

TCU

COLLEGE OF
EDUCATION

EDUCATIONAL
LEADERSHIP

**Superintendent Practicum
Field Experience Guide**

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TCU EDUCATION LEADERSHIP FOUNDATIONS

Preparing Leadership-Ready Superintendents

Introduction

The Texas Christian University (TCU) Graduate Program in Educational Leadership endeavors to provide the highest quality learning and field experience to all superintendent candidates. The superintendent today is faced with unprecedented challenges in increasingly complex, dynamic environments. In order to prepare each candidate for this demanding leadership role, the TCU program has been designed to ensure a broad range of experiences in each of nine identified areas of school system operations.

The education leadership graduate faculty spent approximately 18 months examining the skills, competencies, and proficiencies demanded of leaders in today's schools and school systems. To that end, a Vision, Mission, and Core Beliefs were established to guide the work of program development. The result was a completely revised graduate program of study guided by five broad-based leadership themes developed through a rigorous curriculum emphasizing five "purposeful redundancies" that recur throughout a leaders day. The coursework builds on a spiraling application and strategic focus on three significant elements: 1) a constructive use of data to inform continuous improvement; 2) action research to engage candidates in real-time, relevant, critical resolution of problems and a pursuit of innovation in teaching and learning; and 3) a focus on ethical leadership and decision making.

The superintendent practicum experience is an opportunity to further observe, assess, and evaluate the themes, built-in redundancies, and focused elements of the education leadership core curriculum. To facilitate this experience, the practicum is broken into nine major operational areas of school systems that demand the critical thinking, analysis, attention, and decisions of a district superintendent. They are designed to enhance the candidate's thinking about and appreciation for, the depth and breadth of the responsibility and accountability of this significant leadership role.

FIVE THEMES:

- ❖ Grow the Human and Social Capital of Your Organization
- ❖ Create an Organization with Greater Capacity, Coherence and Responsiveness
- ❖ Enhance Relationships Between Your Organization and the Community
- ❖ Effectively Use Data and Evaluation to Enhance the Quality of People, Programs and Learning Within Your Organization
- ❖ Ensure Effectiveness and Coherence of the Instructional Program

PURPOSEFUL REDUNDANCIES: Ethics; Systems Thinking; Communication; Problem Solving; Leadership in Complex, Dynamic Environments; Technology Innovations

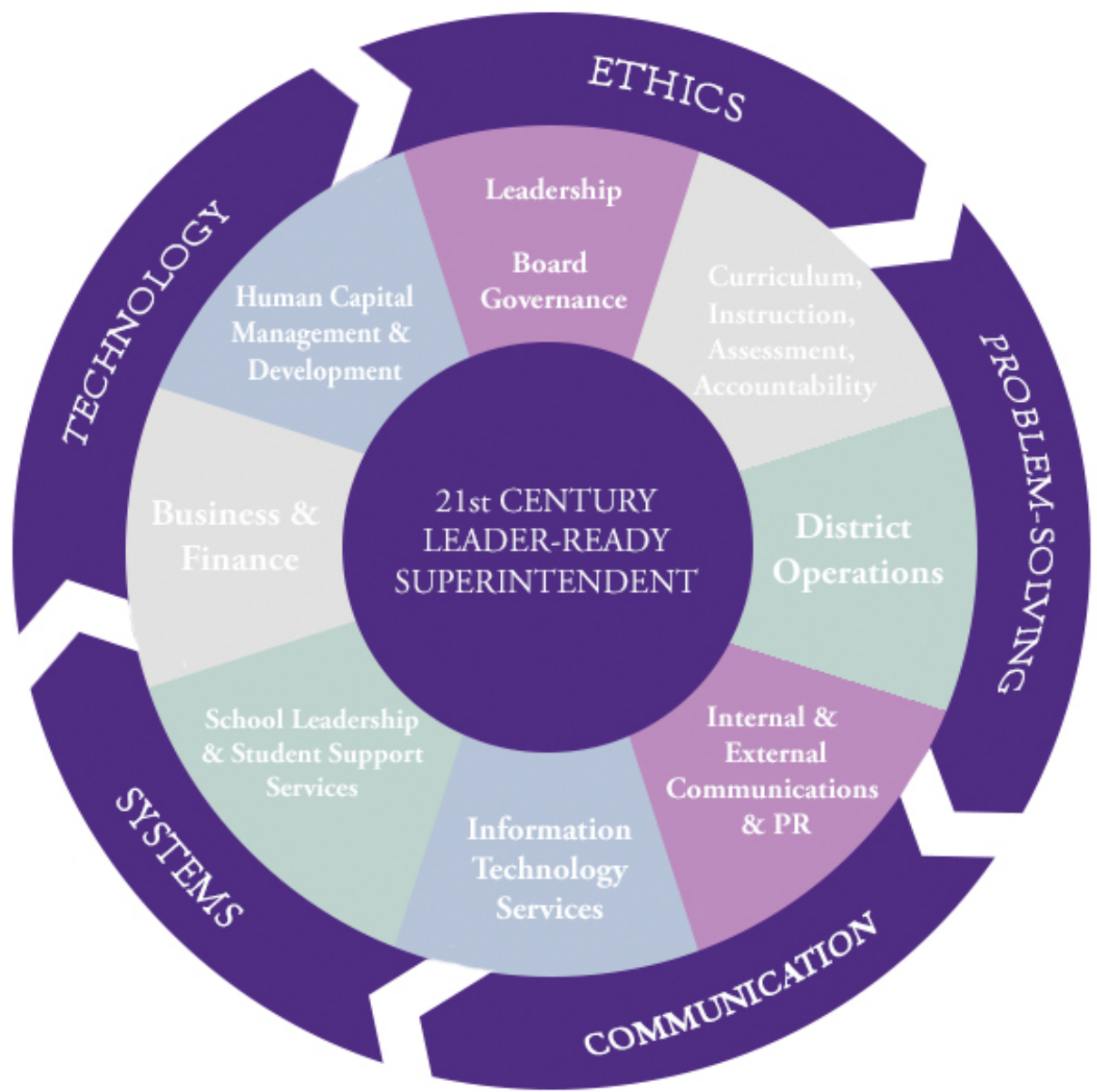
- ❖ Develop and Practice Ethical Leadership for the Greater Good of Children & Community: *Ethics*
- ❖ Define and Respond to Complex Problems: *Problem Solving*
- ❖ Anticipate and Respond to Dynamic Environments: *Systems Thinking*
- ❖ Produce Exceptional Oral and Written Communication: *Communication*
- ❖ Be Critical Consumers of Technologies: *Technology*

STRATEGIC FOCUS AND SPIRALING PRACTICAL APPLICATION THROUGH:

- ❖ Constructive use of data to inform continuous improvement
- ❖ Action Research to engage students in the active, critical resolution of problems and pursuit of innovation in teaching and learning
- ❖ Focus on ethical leadership & decision making for the greater good of children and the community

SUPERINTENDENT LEADERSHIP FRAMEWORK: OPERATIONAL DOMAINS OF SCHOOL SYSTEMS

- ❖ Superintendent Leadership
- ❖ The Board Governance Team
- ❖ Curriculum, Instruction, Assessment, & Accountability
- ❖ School Leadership & Student Support Services
- ❖ Business & Finance Operations
- ❖ Human Capital Management and Development & Management
- ❖ District Operations
- ❖ Information Technology Services
- ❖ Internal & External Communication and Public Relations



Texas State Requirements for Superintendent Preparation Programs

The Texas state legislature has enacted statutory requirements for specific aspects of educator preparation programs. The graduate program in educational leadership at Texas Christian University is designed to incorporate all of the state requirements found under rule §228.35 of Title 17, Part 7 of the *Texas Administrative Code* (TAC) as well as the standards for superintendent certificate in §242.15 (See Appendices C, D, E).

Requirements pertaining to superintendent certification include the following:

A superintendent certification preparation program must provide a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the superintendent certification (§242.15).

A superintendent certification program must provide a practicum for a minimum of 160 clock-hours. The program must provide evidence of on-going and relevant field-based experiences throughout the program for a minimum of 30 clock-hours.

A minimum of three observations by a field supervisor must be provided during the practicum. Each observation must be at least 45 minutes in duration and the first observation must be conducted within the first six weeks of all assignments.

The field supervisor of the superintendent practicum must document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching will be provided by the field supervisor as appropriate.

In the superintendent field-based practicum, candidates must demonstrate proficiency in each of the standards identified in §242.15, addressing (a) learner-centered values and ethics of leadership, (b) a school district culture and vision shared and supported by the school community, (c) human resources and management of personnel, (d) policy and governance, (e) communications and community relations, (f) organizational leadership and management, (g) curriculum planning and development, and (h) instructional leadership and management.

The TCU graduate program in educational leadership is designed to ensure that the essential skills and competencies are acquired with respect to each of the major domains and functions of the leadership framework and proficiencies addressed in state statute. The practicum ensures that all candidates graduate with a depth and breadth of academic and field experiences that prepare them to pass the state superintendent exam and emerge as *leadership-ready* superintendents.

TCU LEADERSHIP FRAMEWORK & TAC ALIGNMENT

STATUTORY PROFICIENCY	TCU LEADERSHIP DOMAIN FUNCTION	TCU Leadership Theme
Learner-centered values and ethics of leadership	Superintendent Leadership	Grow The Human And Social Capital Of Your Organization Create An Organization With Greater Capacity, Coherence And Responsiveness
Learner-centered school district culture and vision shared and supported by the school community	Superintendent Leadership Board Governance	Enhance Relationships Between Your Organization And The Community Create An Organization With Greater Capacity, Coherence And Responsiveness
Learner-centered human resources and management of personnel	Human Capital Management & Development	Grow The Human And Social Capital Of Your Organization Create An Organization With Greater Capacity, Coherence And Responsiveness
Learner-centered policy and governance	Board Governance	Create An Organization With Greater Capacity, Coherence And Responsiveness
Learner-centered communications and community relations	Internal & External Communications & Public Relations	Enhance Relationships Between Your Organization And The Community Create An Organization With Greater Capacity, Coherence And Responsiveness
Learner-centered organizational leadership and management,	Business & Finance Operations Human Capital Management & Development District Operations	Effectively Use Data And Evaluation To Enhance The Quality Of People, Programs And Learning Within Your Organization
Learner-centered curriculum planning and development,	Curriculum, Instruction, Assessment, & Accountability Technology Support Services	Ensure Effectiveness And Coherence Of The Instructional Program
Learner-centered instructional leadership and management.	School Leadership & Student Support	Effectively Use Data And Evaluation To Enhance The Quality Of People, Programs,

	Technology Support Services	and Learning Within Your Organization
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TCU LEADERSHIP FRAMEWORK OF DISTRICT OPERATIONS:

I. DOMAIN: *SUPERINTENDENT LEADERSHIP*

Includes Moral, Ethical & Legal Leadership Responsibilities, Board Leadership, Development & Relationship Responsibilities, Policy, Planning & Procedural Operations, and Legal Services

State Standards: Learner-Centered Values & Ethics of Leadership

Leadership Theme: Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Develop and Practice Ethical Leadership for the Greater Good of Children & Community; *Ethics*

Functions:

- Model & promote the highest moral and ethical conduct
- Serve as the first learner, first teacher & first advocate for children
- Ensure ethical & legal compliance with law & policy throughout the organization
- Establish & maintain an organizational climate & culture of mutual respect that is student-centered and focused on teaching & learning
- Design an effective & efficient organizational infrastructure
- Establish & maintain relationships with local, state, national leaders & opinion shapers
- Promote the vision, mission, and goals of the organization
- Prioritize needs of the system
- Determine performance outcomes, metrics & deliverables
- Plan, implement, monitor and evaluate actionable strategies/activities with multiple departments & divisions
- Develop, interpret, plan & implement new local policy initiatives in the best interest of the district & students

II. DOMAIN: *BOARD GOVERNANCE TEAM*

Includes Board-board and Board-Superintendent Relations; Board Development; Policy, Processes and Practices Related to Board Leadership

State Standard: Learner-Centered Policy and Governance

TCU Leadership Theme: Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Develop and Practice Ethical Leadership for the Greater Good of Children & Community; *Ethics*

Functions:

- Provide leadership, guidance & development opportunities for the Board
- Provide leadership in defining roles, responsibilities, and expectations for effective board-board and board-superintendent relationships
- Collaborate with the Board to establish a vision, mission, core values and standards of practice for the whole board governance team

- Set priority goals and outcome measures as part of a dynamic plan and planning process

Domain: *Board Governance Team continued*

- Schedule quarterly reviews for progress updates regarding goals, strategies and outcome measures and performance metrics
- Establish a weekly communication system with the Board as a whole and with individual board members at regularly scheduled intervals
- Establish protocols, standards, and procedures for media engagement, board meetings, agenda development, and staff expectations for materials and presentations
- Schedule regular board retreats and team building sessions
- Develop an annual board calendar for all significant meetings, events and activities with monthly updates

III. DOMAIN: CURRICULUM, INSTRUCTION, ASSESSMENT, ACCOUNTABILITY

Includes Curriculum and Resource Planning, Development, & Allocation; Program Compliance & Alignment with State and Federal Laws, Policies, Rules, & Procedures; Professional Development; Student Data & Accountability Systems; Assessment Systems; Research & Development

State Standard: Learner-Centered Curriculum Planning & Development

TCU Leadership Themes: Ensure the Effectiveness & Coherence of the Instructional Program; Effectively Use Data and Evaluation to Enhance the Quality of People, Programs and Learning Within Your Organization

Purposeful Redundancy: Anticipate and Respond to Dynamic Environments; *Systems* Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Ensure a continuous improvement cycle through the development of high quality curriculum guides and delivery systems aligned with state and national standards for all levels and subjects.
- Ensure adequate & equitable acquisition, distribution and maintenance of relevant education resources and support materials necessary to meet the academic expectations of students
- Monitor classroom curriculum, pedagogy, and assessments for quality, fidelity and alignment with student expectations
- Develop & monitor local testing & data management systems for reliability, validity and predictability
- Institute a comprehensive student assessment, data interpretation and reporting system that informs both assessment *of* and *for* student learning.
- Closely monitor student achievement and the achievement gap and prioritize district academic needs based on identified strengths and deficiencies
- Plan, communicate, implement, monitor, and evaluate meaningful, relevant professional development according to identified need
- Research and disseminate best practices within and external to the district Evaluate all current & potential student and teacher resources for quality and related vendor-published results for reliability and validity

- Define the assessment and grading structures for all local, state and nationally required courses and exams for their impact on student schedules and graduation plans.

IV. DOMAIN: SCHOOL LEADERSHIP & STUDENT SUPPORT SERVICES

Includes the Supervision of Principals, Special Student Populations' Programing & Compliance; Monitoring & Accountability for Student Achievement & Quality Teaching; All Aspects of Student & Employee Welfare and Well Being, All Aspects of Elementary & Secondary School Operations; Parent & Community Engagement & Support; Co-Curricular and Extracurricular Activities; and the Equitable & Adequate Distribution of Resources.

State Standard: Learner-Centered Leadership & School-District Culture

TCU Leadership Themes: Ensure the Effectiveness & Coherence of the Instructional Program; Effectively Use Data and Evaluation to Enhance the Quality of People, Programs and Learning Within Your Organization

Purposeful Redundancies: Anticipate and Respond to Dynamic Environments; *Systems* Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Ensure the efficiency and effectiveness of campus leadership through comprehensive recruitment, staffing, support, evaluation & accountability services & activities
- Ensure the well being of each student through appropriate health and human services and safe, clean, attractive environments conducive to teaching and learning.
- Monitor each campus for appropriate placement, programming, support and compliance with state and federal laws for all students and special needs' student population requirements
- Monitor the quality of teaching & learning in classrooms in cooperation with the campus principal
- Monitor the implementation of established district curriculum
- Assess the progress of student achievement and narrowing of the achievement gap
- Monitor all co-curricular and extra curricular activities for equity of opportunity and compliance with federal and state law and local policy
- Develop comprehensive *Administrative Procedures* manuals that ensure school compliance with law, policy, established practice and ethics
- Articulate & monitor ways in which school schools develop and sustain community and parent partnerships & involvement.
- Ensure the effective & efficient operations of all aspects of the campus, particularly those areas effecting student learning & progress such as master scheduling, equity of access to rigorous courses, graduation progress monitoring, disciplinary incidents & administrative actions, etc.

V. DOMAIN: BUSINESS AND FINANCE OPERATIONS

Includes School Finance & Budget Planning; Payroll/Benefits/Risk Management & Reporting; Internal/External Audits; Business Services; Change Management & Integrated Enterprise Resource Planning.

State Standard: Learner-Centered Organizational Leadership & Management

TCU Leadership Theme: Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Anticipate and Respond to Dynamic Environments; *Systems* Define and Respond to Complex Problems; *Problem Solving*

V. Domain: *Business Finance Operations, continued*

Functions:

- Ensure compliance with federal, state, & district-established finance & budgetary laws, policies & procedures governing various local, state and federal funding streams.
- Understand & respond to the state school finance structure and related laws
- Understand the laws for setting the local tax rate and tax collection process
- Develop strategies and plans to maintain an acceptable fund balance and district bond rating that ensures long-term stability
- Develop cost-benefit-analysis procedures for monitoring all major contracts and investments
- Establish a process for determining, developing, allocating & monitoring the district budget
- Ensure compliance with all matters related to federal, state & local law, policy & procedure related to employee welfare & employment rights such as workers compensation, deferred compensation, health & retirement benefits and FMLA.
- Implement & maintain current integrated management & reporting systems
- Develop and monitor a responsible business plan to enhance revenue and ensure stability in district financial and business operations
- Engage with internal & external auditors to develop audit plans and ensure compliance with budget & finance standards of best practice
- Manage resources to support established district goals & priorities

VI. DOMAIN: DISTRICT OPERATIONS

Includes Facilities & Capital Improvement Planning; Plant Maintenance; Safety & Security; Non-Instructional Services; Transportation, Nutrition Services; Landscaping; Emergency Management

State Standard: Learner-Centered Organizational Leadership & Management

TCU Leadership Theme: Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Anticipate and Respond to Dynamic Environments; *Systems* Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Ensure a safe and clean environment for all employees & students
- Maintain a physical environment conducive to productive teaching, learning and working
- Ensure compliance with law and policy regarding all support services such as plant safety, toxic waste & disposal procedures, transportation & nutrition
- Develop, implement, monitor and evaluate rigorous, quality operational procedural standards of practice, strategies and measurable outcomes for all operations of the district

- Develop comprehensive metrics and data tracking systems to measure the effectiveness and efficiency of all operations and non-instructional support services
- Develop, communicate, & monitor emergency preparedness processes & procedures to ensure the welfare and safety of staff and students at all times

VI. Domain: District Operations, continued

- Maintain accurate, current maps and data on all building to facilitate
- Maintain accurate current data on all facilities and operational, food service and transportation resources
- Project current and future resource and facilities' needs based on age, life cycle, enrollment projections and programmatic needs

VII. DOMAIN: HUMAN CAPITAL MANAGEMENT & DEVELOPMENT

Includes recruitment, selection, placement, support, development & retention of all employees for the system; staffing projections & formulas, budgeting, & placement for all schools & divisions; legal & ethical matters related to all personnel matters; employee relations; employee health & welfare; employee evaluations; discipline, investigation, documentation, due process & dismissal policies & procedures

State Standard: Learner-Centered Human Resources Leadership & Management

TCU Leadership Themes: Grow the Human and Social Capital of Your Organization

Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Anticipate and Respond to Dynamic Environments; *Systems*
Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Develop, communicate, implement & monitor job descriptions & evaluation models for all employee groups & job functions
- Recruit, hire and staff all positions in the district
- Plan and manage meaningful, relevant employee orientation & induction services and activities
- Ensure compliance with all relevant laws, policies and procedures such as ADA, Workers Compensation and FMLA
- Ensure due process and fair, consistent, equitable treatment for all employees in all matters
- Ensure systems and accountability models exist for compliance with background checks, reference checks, certification and licensure requirements etc. for all employee groups
- Develop and maintain positive relations with employee organizations
- Recommend and develop policies compliant with current law, employee and student welfare

VIII. DOMAIN: INFORMATION TECHNOLOGY SERVICES

Includes Planning, Budgeting, Purchasing and Allocation of Technologies; Hardware & Software Maintenance; Staffing for Technical Support, Major Infrastructure Issues; Cabling & Network Needs; School & Classroom Management & Delivery Systems;

District Level Management of Information & Multi Media Delivery & Communication Systems; Monitoring & Tracking Safety & Deterrent Systems

State Standard: Learner-Centered Organizational Leadership and Management

TCU Leadership Theme: Create an Organization with Greater Capacity, Coherence and Responsiveness

VIII. Domain: *Information Technology Services continued*

Purposeful Redundancies: Be Critical Consumers of Technologies; *Technology*

Anticipate and Respond to Dynamic Environments; *Systems*

Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Assess, plan, budget, design, implement, monitor & maintain effective & efficient technology systems & tools required at the classroom & school level
- Assess, plan, budget, design, implement, monitor & maintain effective & efficient technology systems & tools required at the system level
- Research, select, budget, implement, monitor and update critical enterprise resource systems to allow data sharing, communication and management of all business enterprises such as student schedules, economic status and bus schedules
- Ensure comprehensive professional development for all employees to maximize proficient use of all technology tools available
- Develop and monitor comprehensive *Acceptable Use* policies regarding all technology
- Provide systematic opportunities for end users of all tools and systems
- Continuously review, revise, existing technology
- Research, budget, and plan for implementation of relevant emerging technologies
- Maintain multi-media communication systems for schools, the school system and community
- Ensure adequate and equitable distribution of resources and support for all campuses and the district.
- Maintain high quality monitoring and data tracking systems regarding student achievement
- Maintain, revise, and update infrastructure needs in a timely manner

IX. DOMAIN: INTERNAL & EXTERNAL COMMUNICATIONS & PUBLIC RELATIONS

Includes branding and messaging the district's vision; development and management of news, information and crisis intervention involving multiple audiences; management of multi-media sources including websites, texting, Twitter & Facebook accounts; media relations; document design and graphics; video and audio design, development, casting and production

State Standard: Learner-Centered Communications and Community Relations

TCU Leadership Theme: Enhance Relationships Between Your Organization and the Community; Create an Organization with Greater Capacity, Coherence and Responsiveness

Purposeful Redundancies: Produce Exceptional Oral and Written Communication; *Communication*

Anticipate and Respond to Dynamic Environments; *Systems*
 Define and Respond to Complex Problems; *Problem Solving*

Functions:

- Develop, implement, monitor, evaluate and revise a comprehensive multi-media plan to facilitate consistent, clear internal and external communications

Domain IX: *Internal & External Communications & Public Relations, continued*

- Collaborate to create and promote a district brand that distinguishes the unique identity of the district
- Develop and implement clear, consistent, regularly scheduled external communication using multi-media sources that promote parent and community relations and trust
- Develop and implement clear, consistent, regularly scheduled internal communication using multi-media sources that promote employee trust, knowledge and information about the system
- Provide emergency response communication systems that facilitate prepared, known responses by all students, employees and constituents in all crisis situations
- Develop and maintain strong relationships with key personnel in all media outlets
- Ensure compliance with law, policy and ethics concerning all communication with students and staff
- Maintain accountability data tracking systems re the quality and nature of stories told by or about the district or schools
- Develop multiple public relations campaigns and opportunities to promote a positive image of the school district.
- Provide clear protocols, policies and procedures to ensure effective communication in the best interest of students and the district

PERSONALIZED SUPERINTENDENT FIELD EXPERIENCE PLAN

THERE ARE FOUR SIGNIFICANT REQUIREMENTS FOR THE SUPERINTENDENT PRACTICUM:

1. *PERSONAL NEEDS ASSESSMENT* IN EACH OF THE MAJOR DOMAINS OF SCHOOL SYSTEM OPERATIONS
2. *GOALS, STRATEGIES, ACTIVITIES* ADDRESSING IDENTIFIED NEEDS IN EACH OF THE MAJOR DOMAINS OF SCHOOL SYSTEMS
3. *LOG* DOCUMENTING 160 HOURS OF ACTIVITY INCLUSIVE OF EACH OF THE STATE STANDARDS FOR SUPERINTENDENTS AND ASSOCIATED NINE DOMAINS & RELATED FUNCTIONS OF SCHOOL DISTRICTS
4. *SIGNED CONFERENCE RECORD* OF THREE 45-MINUTE OBSERVATIONS BY A UNIVERSITY FIELD SUPERVISOR IN COOPERATION WITH A DISTRICT MENTOR HOLDING A SUPERINTENDENT'S LICENSE

Self Assessment

Consider your past and current work experiences and formal education in light of your professional growth and development. In what areas of school district leadership are you confident and why? In which areas of the operations or functions of a school system do you think you need additional learning, knowledge, growth, and experience?

Goal Setting and Strategy Development

For each of the nine major domain areas of focus and operations of a school system, develop goals, strategies, and activities that will be meaningful and relevant to your personal and professional growth. How might you build upon your strengths and reaffirm your confidence and level of understanding? In what ways might you engage in meaningful learning to enhance your areas of need for growth?

Record Keeping

Once activities have been strategized, reviewed, and scheduled with your mentor, the hours must be recorded upon completion of each activity. Eligible candidates have access to an on line log for this purpose. Any activities that are also part of the required 45- minute observation must be recorded separately on the Superintendent Practicum Observation Record (Appendix B).

School System Operational Domains

- Superintendent Leadership
- The Board Governance Team
- Curriculum, Instruction, Assessment, & Accountability
- School Leadership & Student Support Services

- Business & Finance Operations
- Human Capital Management & Development
- District Operations
- Information Technology Services
- Internal & External Communication & Public Relation

Role of the Mentor:

The superintendent mentor serves as an executive coach to the candidate. The relationship formed and the willingness of the superintendent to provide time, attention, guidance, and support is critical to a successful practicum experience. Ideally, each candidate will be provided with opportunities to observe and meaningfully participate in each of the nine identified domain functions of school district operations at the highest levels. It is important that candidates understand the breadth and complexity of the role of superintendent as the chief executive officer. Working in collaboration with the clinical professor on behalf of the candidate should provide a rich, career-broadening experience.

The superintendent mentor is expected to:

- Review the needs assessment, planned goals, strategies, and activities with the candidate
- Recommend and accommodate experiences that will enhance the learning of the candidate
- Facilitate opportunities for the candidate to meet and interact with key district leaders who supervise each of the major operational domains
- Facilitate the candidate's attendance at meetings of the Board
- Facilitate opportunities for the candidate to participate in significant planning and decision meetings in the nine domains of school district operations
- Provide ongoing support, guidance, recommendations, and feedback as appropriate throughout the practicum experience
- Collaborate with the university clinical professor to discuss progress during and upon completion of the practicum

Role of the Superintendent Candidate

The year of practicum field-based experiences is a significant opportunity to learn, not just about the responsibilities of the superintendent, but to obtain a balcony and ground level view of a school district in its entirety. Even for those who already work in district central office positions, the practicum presents a rare chance to delve into all operations and participate in significant planning, problem-solving, and decision-making events. During the practicum, regardless of current job assignment and experience, the candidate is a learner and serves in an apprentice role.

The relationship developed with the selected mentor will determine the quality of the experiences. Because the superintendent mentor is extremely busy, and time is the most scarce resource, the candidate needs to be proactive in nurturing the relationship. It is important too, to be respectful in seeking time and counsel from the superintendent. To the greatest extent possible, the candidate should schedule meetings with the mentor well in advance.

The superintendent candidate will:

- Develop a personalized plan of field experiences based on the nine major operations and functions of school districts
- Contact a successful superintendent to request he/she serve as mentor
- Schedule a conference to review the field experience plan with the chosen mentor
- Schedule all activities discussed and agreed upon with the mentor
- Log 160 hours of required activities and events for review by the mentor and clinical professor
- Schedule three 45-minute observations with the clinical professor
- Meet periodically with the mentor and clinical professor
- Complete all related requirements of the practicum course
- Send a formal, written note of appreciation to the superintendent mentor and any other leaders who gave of their time and expertise

Role of the Clinical Professor/Supervisor

The clinical professor or supervisor provides guidance and direction to the candidate throughout the practicum year. The professor plans collaboratively for a fulfilling and meaningful experience with the candidate and the superintendent mentor. The supervisor can also serve as an intermediary in the event problems or issues arise for which the candidate requires support or intervention.

The clinical professor will:

- Review with the candidate the identified areas for growth, goals, and planned activities
- Contact the superintendent mentor and schedule a joint initial meeting with the candidate and mentor
- Schedule and conduct three 45-minute observations and follow up debrief with the candidate
- Collaborate with the mentor to ensure a good experience for the candidate
- Review and discuss the candidate's progress with the mentor at predetermined intervals
- Assist and support the candidate and mentor as requested or indicated

GUIDING QUESTIONS
ASSESSING, PLANNING, & EXECUTING FIELD EXPERIENCES

The TCU field experience is intended to focus the learner on on the *values and ethics of leadership* and skills necessary to establish and maintain an effective and efficient *school district through a culture and vision shared and supported by the school community*. In this section, each of the nine umbrella domain operations of school districts is further defined and specific functions articulated.

Guiding questions are provided that address three major perspectives: the organizational structure, systems and processes, and the superintendent as a learner-centered, ethical leader. After each set of guiding questions, further resources are referenced for additional consideration. The questions serve three purposes: 1. assessment, 2. planning field experiences, and 3. a reference check when engaging in activities for any of the areas of operation.

Superintendent candidates will review the questions in each function, and conduct a self-assessment of needs for further knowledge and development with respect to each item. In cooperation and collaboration with the clinical supervisor and district mentor, the candidate will then map a year-long plan addressing strategies and specific activities that will be undertaken as part of the practicum experience. The activities must be recorded and verified by the superintendent mentor. The clinical supervisor will observe and provide feedback to the candidate through written comments and conferences.

I. Leadership

The superintendent is the first teacher, the first learner, and first advocate for children in a school system. The superintendent is the “face” of the district and as such, everything the he/she says and does is from the first minute on the job is analyzed and scrutinized by students, employees, parents, and the community at large. Therefore, from the first moment, it is imperative that the superintendent clearly articulate who he/she is, deeply held beliefs and values, a respect for the past and a vision for the future of the district and community it serves. While it is important to thoughtfully assess the strengths and deficiencies in a system and avoid steam rolling in new initiatives, it is equally important to have an understanding of the system and hit the ground running. Honeymoons are short lived and time is the most precious commodity when the quality of a child’s education is the end game.

Organizational Structure

1. What organizational structure is in place to accommodate effectiveness, efficiency and accountability?
 - ✓ What is the system hierarchy? How is the system organized for effort?
 - ✓ How is the district organized for effort? How are work functions organized?

- ✓ How many division chiefs/deputies/assistant superintendents are in the superintendents Cabinet or serve as direct reports?
- ✓ What is the average span of control for central office administrators at each level?
- ✓ How many layers are there between the superintendent and the principals?

Systems, Processes & Procedures

2. What systems are in place to ensure expectations are clear for each major function?
 - ✓ What processes are in place to develop goals, objectives, strategies, and metrics to ensure the needs of the students are being met and the district is accountable to the community it serves?
 - ✓ What systems are in place to accommodate the superintendent developing relationships and communication with all internal and external stakeholders?
 - ✓ How often does the superintendent meet with senior administrators who are direct reports?
 - ✓ With whom else and how often does the superintendent meet and why?
 - ✓ How are district leaders at each level evaluated?

Learner-Centered Ethical Leadership

3. How and how often does the superintendent communicate the vision, core beliefs, and values of the school district?
 - ✓ How is the superintendent held accountable?
 - ✓ How does the superintendent evaluate and hold staff accountable?
 - ✓ In what ways does the superintendent invite feedback from each employee & stakeholder group?
 - ✓ How does the superintendent spend his/her time during a normal week and what are the implications of the use of that time?

Suggested Resources

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II. The Board Governance Team

The superintendent and the board together form the governance team. This school district function ensures the proper implementation of duties and responsibilities of school boards and superintendents as defined in the Texas Education Code. It includes the structure and organization of school boards and the formal processes selected to carry out the management oversight and policy development responsibilities of school boards and superintendents as they deliver the state-required instructional school program. Incorporated into this function are the guidance and support necessary in the development of the district's comprehensive plan of operation and the corresponding allocation of financial resources. The governance operations function of the school district is carried out by the district leadership team; the school board and the superintendent. The school board hires the superintendent, and the superintendent administers all district operations and school programs.

Guiding Questions

Organizational Structures

1. What is the organizational structure provided to support the effective functioning of the school board as a policy-focused leadership team?
 - ✓ How often does the school board meet?
 - ✓ What committee structures organize board functioning?
 - ✓ How are board meeting agendas developed, organized, approved and presented at board meetings?
 - ✓ What organizational structure, staff position(s), or office is responsible to coordinate and deliver board services?
 - ✓ How are board meeting minutes taken and finalized?
 - ✓ Who attends executive board meeting sessions?
 - ✓ What types of agenda items are covered in executive sessions?

Systems, Processes, Procedures

2. What processes are implemented to ensure that board members are trained, informed, and supported to coordinate effectively with the district superintendent in providing leadership to the district?
 - ✓ What system coordinates the ongoing review of board-approved policies?
 - ✓ What process guides the involvement of the board in the development of the district plan?
 - ✓ How does the Board participate in the development and adoption of the district vision, mission, core beliefs and values?
 - ✓ What procedures are implemented to ensure that board members are properly trained to understand and enact their roles as designated under state statute?
 - ✓ What process and criteria guide the board evaluation of the superintendent?
 - ✓ What systems are followed to review and evaluate the Board's own performance?
 - ✓ What systems are in place to accommodate the Board's agreement on standards of practice for Board members?
 - ✓ How often does the Board meet with the superintendent in retreats to ensure strong board-superintendent relations and a unified, focused effort for students.

- ✓ How do board members maintain awareness of state and national issues related to their local responsibility?
- ✓ What procedures and processes have been implemented to address the roles and responsibilities of the Board versus the superintendent?
- ✓ What processes and procedures are used when a board member crosses the line of roles and inserts him/herself into administrative duties?

Superintendent Leadership

3. What are the implications for the role of superintendent with respect to the governance function?
 - ✓ How does the superintendent and administration work with the Board to keep all members informed and focused on district business?
 - ✓ What is the most important technique used by the superintendent and administration to develop, nurture, and maintain positive board/superintendent relationships?
 - ✓ What are the most critical ongoing planning and decision-making events of the superintendent and the board?
 - ✓ What specific actions does the superintendent undertake in coordination with the board to establish and maintain a school district culture that is learner-centered?
 - ✓ How often does the superintendent meet personally with individual board members?
 - ✓ How often does the superintendent schedule and jointly plan board retreats?
 - ✓ In what ways does the superintendent formally communicate with the Board regarding matters of the district outside of board meetings?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing the governance function?
 - ✓ In what specific activities or events does the superintendent address the governance and district leadership vision for the school district? How are community perspectives incorporated into these vision-building activities or events?
 - ✓ What actions does the superintendent take in coordination with the board to demonstrate the importance of learner-centered decision-making with respect to policies?
 - ✓ What governance policies and practices enforce district-wide expectations for ethical leadership? For the superintendent? For the Board?

Suggested Resources

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III. Curriculum, Instruction, Assessment, and Accountability

This function ensures that the state adopted standards are supported and provided to district campuses in a timely and efficient manner. This includes any local supplements to the state standards and required courses through the provision of curriculum and other identified supportive instructional resources, materials, and equipment used by teachers in the discharge of their daily teaching duties. It involves long- and short-range planning and monitoring for excellence in teaching and learning at all campuses on an ongoing basis through a constant feedback loop across all instructional units. Planning and monitoring of effective and appropriate curriculum and instructional support services involve consideration of special populations, including but not limited to programs for students with limited English proficiency, special education needs, behavioral and/or conduct disorders, and other populations with learning differences such as gifted and talented and dyslexia. The responsibilities include the planning and delivery of district-wide professional development activities for all campus-based instructional personnel that will guide and prepare them for the appropriate implementation of the district's instructional plan and its respective required programs. This also includes the provision of purchased or locally-developed curriculum guides that provide clear direction to teachers for each content area at each grade level. It also includes compliance guidance regarding legally required instructional programs and arrangements that address specific student populations within the district.

Finally, because this department/division (depending upon size of the district), must work hand-in-hand with those in school leadership departments or divisions, there is an overlap of responsibilities. Even when these two significant areas of work are under the same person, there is dynamic tension that must be addressed, less it fester and undermine the critical functions of each.

Guiding Questions

Organizational Structures

1. What is the organizational structure provided to coordinate and deploy an integrated system-wide curriculum and to ensure that instructional services are effectively delivered for all student populations?
 - ✓ How are elementary and secondary curriculum departments and programs organized for effectiveness and efficiency?
 - ✓ Who manages ongoing instructional planning and decision-making meetings at the district and campus levels?
 - ✓ What are the formal and informal organizational structures in place to accommodate coordinated planning between curriculum and instruction and the school leadership division/department?
 - ✓ What organizational structures are responsible for the coordination and delivery of professional development activities system-wide?
 - ✓ How are textbook and curriculum equipment and materials distributed and maintained throughout the district?

Processes and Procedures

2. What processes and systems ensure that all instructional staff are properly trained, equipped, supported, and resourced to deliver the district's curriculum and instructional programs as intended?
 - ✓ What management, delivery, and monitoring systems provide guidance and support system-wide for different grade and content areas?
 - ✓ What curriculum management system is implemented and how does it interface with campuses?
 - ✓ How does the district-level decision-making leadership team coordinate and communicate with campus level decision-making teams on matters pertaining to curriculum and instruction?
 - ✓ How does the district assure that the curriculum is aligned to state curriculum standards and delivered in each classroom?
 - ✓ How do educational leaders ensure that local campus curriculum materials are aligned to accountability standards?
 - ✓ How is vertical articulation accommodated through the district scope and sequence for all content areas and grade levels?
 - ✓ How does the curriculum division/department support teachers in their daily planning and teaching?
 - ✓ What procedures are used to guide the selection of specific professional development activities, materials, events, and presenters?
 - ✓ What follow-up procedures are used to support and evaluate the value and application of district-wide curriculum and professional development activities?
 - ✓ What degrees of autonomy and flexibility are given to individual campuses to implement the district curriculum?
 - ✓ What is the decision making process that guides the division/department in collaborating with teachers in the selection and use technology, textbooks, benchmark assessments and instructional enrichment materials to ensure delivery of an accountable, high quality instructional program in every school?
 - ✓ What processes are in place to allow the curriculum division leadership to hold campus leadership accountable for the quality implementation and monitoring of district curriculum?
 - ✓ What systems are in place to ensure federal and state requirements pertaining to students with special education needs programming are systemically guided and monitored?
 - ✓ What organizational procedures ensure the effectiveness of programs that serve the learning needs of students who have limited English proficiency?
 - ✓ What services or programs are delivered to address the needs of students who have other specialized needs (e.g., gifted and talented, migrant, dyslexic, etc.)
 - ✓ How are specialized services coordinated to serve the needs of students at alternative or specialized campuses?
 - ✓ What systems are in place to provide district, school, classroom, teacher, and student-level analysis of state and district accountability system data to guide instructional decisions?
 - ✓ How are accountability results incorporated into professional development activities for teachers?

Superintendent Leadership

3. What is the role of a superintendent in shaping and leading curriculum and instruction?
How does the superintendent provide direct instructional leadership for the establishment of district academic goals, objectives, materials, and strategies for improvement?
- ✓ What specific actions does the superintendent undertake to directly impact the quality of teaching, learning, and the curriculum system-wide?
 - ✓ What role does the superintendent play in guiding priorities for system-wide training and development activities?
 - ✓ How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing the curriculum and instruction function?
 - ✓ How does the superintendent monitor the quality of teaching and learning and student achievement?
 - ✓ How does the superintendent address local community preferences as decisions are undertaken regarding the adoption of specific curricula and/or instructional approaches?
 - ✓ What local district instructional practices specifically focus on putting the learner at the center of the learning process?
 - ✓ How could the district culture be characterized with respect to the selection of localized instructional delivery practices?
 - ✓ What operational procedures exist at the elementary and secondary levels to transmit and reinforce a district-wide culture focused on the needs of individual learners and overall student achievement gains and progress?

Suggested Resources

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IV. School Leadership & Student Support Services

This function is one of systemic coordination and integrated focus on organizing, planning, implementing and monitoring the overall leadership and execution of the district's educational mission at the campus level. It involves long- and short-range planning and monitoring for excellence in teaching and learning at all campuses on an ongoing basis as a constant feedback loop across all instructional units. Planning and monitoring of effective and appropriate staffing and services including but not limited to consideration of special populations. Operations of specialized campuses, such as magnet programs, charter campuses, alternative campuses serving recovered dropouts and/or students who are pregnant and/or parents, disciplinary alternative campuses, and other types of uniquely designed campuses are also addressed within this function. This function ensures that state-required instructionally related services are implemented for students in accordance with goals and strategies of the district's instructional plan. Support services include, but are not necessarily limited to: a) high quality academic, psychological and social development counseling to students and parents at all levels, b) library services, c) co- and extra-curricular programs, d) health-related services, e) community and parent outreach services, f) specialized student and family support services, and g) after-school activities. This function may also include inter agency collaboration with governmental and private facilities in the planning and delivery of social and human services that will positively affect the student's ability to successfully attain needed educational program services.

The leadership of the principal including coordinated recruitment, selection, retention, support and development are key functions of this department/division. There are no successful schools of excellence without the strong leadership of a passionate, committed principal. Therefore, of all duties, that of ensuring the placement, support, development and accountability of the leadership at each district campus is the primary concern and function.

Guiding Questions

Organizational Structure

1. What is the organizational structure for system wide planning and coordination of all staff and services at every campus to focus on the overall educational mission of the district?
 - ✓ How are the roles and responsibilities of building principals coordinated effectively with those of central office staff? What is the reporting structure?
 - ✓ What is the principal:supervisor ratio?
 - ✓ What organizational structures and procedures are employed to ensure that all campuses are adequately designed, staffed, and resourced to accomplish their mission within applicable federal, state, and district expectations and guidelines?
 - ✓ How are alternative disciplinary education programs staffed to ensure that students within the programs have access to all subjects required for them to progress academically toward appropriate instructional goals?
 - ✓ What special organizational structures and/or service delivery designs are employed to address the unique purposes of each non-traditional campus?

- ✓ What are the formal and informal organizational structures in place to accommodate coordinated planning between school leadership and curriculum and instruction?
 - ✓ What are the formal and informal organizational structures in place to facilitate ongoing communication, planning, and organization between school leadership and all other divisions that provide service and support to the schools and principals?
 - ✓ What operational structures exist at the elementary and secondary levels to transmit and reinforce a district-wide culture focused on the needs of individual learners and overall student achievement gains and progress?
2. What organizational structures comprise the leadership for delivery of support services, including, but not limited to library services, health, human, and social services, parent and community engagement and partnerships, extra-curricular, and after school programs as required under state and federal guidelines and district policy?
- ✓ What specialized school-community partnerships exist to assist students and their families who require critical support in times of distress?
 - ✓ How are extra-curricular programs designed to ensure that equity regarding gender and economic status is maintained with respect to access and participation?
 - ✓ What structures are in place to ensure mutually supportive and effective coordination between school district personnel and external governmental and private agencies in the delivery of social and human services to students and their families?
 - ✓ What types of systemic evaluation procedures are maintained regularly to ensure that all library resources are current, appropriate, and adequate to address instruction needs at all grade levels and for a diverse student population?

Systems, Processes, and Procedures

2. What processes and systems are in place to develop, implement, monitor, and evaluate each Campus Improvement Plan to ensure continuous improvement efforts are underway?
- ✓ What systems and procedures exist to ensure that the district-wide mission, goals, and values are supported within the operations of each campus?
 - ✓ What process is in place to develop, implement, and evaluate each Campus Improvement Plan to ensure continuous improvement efforts are underway?
 - ✓ What system is in place to evaluate principals? Principal supervisors? How are accountability measures similar and different?
 - ✓ How are campuses enabled to focus on district goals while still maintaining flexibility for individual differences and priorities?
 - ✓ How are special program services incorporated and coordinated district wide in the planning and monitoring of each campus to ensure both appropriate and effective delivery of such services system-wide?
 - ✓ What systems are in place to ensure federal and state requirements pertaining to students with special education needs systemically guided and monitored?
 - ✓ What organizational structures and procedures ensure the effectiveness of programs that serve the learning needs of students who have limited English proficiency?
 - ✓ What services or programs are delivered to address the needs of students who have other specialized needs (e.g., gifted and talented, migrant, dyslexic, etc.)
 - ✓ How are specialized services coordinated to serve the needs of students at alternative or specialized campuses?

Superintendent Leadership

3. What are the implications for the role of superintendent in establishing organizational structures, procedures, and systems to integrate and support elementary and secondary campus operations?
 - ✓ What specific leadership activities does the superintendent carry out with respect to addressing the unique needs of all regular and specialized campuses?
 - ✓ How does the superintendent directly impact the quality of leadership at each campus?
 - ✓ How does the superintendent monitor the effectiveness and efficiency of school operations and student support services to ensure each student equity and equality of opportunities to learn and thrive within the school district?
 - ✓ Does the superintendent have a regular campus visitation schedule?
 - ✓ How often does the superintendent visit campuses and how much time is generally spent on the campus? What does a campus visitation look like?
 - ✓ What is the superintendent's relationship with principals? How often does he/she interact and/or meet directly with principals as a group?
 - ✓ What direct access parameters does the superintendent have in place for principals?
 - ✓ How does the superintendent ensure that equitable resources and support are allocated among elementary and secondary campuses?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing elementary and secondary operations?
 - ✓ What is the role of the superintendent with respect to community and state leaders to enhance public and governmental support for educational programs and services?
 - ✓ How are the multi-cultural perspectives of various segments of the community taken into perspective in designing acceptable psychological, social, and counseling services for district students?
 - ✓ What is the district's vision for the future with respect to the coordination of family and community support services to assist students in distress?
 - ✓ What impact does the superintendent have on the type and extent of health and social services that are provided to district students?
 - ✓ What are the implications for the role of superintendent in creating and maintaining effective organizational structures and systems for the provision of support services?
 - ✓ How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing instructional support services?
 - ✓ What direction does the superintendent give to the provision of extra-curricular programs system-wide? How often does the superintendent attend extra curricular activities? Which ones?

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V. Business and Finance Operations

This function involves the leadership, management, and oversight of the district's finances. In this era of increased accountability with decreased resources, the superintendent must take a "hands-on" approach to financial management—simultaneously managing the current financial situation while preparing for the future. The day-to-day operations that ensure the continued productivity and stability of the school district include bids and proposals, purchasing, accounts payable/receivable, payroll, fixed assets and fund management, workers compensation, insurance, investments, and employee benefits and retirement deferred compensation plans. Furthermore, this function includes the essential process of financial planning based on current and proposed state and federal law, internal/external audit management, budget projection, development, monitoring, and evaluation. Additional responsibilities include capital improvement planning, budgeting, delinquent tax collections, and tax rate projections.

Guiding Questions

Organizational Structure

1. What organizational structures support the effective and efficient management of finance and business operations throughout the district?
 - ✓ How are work functions organized to carry out sub-functions such as procurement, accounts payable, budget, payroll, and funds management?
 - ✓ What is the structure and organization of the internal audit department?
 - ✓ To whom does the internal auditor report and with what frequency and scope?
 - ✓ Who is responsible for the district's fixed assets and ensuring annual inventories are conducted, updated and reported?
 - ✓ How often does the Chief Financial Officer (CFO) meet with his/her direct reports?
 - ✓ What is the point of contact for principals regarding budget and purchasing issues?
 - ✓ How many signatures are required for a principal to procure something for his/her building using the approved campus budget? What is the average length of time from submission to acquisition?

Systems, Processes, Procedures

2. What processes and systems ensure that the annual budget is adopted and administered appropriately to maintain fiscal efficacy within the parameters of federal and state regulations?
 - ✓ What policies are in place regarding approval of expenditures? What amount triggers required Board approval at district level?
 - ✓ What are the necessary information elements that must be identified for the budget development process?
 - ✓ What timeline and process is used to develop the annual budget at the district, division, department, and campus level?
 - ✓ How are long-term major initiatives and/or expenditures planned for and approved?
 - ✓ How do enrollment projections interface with staffing, the budget cycle, payroll, accounting and the audit?
 - ✓ How is the internal audit plan developed and approved?
 - ✓ What process is used to conduct fixed asset inventories? How often do they occur?

Superintendent Leadership

3. What are the implications for the role of superintendent as the executive leader primarily responsible for the fiscal management of district operations?
 - ✓ What key responsibilities does the superintendent exercise with respect to the overall budget development process?
 - ✓ How does the superintendent keep an ongoing check on effective and ethical management of budgetary allocations?
 - ✓ With what frequency does the superintendent meet with the CFO?
 - ✓ How does the superintendent stay involved and communicate with legislators and public officials and community leaders as to the financial needs and priorities of the district?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing the fiscal management of district operations?
 - ✓ What leadership actions does the superintendent take to ensure that all district staff adhere to ethical principles in the management of school monies?
 - ✓ What procedures are in place to ensure that community-based contributions to school services are properly managed to address their intended purposes?
 - ✓ How does the superintendent ensure that district and campus budgets tie directly to the long-term vision of the district as desired by the community?

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VII. District-Wide Operations

This domain addresses operational management and evaluation of existing facilities; long- and short-range planning based on the evolving needs of the district. Among other functions, it includes assessing, planning, maintenance, remodeling and reconstruction, consideration of educational specifications for new buildings including technology integration, safety & security, and flexibility for variable learning purposes. It also involves the development of a capital improvement program, site selection and acquisition, selection of management/oversight team, architect and contractor selection. Traditionally, this function also involves oversight of safety and security services including school resource officers and emergency management planning and oversight, custodial, regular maintenance, warehouse, nutrition, and transportation services. It explores potential challenges such as planning for increasing or decreasing enrollment based on enrollment projections, modifying school infrastructures to address emerging instructional, policy and legal changes, and ensuring sustainability through environmentally friendly designs, materials, and renewable energy sources.

Guiding Questions

Organizational Structure

1. What organizational structures are designed to provide ongoing oversight, planning, and maintenance for district facilities?
 - ✓ What is the organizational structure of the district's system wide operation systems?
 - ✓ What are the respective roles of district and campus leadership staff with respect to facility oversight and management?
 - ✓ How are leadership roles differentiated and coordinated to ensure timely response to facility emergencies?
 - ✓ How often does the Chief/Assistant Supt of Operations meet with all direct reports?

Systems, Processes, Procedures

2. What processes and systems are employed to ensure the effectiveness and efficiency of all operations and non-instructional support services?
 - ✓ What procedures are used to assess existing facilities and to plan for needed renovations or modifications?
 - ✓ What coordination and communication systems does the district utilize to project enrollment and assess future facilities needs?
 - ✓ What systems are in place to monitor changing facility needs related to building purposes and legislative imperatives?
 - ✓ What procedures are used to develop and acquire support for capital improvement funds?
 - ✓ What processes guide decisions regarding site selection, architectural design, and construction management, and who makes such decisions?
3. How does the district develop, implement, monitor and evaluate rigorous, quality operational and procedural standards of practice, strategies and measurable outcomes for all operations of the district?

- ✓ How does the district develop, implement, communicate, monitor, and evaluate emergency preparedness processes and procedures to ensure the welfare and safety of staff and student at all times? In what way is interagency leadership and collaboration facilitated within the community?
- ✓ What is the process for assessing needs, developing goals, actions, strategies and outcome metrics for each area and major function assigned to the operations division?
- ✓ What data tracking systems are used for each area and major function assigned to the operations division?
- ✓ What processes and procedures are utilized to maintain accurate records of operational resources from facilities, to kitchens to buses regarding utilization cycles?

Superintendent Leadership

4. What are the implications for the role of superintendent in providing direction with respect to facilities maintenance, renovation and/or building?
 - ✓ What key actions does the superintendent utilize to give direction and oversight to the maintenance and improvement of facilities system-wide?
 - ✓ How does the superintendent provide leadership to guiding long-range planning for facility renovations, acquisition of additional real estate, and/or raising funds for building or remodeling facilities?
 - ✓ What role does the superintendent play in developing and acquiring support for capital improvement funds?
 - ✓ What role does the superintendent play with respect to selection, hiring, and guiding the work of external architects and/or contractors engaged in renovation and/or construction of district facilities?
 - ✓ What processes guide decisions regarding site selection, architectural design, and construction management, and who makes such decisions?
5. What are the implications for the role of superintendent in providing direction with respect to facilities maintenance, renovation and/or capital improvement?
 - ✓ What key actions does the superintendent utilize to give direction and oversight to the maintenance and improvement of facilities system-wide?
 - ✓ How does the superintendent provide leadership to guiding long-range planning for facility renovations, acquisition of additional real estate, and/or raising funds for building or remodeling facilities?
 - ✓ What role does the superintendent play with respect to selection, hiring, and guiding the work of external architects and/or contractors engaged in renovation and/or construction of district facilities?
6. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing facilities planning and plant management?
 - ✓ What advisory structures exist to actively incorporate community voices in the design and implementation of facilities maintenance and renovation and/or construction projects?
 - ✓ How does the superintendent ensure that the district/community vision of learner-centered values is reflected in the design and use of facilities system-wide?

Suggested Resources

Edgerton, Edward, McKechnie, J., McEwen, S. (2010). *Building Better Schools: Methodological Concerns and The Need for Evidence-Based Research*. Lausanne, Switzerland: Comportements and Authors.

Earthman, Glen (2009). *Planning Educational Facilities: What Educators Need to Know*. Lanham, MD: Rowman & Littlefield.

National Governors Association (2007). *Integrating Schools into Healthy Community Design*. Washington, D.C.

Tanner, C. Kenneth; Lackney, Jeffery (2006). *Educational Facilities Planning: Leadership, Architecture, and Management*. Boston, MA : Allyn and Bacon, Pearson Education.

Withum, Frederick (2006). *Educational Facilities Planning: A Systems Model*. Doctoral Dissertation, Pittsburgh, PA: Duquesne University.

VII. Human Capital Management and Development

This function manages all aspects of employee relations, including hiring, compensation, benefits, evaluation, and, when necessary, termination. Human Capital Management (HCM) collaborates with campus and district personnel to determine hiring needs, recruitment, selection, orientation, and retention policies, and personnel evaluation procedures. Procedures comply with federal compliance guidelines related to the Family Medical Leave Act (FMLA) and the Highly Qualified staff requirements of the No Child Left Behind Act of 2001. It is essential that HCM staff work closely with appropriate district and campus personnel on an ongoing basis to address the complex processes needed to maintain and evaluate all staff.

Guiding Questions

Organizational Structure

1. What organizational structures exist to administer personnel salaries and benefits; implement recruitment, hiring, evaluation, and retention policies; and provide for staff development and training?
 - ✓ How does the Human Capital Management (HCM) department interface with the School Leadership, Operations, and the Curriculum and Instruction and campus leadership?
 - ✓ How are personnel policies aligned to ensure the most qualified and capable people are employed, retained and developed?
 - ✓ What structures or practices exist to provide leadership training to promote job advancement opportunities?

Systems, Processes, Procedures

1. What processes and systems guide the human resources functions for the district?
 - ✓ How are district-level, campus-level, and role-specific staff development needs assessed and addressed systemically?
 - ✓ How are principals involved in hiring staff for their campuses?
 - ✓ How are administrators trained system-wide to ensure that they use appropriate and effective hiring strategies?
 - ✓ What specialized recruitment plan is used to secure staff in critical areas, such as math, science, special education, and bilingual education?
 - ✓ How is orientation to the district conducted, when, and over what period of time? (In person, video, etc.)
 - ✓ What support and mentoring processes are employed for new teachers?
2. What systems are in place to monitor the effectiveness and efficiency of the HCM department?
 - ✓ How are applicants notified their application has been received?
 - ✓ What is the average timeline from the point a principal indicates who they want to hire to notification and placement? How is this tracked?
 - ✓ What data systems monitor teacher retention rates, college of preparation, and other critical information that informs the hiring of applicants?

Superintendent Leadership

3. What are the implications for the role of superintendent as the executive leader responsible for the quality and effectiveness of the district workforce?
 - ✓ For what key leadership positions does the superintendent directly involve him/herself in the hiring process?
 - ✓ How does the superintendent ensure that the most qualified and capable staff members serve the needs of the board and the central office leadership team?
 - ✓ What indicators does the superintendent use to determine the effectiveness and efficiency of the HCM division/department?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support in addressing human resource management?
 - ✓ What specific aspects of human resources practices does the superintendent emphasize to stress the importance of ethical and learner-centered behavior on the part of all district employees?
 - ✓ What characterizes the values of the district as reflected by how campus leaders are selected?
 - ✓ What district policies, practices, or guidelines are established and followed within induction/orientation activities that reinforce a district culture focused on the learner as the center of importance and concern?

Suggested Resources

Webb, L. and Norton, M. (2009). *Human resources administration: Personnel issues and needs in education* (5th Ed.) Boston, MA: Allyn & Bacon.

Gottelmann, G. and Yekhlief, A. (2005). *Teacher management: a selected bibliography*. International Institute for Educational Planning, UNESCO.

Rebore, R.W. (2011). *Human resources administration in education: A management approach* (9th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

VIII. Information Technology Services

This function encompasses the related structures and processes that integrate communications, data collection and analyses, and administrative monitoring of all aspects of the organization addressing accountability for meeting both academic standards and federal and state compliance requirements. Since federal and state requirements are exceedingly complex and interrelated, and address critical fiscal and legal parameters, it is necessary to maintain carefully structured and monitored electronic files of various types of data. This function addresses the entire network of data gathering and information exchange that is the unifying network across all aspects of the school district organization.

Guiding Questions

Organizational Structure

1. What organizational structures provide for information management, technology services, and the maintenance of accountability data and analysis systems throughout the district?
 - ✓ What is the reporting structure of the Information Technology (IT) division?
 - ✓ What is the organizational structure for IT communicating with and being responsive to end users across the system?

Systems, Processes, Procedures

2. What system-wide processes ensure that data collection, electronic management and instructional delivery systems are effective, efficient, secure, and meet all requirements and regulations applicable under federal and state mandates?
 - ✓ How is technology hardware inventoried, secured, maintained?
 - ✓ What is the process for planning for current and projected technology needs?
 - ✓ What systems are in place to provide district, school, classroom, teacher, and student-level analysis of state and district accountability system data to guide instructional decisions?
 - ✓ What technology systems are used to maintain ongoing monitoring of student academic progress, attendance, participation in special services, or other critical school functions?
 - ✓ What technology integration system exists to provide cross-functionality of information? (e.g. does one integrated data base contain all critical information on a student re: transportation, lunch eligibility, etc.)
 - ✓ What technology systems exist to communicate with parents?
 - ✓ How is technology deployed to ensure school security?
 - ✓ What technology-based systems are employed to allocate and inventory equipment, texts, and other school materials?
 - ✓ What types of technology tools and systems are predominately used to deliver instruction in the district schools?
 - ✓ What systems are in place to provide classroom level or teacher level analysis of state accountability system data to guide instructional decisions?
 - ✓ How are accountability results incorporated into professional development activities for teachers?

- ✓ What evaluation procedures are used to assess the effectiveness of existing technology-based instruction systems?
- ✓ What technology systems are maintained to plan, revise, update, and maintain timely and coordinated school transportation schedules? Student academic schedules?

Superintendent Leadership

3. What are the implications for the role of superintendent as the executive leader primarily responsible for the fiscal management of district operations?
 - ✓ How does the superintendent keep the board apprised of current status, priorities and strategic long-range planning with respect to district-wide technology systems?
 - ✓ How does the superintendent use accountability data analyses for guiding executive decisions?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support with respect to accountability systems, information management, and technology services?
 - ✓ How does the superintendent oversee the research, selection, budgeting, implementation, monitoring, evaluation, and updating of critical enterprise resource systems that allow data sharing, communication, and management of all similarly related data such as student schedules, economic status, and bus schedules.
 - ✓ What systemic procedures are in place to ensure that the highest ethical practices are maintained with respect to all processes and practices related to accountability assessments and data entry?
 - ✓ What training is systemically required of all district staff to reinforce compliance with ethical use of technology throughout the district?
 - ✓ What strategies are implemented to ensure that learner-centered practices are the primary focus of instructional technology use in the schools?

Suggested Resources

Anderson, Jo Anne (2005). *Accountability in Education*. Brussels, Belgium: The International Academy of Education.

http://mt.educarchile.cl/mt/jjbrunner/archives/Anderson_web.pdf

Brown, P. R. (1990). *Accountability in Education. Policy Briefs, No. 14*. Far West Laboratory for Educational Research and Development, San Francisco, CA. [ED326949]

Lemke, C., Coughlin, E., & Reifsneider, D. (2009). *Technology in schools: What the research says: An update*. Culver City, CA: Commissioned by Cisco.

Reeves, D.B. (2001, January). New ideas in educational accountability. *Focus on Achievement*, 2(1). Center for Performance Assessment and International Center for Educational Accountability. Retrieved November 2, 2010, from

<http://www.makingstandardswork.com/Downloads/CPAnewsltrV2N2.pdf>

Rothstein, R., Jacobson, R. and Wilder, T. (2008). *Grading education: Getting accountability right*. Economic Policy Institute and Teachers College Press

IX. Internal and External Communications and Public Relations

Effective communication is essential to successful functioning of a school district. Internally, recursive communication must occur at the campus-level, at central office, and at the level of superintendent/school board. External communication basically informs parents and community members of campus and district activities, events, performance results, and other critical information such as board meeting schedules and construction proposals. District communication systems strive to maintain a positive image and effectively manage any potentially negative occurrences. Many school districts establish a Public Relations Department with an entire staff dedicated to maximizing the positive while minimizing the negative.

Guiding Questions

Organizational Structure

1. What organizational structures within the district guide and manage system-wide internal and external communications?
 - What is the make up and reporting structure of the communication department?
 - To whom does the chief of communications report?
 - What multi-media sources are used to promote employee trust, knowledge, and information about the school system?
 - ✓ What formal and informal structures do district leaders use to interface effectively with each other, governmental entities regarding school or district issues and needs?
 - ✓ What structures exist to address internal and external communications concerns?
 - ✓ What formal district structures are deployed to coordinate effective communications with external agencies responsible for community safety and emergency preparedness?
 - ✓ What alternative communication systems are in place in the event of loss of power or cell phone capability within district facilities? The community at large?

Systems, Processes, Procedures

2. What processes and systems maintain ongoing multi-directional feedback throughout the district on critical issues, activities, and decisions?
 - ✓ What formal protocols, policies, and procedures provide system-wide parameters for effective communications both internally and with respect to external entities?
 - ✓ What technological systems are used to coordinate rapid and accurate internal communications?
 - ✓ What systems exist to effectively resolve negative internal issues that may otherwise result in disruptive internal and external communications?
 - ✓ What technology-based systems exist to communicate district priorities, needs, and concerns to the community and parents?
 - ✓ What public relations activities, events, and procedures are systemically implemented to ensure strong and positive community support is maintained for the schools?
 - ✓ What procedures are used to engage community and/or regional media (e.g. television, radio, newspaper) in telling the district and campus stories with empathy and clarity?

Superintendent Leadership

3. What are the implications for the role of superintendent in establishing and maintaining primary expectations for effective communications that serve the mission of the district and maintain a vision supported by the community?
 - ✓ What system does the superintendent use to ensure that he/she is immediately apprised of any operational failures or high-risk situations?
 - ✓ How does the superintendent carry out the role of primary spokesperson on behalf of the district to the community?
 - ✓ What are the most critical communications responsibilities of the superintendent?
4. How does the superintendent demonstrate learner-centered values and ethics and maintain the district culture and vision with community support through the networks of internal and external communications?
 - ✓ What processes does the superintendent establish and maintain effective communication to ensure that the district vision reflects the needs and concerns of the community whose children the district serves?

Suggested Resources

Brookings (May, 2011). *Americans Want More Coverage of Teacher Performance and Student Achievement*. http://www.brookings.edu/reports/2011/0329_education_news.aspx

Keogh, Jayne (1999). *The Role of Texts and Talk in Mediating Relations between Schools and Homes*. Unpublished Thesis. Griffith University. <http://aiemca.net/wp-content/uploads/2010/03/Keogh-complete-thesis.pdf>

Kowalski, Theodore (2010). *Public Relations in Schools, 5th Edition*. Allyn & Bacon.

Epstein, Joyce and Associates (2009). *School, Family, and Community Partnerships: Your Handbook for Action, Third Ed.* Thousand Oaks, CA: Corwin Press.

Moore, E., Bagin, D. and Gallagher, D. (2011). *The school and community relations, 10th Edition*. Upper Saddle River, NJ: Prentice Hall.

Note: TCU gratefully acknowledges the generosity of the University of Texas at Austin Cooperative Superintendent's Program (CSP) for their willingness to share their Superintendent Field Guide. Guiding Questions & Suggested Resources in the TCU Field Guide have been adapted for use with permission.

APPENDICES

Appendix A

Superintendent Practicum Self Assessment & Proposed Field Experience Plan

Complete a review of the state standards for superintendents, the nine correlated domains of school district operations and related functions, and the Guiding Questions. For each of the domains, complete a self-assessment of your current skills and competencies in relation to the functions outlined. The assessment is to be brief and reflective of your current level of experience and expertise. What do you want to observe and learn during your 160 hours of field experiences to ensure your own professional growth? What strategies/activities would like to engage in with your mentor or within the district?

Review your proposed plan with your mentor and university supervisor upon completion and obtain the required signatures.

1. LEADERSHIP

Areas for Growth:

Goal/s:

Strategies/Activities:

2. BOARD GOVERNANCE

Areas for Growth:

Strategies/Activities:

3. CURRICULUM, INSTRUCTION, ASSESSMENT, & ACCOUNTABILITY

Areas for Growth:

Goal/s:

Strategies/Activities:

4. SCHOOL LEADERSHIP & STUDENT SUPPORT SERVICES

Areas for Growth:

Goal/s:

Strategies/Activities:

5. BUSINESS & FINANCE OPERATIONS

Areas for Growth:

Goal/s:

Strategies/Activities:

6. DISTRICT OPERATIONS

Areas for Growth:

Goal/s:

Strategies/Activities:

7. HUMAN CAPITAL MANAGEMENT & DEVELOPMENT

Areas for Growth:

Goal/s:

Strategies/Activities:

8. INFORMATION TECHNOLOGY SERVICES

Areas for Growth:

Goal/s:

Strategies/Activities:

9. INTERNAL/EXTERNAL COMMUNICATIONS & PUBLIC RELATIONS

Areas for Growth:

Goal/s:

Strategies/Activities:

Candidate: _____ Signature: _____ Date: _____

Mentor: _____ Signature: _____ Date: _____

Supervisor: _____ Signature: _____ Date: _____

Appendix B**SUPERINTENDENT PRACTICUM
FIELD OBSERVATION RECORD****Candidate:** _____ **Date:** _____ **Time:** _____**Mentor:** _____ **Supervisor:** _____**Activity:** _____ **Location:** _____**Observations:****Debrief Reflection:****Recommendations:**

Candidate Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

TCU FIELD EXPERIENCE DOCUMENTATION FORM

CANDIDATE: _____

FIELD SUPERVISOR: _____ **MENTOR:** _____

DATE: _____ **TIME:** _____

LOCATION: _____

DEVELOPMENTAL AREAS: (Check All That Apply)

Leadership Framework of District Operations

_____ Board Governance

_____ Curriculum, Instruction, Assessment, Accountability

_____ School Leadership & Student Support

_____ Business & Finance

_____ District Operations

_____ Human Capital Management & Development

_____ Information Technology Services

_____ Internal & External Communications & Public Relations

Statutory Superintendent Competencies

_____ Learner-centered Values & Ethics of Leadership

_____ School District Culture & Vision Shared & Supported by the School Community

_____ Policy & Governance

_____ Curriculum Planning & Development

_____ Instructional Leadership & Management

_____ Organizational Leadership & Management of Personnel

_____ Communications & Community Relations

Appendix C

TEXAS ADMINISTRATIVE CODE

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 242</u>	SUPERINTENDENT CERTIFICATE
RULE §242.10	Preparation Program Requirements

- (a) The design of the superintendent preparation program resides with the State Board for Educator Certification-approved educator preparation program and curricula and coursework shall be based upon the standards in §242.15 of this title (relating to Standards Required for the Superintendent Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
- (b) The superintendent preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in §242.15 of this title.
- (c) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §242.15 of this title for part of the preparation requirements.
-

Source Note: The provisions of this §242.10 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202

Appendix D

TEXAS ADMINISTRATIVE CODE

TITLE 19	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 228</u>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.35	Preparation Program Coursework and/or Training

(a) Coursework and/or Training for Candidates Seeking Initial Certification.

(1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.

(2) Professional development should be sustained, intensive, and classroom focused.

(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements. A candidate who does not qualify as a late hire who is issued a probationary certificate after September 1, 2012, may not be employed by a school district as a teacher of record until the candidate completes a minimum of 15 clock-hours of field-based experience, student teaching, or clinical teaching in which the candidate is actively engaged in instructional or educational activities under supervision at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, as provided in this section. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any student teaching, clinical teaching, or internship:

(A) a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission, or other video or technology-based method; and

(B) 80 clock-hours of coursework and/or training.

(4) An educator preparation program that is not an alternative certification program must require, as part of the curriculum for a bachelor's degree that is a prerequisite for educator certification, that a candidate receive instruction in detection and education of students with dyslexia. This instruction must:

(A) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:

(i) employed by institutions of higher education; and

(ii) approved by the State Board for Educator Certification (SBEC); and

(B) include information on:

(i) characteristics of dyslexia;

(ii) identification of dyslexia; and

(iii) effective, multisensory strategies for teaching students with dyslexia.

(5) All coursework and/or training shall be completed prior to educator preparation program completion and standard certification.

(6) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA continuing professional education provider.

(7) Each educator preparation program must develop and implement specific criteria and

procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, student teaching, or practicum requirements, and is directly related to the certificate being sought.

(b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.

(c) Late Hire Provisions. A late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of subsection (a)(3) of this section and, if applicable, 15 clock-hours of active, supervised experience, but shall complete these requirements within 90 school days of assignment.

(d) Educator Preparation Program Delivery. An educator preparation program shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

(1) For initial certification, each educator preparation program shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship, student teaching, or clinical teaching. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

(2) For initial certification, each educator preparation program shall also provide one of the following:

(A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;

(B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or

(C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

(i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

(I) a certified teacher is available as a trained mentor;

(II) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

(III) the Head Start program teaches three and four-year-old students; and

(IV) the state's pre-kindergarten curriculum guidelines are being implemented.

(ii) An internship, student teaching, clinical teaching, or practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

(4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(A) All Department of Defense Education Activity (DODEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.

(B) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.

(C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:

(i) the accreditation(s) held by the school;

(ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;

(iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and

(iv) the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.

(D) An educator preparation program may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching or clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

(e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to

increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.

(f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.

(4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

(g) Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a baccalaureate degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.214, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of student teaching.

Source Note: The provisions of this §228.35 adopted to be effective December 14, 2008, 33 TexReg 10016; amended to be effective December 26, 2010, 35 TexReg 11239; amended to be effective August 12, 2012, 37 TexReg 5747

Appendix E

TEXAS ADMINISTRATIVE CODE

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 242</u>	SUPERINTENDENT CERTIFICATE
RULE §242.15	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.

Source Note: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202