

# Texas A&M University-Texarkana



## Department of Education Leadership Superintendent Certification

Revised Spring 2022

Texas A&M University-Texarkana  
7101 University Ave  
Texarkana, TX 75503  
phone: 903.223.3000  
fax: 903.223.3104



**Department of Education Leadership  
Texas A&M University-Texarkana  
7101 University Avenue  
Texarkana, Texas 75503**

Future and Current Students:

Thank you for your interest in the Education Leadership Superintendent Certification Program. We strive to provide you with the necessary skills that will prepare you to become an effective school superintendent within today's educational climate. Our two, online and face-to-face, programs emphasize quality interactions between the instructor and student and are tailored to the demands of today's busy professional educator.

This handbook includes the following information:

1. Admission procedures and requirements
2. Superintendent certification practicum requirements and forms
3. TExES Examination process

Should you have any programmatic questions regarding the Superintendent Certification Program, please contact Dr. Kathy Lease, [klease@tamut.edu](mailto:klease@tamut.edu) or 903-334-6686.

Once again, we appreciate your interest in the Education Leadership Superintendent Certification Program at Texas A&M University-Texarkana

NOTE: This handbook is subject to change without prior notification and updates will be available. This handbook does not constitute a catalog and does not carry catalog privileges.

## Table of Contents

College of Arts, Science, and Education (CASE).....	4
Admission Process .....	6
Pathways and Course Listings .....	8
Practicum for Superintendent Certification (160 clock hours).....	10
Practicum Requirements .....	10
Practicum Evaluation .....	11
Site Supervisor/Mentor Superintendent .....	11
University Field Supervisor .....	11
Requirements in ED 580: .....	11
Clearance to Take Superintendent (195) TExES Exam.....	12
Retention and Exit Policy .....	13
Complaint Policy .....	13
Superintendent Certification Weblinks.....	14
Code and Links Related to Certification and Standards .....	14
University Websites .....	14
Appendices.....	15
Superintendent Practicum Observation Form .....	16
Practicum Activity Log.....	24
Candidate Practicum Checklist and Exit Conference .....	26
Candidate Recommendation Form.....	28

## **College of Arts, Science, and Education (CASE)**

The online Education Leadership Superintendent Certification Program is led by experienced faculty dedicated to the mission and vision of Texas A&M University-Texarkana and the College of Arts, Science, and Education.

### **College of Arts, Science and Education Mission**

We are a community of scholars who challenge each other to lives of inquiry.

### **Education Department Mission**

Teach others to teach well.

### **Education Department Vision**

Teach well.

### **Education Department Beliefs and Core Values**

- Good teaching is complex.
- Good teaching is deeply reflective.
- Good teaching can be replicated.
- Good teachers continuously improve.

The Education Department Suite is located on the Texas A&M University-Texarkana campus in the University Center in Suite 260. The mailing address and other contact information are listed below.

The mailing address and other contact information are listed below.

Department of Education Leadership  
Texas A&M University, Texarkana  
7101 University Avenue, UC 260  
Texarkana, Texas 75503  
University Number: 903-223-3000

## Department of Education Leadership

### Superintendent Certification Program and Superintendent Certification Program Faculty

The faculty of the Education Leadership Superintendent Certification Program is composed of professional educators who bring their public school leadership experiences to the program. Along with being former or current school superintendents, our faculty has served in various leadership positions such as assistant/associate superintendents, coordinators, principals or assistant principals in school districts of various sizes and locations. Their field-based experiences, combined with active research agendas, provide exceptional learning opportunities for students who seek to become educational leaders committed to making a difference in schools, school districts, and local communities.

<p>Kathy Lease, EdD Associate Professor of Education Leadership Superintendent Certification Program Coordinator Texas A&amp;M University-Texarkana 903-334-6686 klease@tamut.edu</p>	<p>Rebeca Cooper, EdD Assistant Professor Education Leadership Texas A&amp;M University-Texarkana 903-334-3011 rcooper@tamut.edu</p>
<p>Jeff Clark, Retired Superintendent Ratliff Academy Program Director Region 8 ESC 903-575-2600 jclark@reg8.net</p>	<p>Kenneth English, EdD Adjunct Instructor Ratliff Academy @ Region 8 ESC 903-575-2600 kenglish@tamut.edu</p>
<p>Kelly Burns, EdD Adjunct Instructor Current Superintendent-Redwater ISD kburns@tamut.edu</p>	<p>Jason Adams, EdD Adjunct Instructor Current Superintendent-Fairfield ISD jadams@tamut.edu</p>
<p>Robin Hickerson, EdD Adjunct Instructor Asst. Superintendent-Texarkana AR Sch District RHickerson@tamut.edu</p>	<p>James Henry Russell, EdD Adjunct Instructor Former Superintendent-Texarkana ISD JRussell1@tamut.edu</p>

## Admission Process

Admission to the Superintendent Certification Program is a multi-part process requiring **two applications and an interview**. First, students must apply to Texas A&M University-Texarkana for admission to the non-degree seeking Superintendent Certification Program. Second, a separate application must be submitted to the Superintendent Certification Program through TK-20. Candidates for admission also complete an interview process either in person or online.

### 1. University Admission

[Click here to apply](#)

Complete the appropriate application and submit the processing fee.  
The following items are also **required for university admission**:

- **Official Transcripts:** University policy forbids anyone from being fully accepted into a graduate program without first supplying the university with an official transcript from **every regionally accredited college/university the applicant attended**. It is important to note that ALL transcripts must come directly from the issuing institution and be official. Hand delivered transcripts must be in an unopened envelope sealed by the issuing institution. **To be accepted into the Superintendent Certification preparation programs, applicants must have a minimum graduate GPA of 3.00 from a regionally accredited institution.**
  
- **Principal Certification:** Applicants must furnish a valid principal certificate. In lieu of a principal certificate, the candidate may be allowed to substitute at least three creditable years of managerial experience in a public school district that includes 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. The candidate must submit an application to Texas Education Agency staff for the substitution of managerial experience. TEA will notify the candidate in writing of approval or denial, and the letter of approval must be furnished to the University Certification Office at the time of application.
  - Applicants must show ability to communicate, listen, read, write, and comprehend the English language sufficient to use in daily communication and instruction. This can be evidenced by one of the following:
    - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or

- Verification of minimum scaled scores on the Test as a Foreign Language internet-based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; or
- If an undergraduate or graduate degree was earned at an institution of higher education in a country outside the United States listed at the link provided.

## **2. Certification Office Application**

Submit an application to our [TK20 system](#). When you submit this application, a nonrefundable \$35 application fee will be added to your student account. You will:

- Submit official service records **and**
- Submit a principal certificate or a letter of approval from TEA allowing the substitution of managerial experience

## **3. Superintendent Program Admission**

All candidates will complete an interview with Education Leadership faculty to assess leadership potential, oral communication skills, and managerial skills and competencies.

Once the screening process is complete and the admission requirements are met for the Superintendent Certification Program, applicants will be emailed an “Admission Letter.” Respond to the letter as instructed. The letter also notifies future students that a \$35 TEA assessment fee will be added to the student’s account. **Failure to pay this fee prior to the first day of instruction will result in an administrative drop.**

Upon admission to program, students will be required to:

- a. Participate in a virtual or face-to-face program orientation, depending on their program choice.
- b. Complete a digital literacy assessment online.

## Pathways and Course Listings

The Texas A&M University-Texarkana Texas Superintendent Certification Preparation Program is aligned to the Texas Superintendent Standards and the Test Framework of the Texas Examination of Educator Standards (TExES) through four courses (12 SCH). Students participate in practicum experiences throughout the program. Two pathways are offered to meet student needs: online or face-to-face with the Ratliff Academy.

Online pathway courses are delivered fully online with both synchronous and asynchronous meetings. Scheduling some time to meet online together allows for the creation of a community of learners. An additional 20 hours of participation in conferences or training is required. The fully online program is designed to be completed in two semesters, with new cohorts beginning each fall, spring, and summer semesters. The sequence of courses is provided below:

### **Online Superintendent Program**

	Fall	Spring	Summer	Fall
Fall Start	EDLD 690 EDLD 694 ED 580 - Practicum	EDLD 698 EDLD 691 ED 580 - Practicum		
Spring Start		EDLD 690 EDLD 694 ED 580 - Practicum	EDLD 690 EDLD 694 ED 580 - Practicum	
Summer Start			EDLD 690 EDLD 694 ED 580 - Practicum	EDLD 690 EDLD 694 ED 580 - Practicum

Ratliff Academy instruction is delivered face-to-face monthly at Region 8 ESC in Pittsburg, TX over the course of a year. More information regarding Ratliff Academy can be found by clicking on this [link](#).

### **Ratliff Academy Program**

	Spring	Summer	Fall	Spring
Spring Start	EDLD 690 ED 580 - Practicum	EDLD 694 ED 580 - Practicum	EDLD 698 ED 580 - Practicum	EDLD 691 ED 580 - Practicum

Courses are valid for up to five (5) years. Students will be required to retake courses older than five years prior to completing the program. Courses may count towards as a concentration in A&M-Texarkana's doctoral program.

Throughout the program graduate students will participate in practice-based instruction and performance assessments that align with state standards for superintendent certification. This includes the following:

<b>ED 580</b>	<b>Professional Certificate Practicum. 0 SCH</b>
<b>EDLD 690</b>	<b>Leadership of the Education Community</b>
<b>EDLD 691</b>	<b>Superintendent Leadership in Public Schools</b>
<b>EDLD 694</b>	<b>Instructional Leadership</b>
<b>EDLD 698</b>	<b>Administrative Leadership</b>

The courses in the EDLD Superintendent Certification Program are focused on the roles and responsibilities of superintendents and are designed to prepare our students to pass the Superintendent (195) TExES exam and become a superintendent or central office administrator.

The courses in this program are tightly aligned with the standards, domains, competencies, skills and knowledge required to be a successful superintendent in Texas.

Questions beyond the scope of this Handbook should be directed to the following departments and/or individuals:

Course enrollment, Registrar: Jana Boatright, registrar@tamut.edu

Graduate Studies Coordinator: Susan Gleason, sgleason@tamut.edu

Certification Coordinator: Amy Miller, amiller@tamut.edu

Superintendent Certification Program Coordinator: Dr. Kathy Lease, klease@tamut.edu

For specific questions regarding courses, please contact the course instructor or Dr. Kathy Lease, Superintendent Certification Program Coordinator.

## **Practicum for Superintendent Certification (160 clock hours)**

The 160-hour practicum must be completed in a Texas public school district. Faculty will assist out-of-state students in finding a suitable Texas district in which to conduct the practicum and identify appropriate conferences and/or training for Texas. For more information, please contact Dr. Kathy Lease at [klease@tamut.edu](mailto:klease@tamut.edu) or 903-334-6686.

The practicum, required by state law, is an integral part of the educational experience of the Superintendent Certification. Students work on practicum experiences in an ISD throughout all courses. Each semester, students register for ED 580 for 0 SCH. The **160 clock hours** of practicum must be documented in a log provided.

Documentation of academic experiences, experiential opportunities, and training/conference learnings are compiled in an electronic portfolio. Portfolio requirements document a tightly aligned curriculum allowing students to showcase their learning in all of the TExES standards, domains, and competencies, along with [ISTE standards for Education Leaders](#).

### **Practicum Requirements**

Students complete their practicum experience with a certified superintendent.

1. Both the practicum site and site supervisor (superintendent or approved designee) must be approved by practicum instructor or program advisor.
2. Students are expected to participate in relevant activities for a superintendent.
3. Students will maintain a log of activities throughout the practicum experience to include all relevant activities.
4. University personnel will meet three times during practicum with both the student and site supervisor to discuss progress.
5. Practicum students will meet as a group (either face-to-face or virtually) during the semester.

Candidates for certification as a superintendent in the State of Texas are expected to demonstrate knowledge and skills in three areas focused on learners. These three domains include:

- I. Leadership of the Educational Community
- II. Instructional Leadership
- III. Administrative Leadership

### **Practicum Evaluation**

Candidates will meet with their faculty supervisor and will be evaluated during their practicum experience. The candidate, site supervisor, and university field supervisor will each complete the formal evaluation form during the midpoint of the experience and again at the end of the practicum.

1. Candidates enrolled in practicum receives a grade of “S” for satisfactory or grade of “U” for unsatisfactory. A candidate who receives a grade of “U” may petition to repeat the experience.
2. Practicum hours are to be kept in a log by the candidate.

### **Site Supervisor/Mentor Superintendent**

The site supervisor must hold a current Superintendent Certificate and be working in a Texas school district. The site supervisor will receive training per TAC228.35(f). The Site Supervisor will direct the campus activities and will interact meaningfully with the student concerning field experiences. The site supervisor will be referred to as Mentor Superintendent.

### **University Field Supervisor**

The university field supervisor must hold a current Superintendent Certificate and must have experience. The field supervisor will receive training per TAC228.35(h). The University Field Supervisor is responsible for meeting with practicum student at the practicum site within the first quarter to monitor and evaluate candidate progress. The role involves conferences (including video conferencing as applicable) with both the candidate and the site supervisor to guide the student’s professional growth. The university field supervisor will visit with the student a minimum of three times providing the student with an evaluation and discussing strengths, weaknesses, and instructional recommendations.

### **Requirements in ED 580:**

Candidates will complete the following:

- Complete Certification test procedures
- Complete, document, and submit for approval 160 hours of authentic campus leadership activities under the guidance of the site supervisor
- Complete, document, provide artifacts, and submit performance assessments under the guidance of the site supervisor that are supported by standards
- Prepare agenda, lead, and submit reflection assignment on three observation meetings with the field supervisor and site supervisor as appropriate
- Participate in and complete pre-observation meetings, course assignments, such as discussion boards, virtual class meetings, communication logs, goal setting, informational items, and assigned readings
- Provide evidence of instruction regarding mental health, substance abuse, and youth suicide. If documentation of training is not submitted, candidate will be required to complete training with a virtual provider by the end of the practicum.

## Clearance to Take Superintendent (195) TExES Exam

During the practicum or final semester of enrollment, candidates who pass the program comprehensive exam with a score of 80% or higher and complete the required activities and trainings will be released to take the TExES 195 Superintendent certification exam upon the approval of the Certification Coordinator. Below is information regarding the certification exam and procedure required to be released to register for exam.

Candidates will be limited to a total of five attempts to take the TExES certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) implemented this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015.

Students who want to be approved for taking the SUPERINTENDENT (195) TExES exam must meet eligibility requirements specified in the TExES registration bulletin. In addition, Superintendent Certification students seeking to be eligible to take the certification exam must:

- Successfully complete ALL coursework, trainings, and conferences;

**AND**

- Pass the department Comprehensive Exam with a score of 80% or higher or a department approved alternate assessment with a score of 80% or higher;

**AND**

- Submit a portfolio demonstrating successful completion of all required practicum activities and training.

Once these criteria have been met, the student will receive formal permission to register for the TExES.

Clearance will only be provided for one testing attempt per request. Students seeking clearance for retakes may request remediation prior to retesting. Remediation is determined by the Superintendent Certification Program Coordinator, Dr. Kathy Lease.

### State Board of Educator Certification Website

Please refer to the [State Board of Educator Certification](#) website to access general information that pertains to competencies for certificates, TExES tests, and current issues. Fees for professional certification are not under the control of TAMUT or the Department of Education Leadership. Specific information on the Superintendent (195) exam, study manual, and other supplemental information on the certification examination can be found [here](#).

These free resources will be utilized throughout the courses and also contain all the domains and

competencies which are the theoretical framework upon which the Superintendent (195) TExES exam is built and provide multiple practice questions as well as answers.

### **Retention and Exit Policy**

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- 3.0 Graduate GPA
- No grades below “C” in major/professional development areas or Unsatisfactory in Practicum/Internship courses
- No violation of the university Student Code of Conduct
- No violation of the TEA Educators’ Code of Ethics

### **Complaint Policy**

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. More information may be found on TEA complaints website link. Any of the persons previously mentioned may seek resolution without fear of retribution.

Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the EPP at Texas A&M-Texarkana must be submitted in accordance with the following procedures.

1. An individual “files” a complaint by submitting a written letter regarding the complaint to the Education Preparation Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed.
2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission.
3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and

their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision.

**Appeals Process** An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.

## **Superintendent Certification Weblinks**

### **Code and Links Related to Certification and Standards**

- Texas Administrative Code 242.5, Superintendent Certificate Eligibility
- State Board of Educator Certification
- Certificate Renewal Information
- Texas Educator Code of Ethics
- International Society for Technology in Education (ISTE)
- TExES 195 Superintendent Preparation Materials

### **University Websites**

- College of Arts, Sciences, and Education (CASE) Graduate Programs
- Application Website

## **Appendices**



**Texas A&M University-Texarkana**  
**Superintendent Practicum Observation Form**

<b>INFORMATION</b>	
<b>Candidate</b>	
District for Practicum	
Site Supervisor (Mentor Superintendent)	
Field Supervisor	
Start Date of Practicum	
Course	Practicum

<b>CANDIDATE OBSERVATION</b>					
Observation Number	Date of Observation	Meeting	Minutes Observed	Pre-conference Date	Post-conference Date
<b>1</b>	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
<b>2</b>	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.
<b>3</b>	Click or tap to enter a date.	Choose an item.		Click or tap to enter a date.	Click or tap to enter a date.

## CANDIDATE OBSERVATION

**Observation Notes:**

### Superintendent Certificate Standards

Observation 1

Observation 2

Observation 3

Additional  
Observation

(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). [Texas Administrative Code §242.15](#)*

**The superintendent candidate demonstrates knowledge, practice, application, and/or leadership in the following standards:**

**Standard I – 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;   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (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);   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) serve as an articulate spokesperson for the importance of education in a free democratic society;  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) maintain personal physical and emotional wellness; and   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) demonstrate the courage to be a champion for children.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Standard II – Learner-Centered Leadership and School District Culture.** A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development,

Superintendent Certificate Standards	Observation 1	Observation 2	Observation 3	Additional Observation
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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) demonstrate an awareness of emerging issues and trends affecting the education community;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard III – Learner-Centered Human Resources Leadership and Management.</b> 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) deliver effective presentations and facilitate the learning of both small and large groups;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent Certificate Standards	Observation 1	Observation 2	Observation 3	Additional Observation
(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) demonstrate and apply knowledge of certification requirements and standards; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard IV – Learner-Centered Policy and Governance.</b> 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) demonstrate and apply appropriate knowledge of legal issues affecting education;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) apply laws, policies, and procedures fairly, wisely, and considerately; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) access state and national political systems to provide input on critical educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard V – Learner-Centered Communications and Community Relations.</b> 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:				

Superintendent Certificate Standards	Observation 1	Observation 2	Observation 3	Additional Observation
(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) use effective consensus-building and conflict-management skills;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) articulate the school district's vision and priorities to the community and to the media;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) communicate an articulate position on educational issues; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) demonstrate effective and forceful writing, speaking, and active listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard VI – Learner-Centered Organizational Leadership and Management.</b> 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) implement processes for gathering, analyzing, and using data for informed decision making;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) develop, implement, and evaluate change processes for organizational effectiveness;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent Certificate Standards	Observation 1	Observation 2	Observation 3	Additional Observation
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) apply legal concepts, regulations, and codes for school district operations;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) acquire, allocate, and manage resources according to school district vision and priorities;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) manage one's own time and the time of others to maximize attainment of school district goals; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) use technology to enhance school district operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard VII – Learner-Centered Curriculum Planning and Development.</b> 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent Certificate Standards	Observation 1	Observation 2	Observation 3	Additional Observation
<b>Standard VIII – Learner-Centered Instructional Leadership and Management.</b> 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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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);	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) create an environment in which all students can learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Supervisor Feedback:

Rating Scale: 3=Proficient, 2=Developing, 1=Needs Improvement, N=Not Observed

**SIGNATURES**

<b>Participant</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Candidate			
Site Supervisor (Mentor Superintendent)			
Field Supervisor			

**TEXAS A&M UNIVERSITY-TEXARKANA**  
**ED 580 Superintendent Practicum**

<b>Practicum Activity Log</b>
-------------------------------

<b>Candidate Name:</b>		<b>Student ID:</b>	
<b>Practicum District:</b>			
<b>Cohort</b>			

ADD rows as needed:

Date	Start time	End Time	Total Time	Activity Description	Standard Number
<b>Total Hours</b>			0		

ADD rows as needed:

<b>Required Training ~ Approved Conferences</b>			
<b>Date</b>	<b>Total Time</b>	<b>Activity Description</b>	<b>Required</b>
<b>Total Hours:</b>			

<b>Mentor Superintendent Name:</b>	
<b>Mentor Superintendent Signature:</b>	
<b>Date of Signature:</b>	

<b>Field Supervisor Name:</b>
<b>Field Supervisor Signature:</b>
<b>Date of Signature:</b>

**TEXAS A&M UNIVERSITY-TEXARKANA**  
**ED 580 Superintendent Practicum**

**Candidate Practicum Checklist and Exit Conference**

Information		
Candidate Name		
ID Number		
Work Email Address		
Personal Email Address		
Mobile Number		
Practicum District		
Total Clinical Hours Completed		
Field Supervisor		
Mentor Superintendent		
Mentor Superintendent Training Date		
Start Date of Practicum		
Checklist		
<p><i>The checklist contains the class requirements that must be met for grading purposes and TEA requirement compliance and will be on file as a permanent record for certification and TEA audit purposes.</i></p>		
<p>Required: 160 documented clinical experience. Submitted signed log. Copies provided to site supervisor, candidate, and university supervisor.</p>	<p>Number hours documented</p>  <p>Log submitted in Blackboard</p>	<p>Hours:</p>   <p><input type="checkbox"/> Log Submitted</p>
<p>Student meeting/conference was conducted with supervisor within 3 weeks of class enrollment to review course expectations to comply with TAC 228.35 Requirement.</p>	<p>Date/s of first class or meeting</p>	
<p>Student Observations were conducted to comply with requirements (TAC 228.35). Total observation time met or exceeded 160 minutes over three observations. The first observation was conducted within the first six weeks of school. Each observation document is signed by</p>	<p>Observation #1 Date</p>	
	<p>Pre-conference #1 Date</p>	
	<p>Post-conference #1 Date</p>	
	<p>Submitted in Blackboard</p>	<p><input type="checkbox"/> Submitted</p>
	<p>Observation #2 Date</p>	

the candidate, the mentor principal, and the field supervisor.	Pre-conference #2 Date	
	Post-conference #2 Date	
	Submitted in Blackboard	<input type="checkbox"/> Submitted
	Observation #3 Date	
	Pre-conference #3 Date	
	Post-conference #3 Date	
	Submitted in Blackboard	<input type="checkbox"/> Submitted
Completed documentation of assigned performance assessments.	Submitted in Blackboard	<input type="checkbox"/> Submitted
Completed Testing Process	Document Submitted	Score:  <input type="checkbox"/> Submitted
Provided evidence of instruction regarding mental health, substance abuse, and youth suicide per p. 12 of Handbook	Document Submitted	<input type="checkbox"/> Submitted

### SIGNATURES

*Signatures indicate that the above information is correct.*

Participant	Name	Signature	Date
Candidate			
Field Supervisor			

<b>Candidate Recommendation Form</b> <i>SUPERINTENDENT CERTIFICATION</i>	
---	--

Candidate	
-----------	--

<b>Site Supervisor Recommendation</b>	
---------------------------------------	--

I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Comments	
----------	--

Superintendent Mentor Name	
----------------------------	--

Signature	
-----------	--

<b>University Field Supervisor Recommendation</b>	
---	--

I recommend this candidate for certification	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Comments	
----------	--

Field Supervisor Name	
-----------------------	--

Signature	
-----------	--

Date	
------	--