

**College of Education
Department of Educational Leadership and Technology**

**Superintendent Certification
Handbook**

**2019-2020
2020-2021**

Tarleton State University



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Tarleton State University
A Member of the Texas A&M System

Bleed Purple!



Welcome to the Tarleton State University Superintendent Certification program. This handbook will serve as your guide throughout the Superintendent Certification program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact me with questions or concerns regarding course work, testing, practicum issues and other topics you face along the way.

My office number is 257 located on the 2nd floor of the beautiful Fort Worth Campus. Feel free to make an appointment for a visit. I look forward to helping you realize your dreams and aspirations as you take the journey toward becoming a Superintendent of Schools in the state of Texas!

Yours in building schools of excellence,

Sharon Ross, Ed.D

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

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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!

Program Overview

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

The Superintendent Certification Program is designed to be completed online in a three semester format, including the required practicum. The program consists of 15 semester hours. Coursework has been updated to include training via a module in dyslexia and mental health, substance abuse, and youth suicide as required in 19 TAC 228.30©(2) and 228.30©(3) and a digital literacy evaluation followed by a prescribed digital literacy curriculum as required in 19 TAC 228.30©(8).

Students must register for the following courses when offered:

- EDAD 6380 Superintendent Leadership and Communication
ISTE Standard to Include: (Visionary Planner/Empowering Leaders)
- EDAD 6381 Superintendent Leadership and Human Resources
ISTE Standard to Include: (Equity and Citizenship Advocate)
- EDAD 6382 Superintendent Leadership and Resource Allocation
ISTE Standard to Include: (Systems Designer)
- EDAD 6383 Superintendent Leadership and Accountability
ISTE Standard to Include: (Connected Learners)
Dyslexia; Mental Health; Youth Suicide; Substance Abuse
[2018-Dyslexia-Handbook Approved Accomodated 12 11 2018.pdf](#)
[Dyslexia in Texaspowerpoint.pdf](#)
- EDAD 6384 Superintendent Practicum
ISTE Evidency of Proficiency (Students will add a video portfolio of digital learning activities from each standard)

You are expected to be enrolled in two eight-week courses each semester. The practicum may begin after two courses depending on the enrollment and start date of each individual. 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.

[sitesupervisortrainingTSU.docx](#)

[Rosscopysuperintendent_certification_handbook-2019-2021rossrev1.docx](#)

Requirements for Admission

All students entering the program must have a Mid Management or Principal's certification or obtain permission from TEA regarding the substitution of related experience.

Additionally, to be eligible for entry, students must have indicated a propensity for success in a master's degree program from an accredited university and must have at a minimum a master's degree in hand with at least a 3.0 GPA prior to beginning the superintendent certification program.

TEA Basic Requirements:

There are four requirements to obtain a Superintendent certificate.

- must hold a master's degree from a university that is accredited by an accrediting agency recognized by the [Texas Higher Education Coordinating Board \(outside source\)](#) [U.S. Department of Education Database for Accredited Colleges and Universities \(outside source\)](#)
- hold a Principal certificate or the equivalent issued by the TEA, another state or country or, completed the [superintendent certificate application \(PDF, 314 KB\)](#) and been approved by the TEA to substitute managerial experience in lieu of a principal certificate
- successfully complete an [approved superintendent educator preparation program](#)
- successfully complete the required exam

Application Process

Applicants should visit the webpage on the Tarleton website at <https://www.tarleton.edu/edlt/documents/superintendent-certification-program-application.pdf> . Here you can access the online application and submit your application. There is an addendum that has necessary documents for the program that can be located at <https://www.tarleton.edu/edlt/documents/addendum-superintendent-certification-application.pdf>. If you are new to Tarleton, please make sure you have been accepted through the Graduate Studies office. See the information at this webpage: <https://www.tarleton.edu/graduate/future/admissions.html>. If you have any questions regarding the application process, please contact the coordinator, Dr. Sharon Ross, by calling (682)703-7053 or by email at sdross@tarleton.edu.

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.

Once you are accepted into the Graduate Program at Tarleton, you will receive a letter outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the program coordinator.

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.

Application Deadline	
<i>Semester (session)</i>	<i>Deadline Date</i>
Spring (1st 8 week session)	Nov 1
Late Spring (2nd 8 week session)	Feb 1
Summer	April 1
Fall (1st 8 week session)	July 1
Late Fall (2nd 8 week session)	Sept 1

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.

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. Our TSU ratio is around 9 students to 1 instructor. 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 a proposal of project activities that correlates with each of the eight superintendent standards for the Superintendent.

- C. 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.
- D. Submit your proposal to the University Program Coordinator for approval.

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.

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 or by calling 254-968-1908.

Certification

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

- a. complete the Superintendent Certification program;
- b. hold a valid Texas teaching certificate and a valid Mid Management or Principal certificate, or have a letter of permission from TEA waiving this requirement;
- c. hold an earned master's degree;
- d. complete a minimum of two years teaching in a TEA accredited school, or receive a letter of permission from TEA waiving this requirement; e. pass TExES Superintendent Certification (195) examination.

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=794

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>

Supply and Demand for Educators in Texas

Over the next decade, there will be an increasing demand for new teachers due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement. As hiring trends soar, Texas has once again broken its own record by achieving record-breaking hiring in 2013 with over 4,500 new teachers placed in the classroom. As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial-ethnic composition of the state. In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same time period. Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who

may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school district will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner city school or in a shortage area. If a teacher is trying to get a job along the Interstate 35 corridor, the competition will be fierce. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities. Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Having a master's degree can also equate to higher salaries and more leadership opportunities

Texas Educators' Code of Ethics

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

- (a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.
- (b) Enforceable Standards.
- (1) Professional Ethical Conduct, Practices and Performance.
- (A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
- (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, 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 applicable 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.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
- (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 under this chapter.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

- (C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.
- (E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 242</u>	SUPERINTENDENT CERTIFICATE
<u>RULE §242.15</u>	Standards Required for the Superintendent Certificate

(a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate). (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. A superintendent understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
- (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
- (5) maintain personal physical and emotional wellness; and
- (6) demonstrate the courage to be a champion for children.

(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. A superintendent understands, values, and is able to:

- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
- (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
- (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;

- (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
- (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
- (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
- (8) demonstrate an awareness of emerging issues and trends affecting the education community;
- (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
- (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education 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. A superintendent understands, values, and is able to:

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
- (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
- (4) deliver effective presentations and facilitate the learning of both small and large groups;
- (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
- (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
- (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
- (8) demonstrate and apply knowledge of certification requirements and standards; and
- (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

(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. A superintendent understands, values, and is able to:

- (1) define and apply the general characteristics of internal and external political systems to the educational organization;
- (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
- (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
- (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
- (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
- (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
- (7) apply laws, policies, and procedures fairly, wisely, and considerately; and
- (8) access state and national political systems to provide input on critical educational issues.

(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. A superintendent understands, values, and is able to:

- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
- (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
- (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
- (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
- (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
- (7) use effective consensus-building and conflict-management skills;
- (8) articulate the school district's vision and priorities to the community and to the media;
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
- (10) communicate an articulate position on educational issues; and
- (11) demonstrate effective and forceful writing, speaking, and active listening skills.

(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. A superintendent understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
- (2) implement processes for gathering, analyzing, and using data for informed decision making;
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
- (6) apply legal concepts, regulations, and codes for school district operations;
- (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
- (8) acquire, allocate, and manage resources according to school district vision and priorities;
- (9) manage one's own time and the time of others to maximize attainment of school district goals; and
- (10) use technology to enhance school district operations.

(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. A superintendent understands, values, and is able to:

- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
- (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
- (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
- (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
- (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
- (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
- (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
- (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(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. A superintendent understands, values, and is able to:

- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
- (2) 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;
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
- (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
- (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
- (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
- (10) create an environment in which all students can learn.

State Board for Educator Certification

Texas Educators' Code of Ethics

Texas Administrative Code §247.2

Statement of Affirmation

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.

Educator Candidate's 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

Student Signature: and Date:
 Site Supervisor and Date:

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: _____

Date	Hours /min.	Hours: Running total	Standard and Competency	Activity details and brief reflection

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	<ol style="list-style-type: none"> 1. Analyze the district improvement plan for vivid descriptors of the vision of learning. 2. Create vision cards that communicate the vision to businesses and community leaders 3. Create, disseminate and analyze a questionnaire directed to assess the knowledge and success of district goals and objectives. 4. Design a district improvement planning week that includes all stakeholders. 	<p>July 2020</p> <p>August 2020</p> <p>April 2021</p> <p>June 2021</p>	<p>Vivid descriptors of vision</p> <p>Statement cards given out – keep a log of those given out and to whom</p> <p>TAPR report results; questionnaire results shared</p> <p>Agenda, memo’s sent</p>

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 Date/Method Zoom/Phone/etc...	Beginning Time	Topics Discussed	Ending Time	Signature of Student, Field Supervisor, Site Supervisor

Appendix F

ISTE EDUCATION LEADERS STANDARDS/INDICATORS Students will have instruction in Education Reimagined

Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

1a

Ensure all students have skilled teachers who actively use technology to meet student learning needs.

1b

Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.

1c

Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.

1d

Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

2a

Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.

2b

Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.

2c

Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.

2d

Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

2e

Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

3a

Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.

3b

Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

3c

Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.

3d

Support educators in using technology to advance learning that **meets the diverse learning, cultural, and social-emotional needs** of individual students.

3e

Develop **learning assessments** that provide a **personalized, actionable view of student progress** in real time.

Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

4a

Lead teams to collaboratively establish **robust infrastructure and systems** needed to implement the strategic plan.

4b

Ensure that **resources** for supporting the effective use of technology for learning are **sufficient and scalable** to meet future demand.

4c

Protect privacy and security by ensuring that students and staff observe effective privacy and **data management policies**.

4d

Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

Connected Learner

Leaders model and promote continuous professional learning for themselves and others.

Education leaders:

5a

Set goals to remain current on **emerging technologies** for learning, **innovations in pedagogy** and advancements in the **learning sciences**.

5b

Participate regularly in online **professional learning networks** to collaboratively learn with and mentor other professionals.

5c

Use technology to regularly engage in **reflective practices** that support personal and professional growth.

5d

Develop the **skills needed to lead and navigate change, advance systems** and promote a **mindset of continuous improvement** for how technology can improve learning.

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.