor

Date



## APPENDIX F

### On-Site Mentor Evaluation Form

The on-site mentor is asked to evaluate the intern using the 10 superintendent competencies identified below (see appendix F for detailed descriptors for each competency). Please circle Not Proficient, Proficient or Not Observed for each of the 10 superintendent competencies:

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

- 1: The superintendent knows how to act with integrity, with fairness, and in an ethical manner in order to promote the success of all students.  
Not Proficient                      Proficient                      Not Observed
  
- 2: 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.  
Not Proficient                      Proficient                      Not Observed
  
- 3: 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.  
Not Proficient                      Proficient                      Not Observed
  
- 4: 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.  
Not Proficient                      Proficient                      Not Observed

#### Domain II – Instructional Leadership

- 5: 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; and promote the use of varied assessments to measure student performance.  
Not Proficient                      Proficient                      Not Observed
  
- 6: The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.  
Not Proficient                      Proficient                      Not Observed



# Educational Leadership & Technology

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

Not Proficient

Proficient

Not Observed

## Domain III – Administrative Leadership

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

Not Proficient

Proficient

Not Observed

9: The superintendent knows how to apply principles of leadership and management to the district’s physical plan and support systems to ensure a safe and effective learning environment.

Not Proficient

Proficient

Not Observed

10: The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Not Proficient

Proficient

Not Observed

Completed by \_\_\_\_\_

Signature of On-Site Mentor

Date



## APPENDIX G

### COURSE DESCRIPTIONS

***EDAD 6380. Superintendent Leadership and Communication. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).***

This course is designed to give students a comprehensive view of communication while leading a learning organization at the district level. Emphasis will be placed on the scope and importance of effective communication in education, and the role of communication in establishing favorable workplace outcomes. This course offers an opportunity to learn and apply practical principles of interpersonal communication. The course will examine basic communication concepts, theories, and practices relevant to transferring meaning between two or more people. A field experience will be required as part of the course.

Prerequisite: Principal or Mid-management certification or approval of department head.

***EDAD 6381. Superintendent Leadership and Human Resources. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).***

This course is designed to assist with the recruitment, hiring, dismissal, and supervision of Texas public school employees. State laws regarding hiring and dismissal will be covered. A comprehensive study of public school law as well as performance management and interpersonal conflict of employees as it relates to contractual and at-will personnel.

Emphasis is placed on advertising, interviewing, selecting, and evaluating personnel. Special attention is given to Equal Employment Opportunity guidelines, Federal Right to Privacy Act, employee contracts, and records. Additional attention is given to employee induction and student record. A field experience will be required as part of the course.

Prerequisite: Principal or Mid-management certification or approval of department head.

***EDAD 6382. Superintendent Leadership and Resource Allocation. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).***

This course requires participants to describe and synthesize federal, state, and local revenues as they relate to school district budgeting and finance through empirically based research and direct resources based upon needs assessment from the district improvement plan (DIP) to support goals and objectives identified from the DIP. A detailed study of the multiple roles and responsibilities of the chief school administration, including the leadership role with the community, school board, professional staff, and students. Some observations and activities in the public schools and community will be required. A field experience will be required as part of the course. Prerequisite: Principal or Mid-management certification or approval of department head.



***EDAD 6383. Superintendent Leadership and Accountability. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).***

This course is designed to assist educational leaders in developing and applying leadership accountability skills in public school organizations. The focus of this course is on the appropriate use of leadership accountability skills within the framework of theory and research to enhance the organizational effectiveness and improve organizational culture. Emphasis is placed on the identification and use of accountability skills supported by the Texas Education Agency as an integral part of Texas superintendent certification preparation program. Accountability leadership is one of the essential administrative functions for the operation of effective learning organizations. In this course, students will have the opportunity to view the accountability process as it pertains to improving student performance. A study of research and state policy affecting instructional improvement in public school systems. Special emphasis on result-based accountability systems, including curriculum planning and evaluation, professional development, and student assessment processes. A field experience will be required as part of the course.

***EDAD 6384. Superintendent Leadership Practicum. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours). (TSU - Ratio 9 to 1)***

This course involves superintendent certification program students participating in supervised professional activities in the area of district- level public school superintendent and central office administrator practices. The practicum is required to demonstrate competence in the performance of appropriate professional duties while in a district-level leadership position. No more than 3 semester hours of internship course work can be used to satisfy certification plan requirements.



**APPENDIX F**

**Acknowledgment of Receipt**

I, \_\_\_\_\_, a student in the Tarleton State University Superintendent Certification Program, do hereby acknowledge receipt of this program handbook, and acknowledge that it is my responsibility to adhere to the requirements and contend that I have full understanding of the contents of this handbook. I further acknowledge that I have thoroughly read and do understand the contents of this handbook and agree to be in full compliance with the rules of the university and the State of Texas concerning the superintendent certification pathway.

\_\_\_\_\_ **Printed/Typed Name**

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

\_\_\_\_\_ **Date of Acknowledgement and return to University**

**NOTE: This form must be signed and returned to the program coordinator prior to beginning the program.**