



**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
AND HUMAN PERFORMANCE**

HANDBOOK FOR

PRACTICUM IN THE SCHOOL SUPERINTENDENCY

EDAD 5385

*The Superintendent Practicum at Texas A&M University-Kingsville is designed to meet or exceed **Texas Education Agency requirements** for superintendent certification. The practicum ensures candidates complete supervised, standards-aligned field experiences that demonstrate readiness for district-level leadership and a sustained focus on student achievement*

Texas A&M University, Kingsville



Dear Superintendent Practicum Candidate,

Welcome to the Superintendent Practicum at Texas A&M University–Kingsville. On behalf of the College of Education and Human Performance and the Educational Administration program, I am pleased to welcome you to this culminating and transformative experience in your superintendent preparation.

The superintendent serves as the district's chief executive leader and is ultimately responsible for ensuring that all district systems work coherently to improve student outcomes. The Texas Superintendent Standards emphasize that effective superintendents provide vision and leadership for student success, ensure high-quality instruction, manage resources strategically, model ethical and legal behavior, and foster effective governance and community relationships. While superintendents may not work directly in classrooms, their leadership decisions create the conditions that significantly influence instructional quality and student achievement across the district.

This practicum is intentionally aligned to the Texas Superintendent Standards and provides authentic, system-level leadership experiences that reflect the full scope of the superintendency. Throughout the practicum, candidates will demonstrate proficiency in the following areas:

- **Strategic Leadership for Student Achievement** by guiding districtwide planning, continuous improvement, and instructional alignment;
- **Instructional Leadership** through the use of data to monitor performance, support instructional leaders, and close achievement gaps;
- **Organizational Leadership and Management** by overseeing finance, human resources, operations, and policy implementation;
- **Ethical Leadership and Legal Compliance** by modeling integrity, transparency, and sound professional judgment;
- **Governance and Community Leadership** by working effectively with school boards, families, and community stakeholders.

As a superintendent candidate, you are expected to think systemically, lead collaboratively, and maintain a relentless focus on equity and student success. This practicum requires reflection, professional judgment, and the ability to translate leadership standards into effective district-level action. The work you complete during this experience is designed to prepare you not only for certification, but for the real and complex responsibilities of the superintendency.

We recognize that our superintendent practicum candidates are accomplished professionals with extensive leadership experience. This practicum is an opportunity to refine your leadership practice, deepen your understanding of district governance, and strengthen your ability to lead complex systems in service of students, staff, and communities.

We are honored to support you as you prepare for district-level leadership. We look forward to partnering with you throughout this practicum and supporting your continued growth as a superintendent leader.



Welcome to the Superintendent Practicum, and best wishes for a successful and meaningful experience.

Sincerely,

Linda P. Villarreal, Ed.D.

Interim Dean, College of Education & Human Performance
Graduate Coordinator, Educational Administration
Texas A&M University-Kingsville

INTRODUCTION: THE SUPERINTENDENT PRACTICUM

The Superintendent Practicum serves as the **capstone field-based experience** in the Superintendent Certification Program at Texas A&M University-Kingsville. As such, it is intended to be completed **near the end of the candidate's program of study**, after the completion of required foundational coursework. The practicum provides candidates with the opportunity to demonstrate readiness for district-level leadership through **authentic, supervised experiences** aligned to the **Texas Superintendent Standards** and **Texas Education Agency (TEA) requirements**.

EDAD 5385 is a **one-semester, field-based course** designed to bridge theory and practice through structured leadership experiences in a public school district setting. Candidates engage in district-level administrative activities under the supervision of a qualified mentor superintendent and with ongoing support from a university supervisor. Each candidate is required to document 160 approved hours of activities aligned with the Superintendent Standards. A required **leadership project**, completed during the practicum, serves as a culminating demonstration of the candidate's ability to apply superintendent-level leadership skills to real-world district challenges with a clear focus on student achievement and organizational effectiveness.

Candidates enrolled in the superintendent certification program are expected to have completed a minimum number of required program hours toward certification prior to beginning the practicum, ensuring adequate preparation for district-level leadership responsibilities. The practicum is offered during the **fall or spring semester** of each academic year and must be completed in accordance with all program and TEA requirements.

The primary purpose of the Superintendent Practicum is to provide candidates with meaningful opportunities to:

- Apply knowledge, skills, and dispositions acquired through coursework to **authentic superintendent leadership tasks**;
- Engage in leadership activities that can only be effectively learned through **field-based, district-level experience**;
- Demonstrate proficiency in the **Texas Superintendent Standards** through documented and evaluated practice;



- Examine the impact of superintendent leadership decisions on **student achievement, instructional quality, and district systems.**

This document outlines how the practicum operates, including program expectations, required components, and documentation procedures. It also clearly defines the **roles and responsibilities** of all parties involved in the practicum experience, including **Texas A&M University–Kingsville**, the **partner school district**, the **mentor superintendent**, and the **practicum candidate**. All practicum experiences must be supervised, documented, verified, and evaluated in compliance with **TEA Educator Preparation Program requirements** and are subject to review during program audits or accreditation processes.

Standards-Based Alignment

All practicum activities, documentation, and evaluations are explicitly aligned to the **Texas Superintendent Standards**. Candidates are required to demonstrate competency in each standard through observable leadership actions, reflective practice, and verified field-based experiences.

Practicum experiences address the superintendent's responsibility to:

- Provide vision and leadership that prioritizes student achievement;
- Ensure high-quality instruction through data-informed decision-making;
- Manage district systems and resources effectively;
- Demonstrate ethical behavior and legal compliance;
- Collaborate with boards of trustees and engage community stakeholders.

Alignment to standards is documented through required logs, artifacts, reflections, and mentor verification.

Field-Based Experience Requirements

The Superintendent Practicum includes **documented field-based experiences** conducted under the supervision of a qualified **mentor superintendent**. Experiences are designed to be:

- **Authentic** to the role of the superintendent;
- **District-level** in scope (not campus-based);
- **Standards-aligned** and connected to real leadership responsibilities;
- **Verified and evaluated** by both the mentor superintendent and the university supervisor.

Candidates are required to complete a minimum of 160 practicum hours and activities as outlined in program requirements and TEA certification guidelines.



Focus on Student Achievement

In alignment with TEA expectations, all practicum activities must demonstrate a clear and intentional connection to **student achievement and instructional improvement**. Candidates are expected to show how superintendent-level leadership decisions influence:

- Instructional quality and coherence across the district;
- Use of data to guide improvement efforts;
- Equity, access, and support for diverse student populations;
- Organizational structures that support effective teaching and learning.

Leadership decisions and actions must be supported by evidence and reflective analysis.

Roles and Responsibilities

Candidate Responsibilities

Superintendent practicum candidates are responsible for:

- Actively engaging in approved district-level leadership experiences;
- Maintaining accurate documentation of practicum hours and activities;
- Submitting required artifacts and reflections aligned to standards;
- Demonstrating ethical leadership and professional conduct;
- Meeting all program and TEA certification requirements.

Mentor Superintendent Responsibilities

The mentor superintendent provides:

- Supervision and guidance aligned to superintendent standards;
- Access to appropriate district-level leadership experiences;
- Ongoing feedback related to leadership performance;
- Verification of practicum hours and activities.

University Supervisor Responsibilities

The university supervisor ensures:

- Alignment of practicum experiences to TEA standards and program requirements;
- Ongoing monitoring of candidate progress;
- Review of documentation, artifacts, and reflections;
- Support for candidate growth and successful program completion.

Documentation and Evaluation

All practicum activities are documented and evaluated to meet TEA audit expectations. Required documentation includes:



- Practicum activity logs aligned to standards;
- Mentor verification of hours and experiences;
- Reflective narratives demonstrating leadership impact;
- Evaluations assessing candidate proficiency in superintendent standards.

Documentation is maintained in accordance with EPP policies and is subject to review during TEA audits or accreditation processes.

Compliance Statement

The Superintendent Practicum at Texas A&M University–Kingsville is designed to meet or exceed **Texas Education Agency requirements** for superintendent certification. The practicum ensures candidates complete supervised, standards-aligned field experiences that demonstrate readiness for district-level leadership and a sustained focus on student achievement.



Superintendent Practicum – Completion Requirements Checklist Texas A&M University–Kingsville

All requirements listed below must be completed, documented, and verified in order to receive credit for the Superintendent Practicum.

Candidate Information

Candidate Name:	
Student K#:	
Semester / Year:	
Mentor Superintendent:	

Required Practicum Components

- Completion of 9 Required TEA Trainings (Certificates submitted)
- Completion of 160 Required Practicum Hours documented in approved digital log
- Leadership Project aligned to Texas Superintendent Standards submitted
- Practice Superintendent Certification Exam completed
- Attendance at any Superintendent Certification Exam Preparation sessions offered by the program (if applicable)
- All required documentation submitted with proper signatures

An electronic log (1 file) will be created to be turned into the certification office.

Verification & Signatures

Candidate Signature:		Date:
Mentor Superintendent Signature:		Date:
University Supervisor Signature:		Date:

TEA Compliance Statement:

Spring 2026 Superintendent Practicum



All practicum requirements were completed through supervised, field-based, district-level experiences aligned to the Texas Superintendent Standards and Texas Education Agency requirements.

Superintendent Practicum Activities

(Examples of accepted activities to complete your requirement of 160 hours.
This is not an inclusive list)

Eligible for the 160 Required Hours

I. Student Achievement & Strategic Leadership

- Participate in district strategic planning or CIP development
- Analyze districtwide STAAR, TELPAS, graduation, CCMR, or accountability data
- Support initiatives to close achievement gaps or improve growth measures
- Participate in MTSS or district intervention planning
- Review district academic improvement plans
- Assist with district goal setting and monitoring progress
- Support implementation of instructional initiatives or reforms
- Participate in leadership discussions focused on equity and access

II. Instructional Leadership (District-Level)

- Participate in district instructional leadership meetings
- Review curriculum alignment across grade levels and content areas
- Analyze instructional program effectiveness
- Support instructional coaching or professional learning planning
- Review district assessment systems
- Participate in data review meetings with central office leaders
- Support instructional audits or needs assessments
- Observe districtwide instructional walkthrough processes

III. Governance & Board Relations

- Attend and reflect on school board meetings
- Review board agendas, policies, or governance protocols
- Participate in superintendent–board communication planning
- Assist with preparation of board reports or presentations
- Analyze board policy impacts on instruction and operations
- Participate in board workshops or retreats
- Review superintendent evaluation frameworks



IV. Finance, Budgeting & Resource Management

- Participate in district budget development or review
- Analyze budget allocations related to instructional priorities
- Review financial reports or audit summaries
- Support bond planning or capital improvement discussions
- Review resource allocation for equity and efficiency
- Participate in grant planning or funding discussions
- Analyze staffing allocations and budget implications

V. Human Resources & Talent Management

- Participate in district staffing or workforce planning
- Review hiring, onboarding, or retention strategies
- Analyze teacher or administrator turnover data
- Support leadership development or succession planning
- Review evaluation systems for administrators
- Participate in HR policy review
- Assist with professional development planning

VI. Legal, Ethical, & Policy Leadership

- Review district policies for legal compliance
- Analyze case studies related to ethics or school law
- Participate in training related to legal or ethical leadership
- Review FERPA, IDEA, Title IX, or compliance procedures
- Assist with policy revisions or updates
- Analyze risk management or liability issues
- Reflect on ethical dilemmas faced by superintendents

VII. Operations, Safety & District Systems

- Review district safety and emergency management plans
- Participate in facilities planning or maintenance discussions
- Review transportation, food services, or operational systems
- Analyze enrollment trends and facility needs
- Participate in discussions related to technology systems
- Review crisis response procedures
- Support operational audits or reviews



VIII. Community & Stakeholder Engagement

- Participate in meetings with parents or community groups
- Assist with community outreach or communication planning
- Support partnerships with higher education, business, or agencies
- Participate in district advisory committees
- Review communication strategies (newsletters, social media, press releases)
- Participate in town halls or public forums
- Analyze stakeholder feedback or survey data

IX. Superintendent Professional Responsibilities

- Shadow the superintendent during district leadership activities
- Participate in cabinet or executive team meetings
- Reflect on superintendent decision-making processes
- Review superintendent calendars, priorities, and workflows
- Participate in regional or professional superintendent meetings
- Analyze leadership challenges unique to district leadership
- Engage in reflective journaling tied to superintendent standards

X. Documentation & Reflection (Counts Toward Hours)

- Prepare required practicum logs and reflections
- Develop standards-aligned leadership artifacts
- Write analytical reflections connecting leadership actions to student outcomes
- Compile practicum portfolio materials
- Participate in feedback conferences with mentor or supervisor

Additional Examples for approved hours:

The following list of suggested practicum activities/experiences is provided for guidance purposes. Superintendent candidates could and should avail themselves to as many of these activities and experiences as possible. Many of the suggested activities/experiences could serve as the foundation of the practicum projects.

Suggested activities:

Observe leaders in the field who demonstrate a respect for the rights of others with regard to confidentiality dignity and engage in honest interactions. Describe the specific behaviors which leaders demonstrate or write a short vignette to use as a basis for discussion in a group of staff members.



Identify aspects of district functioning or district policy and procedures designed to promote fairness among students and families.

Prepare a short presentation to the board of education to explain your decision in a recent highly controversial matter. Your decision was based upon ethical and legal principles, although the decision was not the one all board members would have made. Distinguish between legal and ethical principles for decision-making.

Meet with a group of stakeholders to facilitate the development of a vision that promotes the success of all learners. How will you move toward consensus in a diverse group?

Analyze the strategic planning process used by the district and compare it to a model from professional literature. Do theory and knowledge align with the local context?

Analyze and report district data in order to help the leadership team develop a vision that considers the needs of diverse student learners.

Propose to the leadership team ways to use a shared vision to mobilize resources to support the vision.

Identify barriers to achieving the vision of the district and propose ways to overcome barriers.

Draw upon relevant information sources such as assessment results, demographic data, and analysis of the needs of the learning community to articulate the vision.

Plan and conduct a program to motivate a group of stakeholders to achieve the district's vision.

Design a research-based process to effectively implement the district's vision.

Identify motivational strategies influencing the school board in working together toward achieving the school's vision.

Analyze the alignment of administrative policies and practices required for full implementation of the learning community's vision. Do some policies need redesign? If so, propose a redesign of a particular policy or practice.

Collect, organize, and analyze a variety of information necessary to assess progress toward the district's visions, missions, and goals. Is the district making progress?

Identify and review all of the grants operating in the district and consider how each grant contributes to the shared vision of the district.

Identify, if possible, the impact of the various grants on the cultures represented in the district.



Develop a plan to communicate effectively and to bring together various stakeholder groups in the larger learning community regarding the implementation and realization of a vision. Include specific behaviors of the superintendent; identify specific processes to use for the realization of the vision.

Prepare a staff development session for teachers and principals to provide a basic understanding of policies, laws, and regulations enacted by local, state, and federal authorities and the impact upon district functioning.

Explain to local parents (in writing—one page) the system for financing the local district. Emphasize the effect of funding systems on the equitable distribution of opportunities within the district.

Observe the superintendent's interactions with the board and with state-wide policy makers; develop a list of personal guidelines for building trustful relationships with the board and others in the larger context.

Develop a plan to engage stakeholders in advocating for adoption of improved policies and laws.

Delineate the lines of communication with local, state, and federal authorities for the purpose of actively advocating for improved policies, laws, and regulations affecting the district. Identify districts with similar interests and work with established organizations to collaboratively impact policy decisions.

Address a problem or issue identified by the superintendent. Analyze data, propose solutions, and present the study to the superintendent.

Develop a proposal for improving one area of the HR process. The area might be record keeping, background investigations, the timeline for hiring, the recruiting process, or any other area in human resources

Document a district wide project which uses effective needs assessments, research-based data, and group processing skills to build a consensus regarding the alignment of resources with the district's vision.

Review the district's budget with the business manager to determine if finance structures and models ensure adequate financial resources are allocated equitably across the district.

Investigate and propose to the current superintendent alternative staffing patterns to ensure district wide services to students by highly qualified teachers. Consider fiscal, human, and material resource allocation. Consider the strategic plan of the district.

Using a data set from the district, but with the identifiers removed, use the appropriate research strategies to profile performance among students and analyze differences among subgroups.



Select a problem related to instructional practices or student achievement in the district.

Present the data (with identifiers removed), your analysis of the data, and a proposed action plan to resolve the problem. Apply best practices, research findings, and emerging trends related to the school leadership.

Assist the leadership team in the selection of appropriate research methodologies for studying the effectiveness of various district systems. Outline the comparable strengths and weaknesses of each method.

Matrix Aligning Standards to the Practicum Requirement

Texas Superintendent Standard	Standard Focus	Sample Practicum Activities (district level)	Required Documentation	Verification & Evaluation
Standard 1: Leadership for Student Achievement	Establishes and communicates a shared vision that promotes student achievement and organizational effectiveness	<ul style="list-style-type: none">Participate in district strategic planning or continuous improvement processesAnalyze districtwide achievement, growth, and accountability dataSupport initiatives to close achievement gaps	<ul style="list-style-type: none">Strategic plan artifact or improvement initiative summaryData analysis narrative connecting leadership decisions to student outcomesReflection aligned to Standard 1	<ul style="list-style-type: none">Mentor superintendent verificationUniversity supervisor review of artifacts and reflections
Standard 2: Instructional Leadership	Ensures high-quality instruction through data-informed leadership and support of instructional systems	<ul style="list-style-type: none">Review curriculum alignment and instructional frameworksParticipate in district instructional leadership meetings	<ul style="list-style-type: none">Instructional leadership artifact (agenda, report, or summary)Data-informed decision-making reflectionEvidence of districtwide	<ul style="list-style-type: none">Mentor feedback on instructional leadershipSupervisor evaluation aligned to Standard 2



		<ul style="list-style-type: none"> Monitor instructional initiatives using student performance data 	instructional impact	
Standard 3: Organizational Leadership	Manages district systems, resources, and operations to support learning	<ul style="list-style-type: none"> Participate in budget development or financial review Engage in human resources planning or staffing decisions Review district policies, operations, or safety plans 	<ul style="list-style-type: none"> Budget or resource management artifact Organizational leadership reflection Documentation of system-level decision-making 	<ul style="list-style-type: none"> Mentor verification of participation Supervisor review for standards alignment
Standard 4: Ethical and Legal Leadership	Models ethical behavior and ensures legal compliance in all district actions	<ul style="list-style-type: none"> Review district policies for legal compliance Analyze ethical dilemmas or governance scenarios Participate in training related to law, ethics, or compliance 	<ul style="list-style-type: none"> Written ethical or legal analysis Reflection demonstrating professional judgment Documentation of compliance-related activities 	<ul style="list-style-type: none"> Mentor attestation of ethical conduct Supervisor evaluation aligned to Standard 4
Standard 5: Governance and Community Leadership	Collaborates effectively with the board of trustees and engages community stakeholders	<ul style="list-style-type: none"> Observe or participate in board meetings or governance discussions Support board–superintendent 	<ul style="list-style-type: none"> Board-related artifact (agenda, summary, or reflection) Community engagement documentation Reflection aligned to 	<ul style="list-style-type: none"> Mentor verification Supervisor evaluation aligned to Standard 5



		<p>communication processes</p> <ul style="list-style-type: none"> • Engage with families or community partners on district initiatives 	<p>governance responsibilities</p>	
--	--	---	------------------------------------	--

Superintendent Practicum Leadership Project

Districtwide Leadership Requirement

As a required component of the Superintendent Practicum, each candidate must complete a **Leadership Project** that demonstrates the application of superintendent-level leadership within a **districtwide context**. The Leadership Project serves as a culminating performance task through which candidates apply the **Texas Superintendent Standards** to an authentic district challenge with a clear connection to **student achievement, instructional improvement, and organizational effectiveness**.

The Leadership Project must address an identified district need and reflect the scope and complexity of the superintendent role. Projects must extend beyond a single campus and focus on **system-level leadership**, such as district planning, governance, instructional systems, resource management, or community engagement. The project should demonstrate the candidate's ability to analyze data, collaborate with stakeholders, make informed leadership decisions, and evaluate the impact of those decisions on district operations and student outcomes.

All Leadership Projects must be **aligned to one or more Texas Superintendent Standards** and must clearly identify which standard(s) are being addressed. Candidates are expected to document how the project reflects the superintendent's responsibility to lead district systems, support high-quality instruction, manage resources effectively, act ethically and legally, and work collaboratively with the board of trustees and community stakeholders.

The Leadership Project must be completed under the guidance of the **mentor superintendent** and with oversight from the **university supervisor**. Evidence of the project may include, but is not limited to, planning documents, data analyses, policy reviews, presentations, implementation plans, and reflective narratives. All project documentation must be submitted as part of the practicum requirements and is subject to review for compliance with **Texas Education Agency (TEA) Educator Preparation Program standards**.

Through the Leadership Project, candidates demonstrate readiness for the superintendency by showing their ability to lead complex district systems, align leadership actions to standards, and



make decisions that positively influence teaching, learning, and organizational performance across the district.

Pre-Approved Leadership Project Examples

Superintendent Practicum – Districtwide Scope Required

All Leadership Projects must:

- Be **districtwide** in scope (not campus-based)
- Align to **one or more Texas Superintendent Standards**
- Be completed under the supervision of a **mentor superintendent**
- Demonstrate impact on **student achievement, instructional quality, or district systems**

Candidates must clearly identify the standard(s) addressed and provide supporting evidence and reflection.

Standard 1: Leadership for Student Achievement

Vision, strategic direction, and continuous improvement

Approved Project Examples:

- Development or revision of a **district strategic plan or improvement plan**
- Districtwide analysis of student achievement, growth, or accountability data with leadership recommendations
- Design and implementation of a **district initiative to close achievement gaps**
- Evaluation of district academic programs and alignment to district goals
- Development of a districtwide progress-monitoring system for student outcomes

Standard 2: Instructional Leadership

High-quality instruction and data-informed decision-making

Approved Project Examples:

- District curriculum alignment review across grade levels or content areas
- Analysis of district assessment systems and instructional coherence
- Development of a districtwide instructional improvement plan
- Evaluation of professional learning systems and recommendations for improvement
- Review of instructional frameworks or coaching models used across the district



Standard 3: Organizational Leadership

Management of systems, finance, personnel, and operations

Approved Project Examples:

- District budget analysis aligned to instructional priorities
- Review of staffing patterns and resource allocation for equity and efficiency
- Development of a districtwide operational improvement plan
- Analysis of enrollment trends and implications for district planning
- Evaluation of district organizational structures and leadership capacity

Standard 4: Ethical and Legal Leadership

Professional integrity, legal compliance, and ethical decision-making

Approved Project Examples:

- Review and analysis of district policies for legal compliance
- Development or revision of district governance or ethics protocols
- Analysis of ethical leadership scenarios and superintendent decision-making
- Review of district compliance systems (e.g., FERPA, IDEA, Title IX)
- Development of risk management or compliance improvement recommendations

Standard 5: Governance and Community Leadership

Board relations, communication, and stakeholder engagement

Approved Project Examples:

- Analysis of superintendent–board communication and governance practices
- Development of a district communication or stakeholder engagement plan
- Evaluation of board policies and their impact on district operations
- Design of a community partnership initiative supporting district goals
- Review of district transparency, reporting, or public engagement processes

Multi-Standard Integrated Projects (Strongly Encouraged)

Projects may address **multiple Superintendent Standards**, such as:

- Districtwide instructional improvement initiatives supported by budget analysis
- Strategic planning projects involving board collaboration and community input



- Equity-focused initiatives integrating data analysis, policy review, and resource allocation
- District transformation or redesign efforts addressing instruction, systems, and governance

TEA Compliance Statement

All Leadership Projects are district-level, standards-aligned, and supervised field-based experiences. Projects are documented, evaluated, and verified in accordance with Texas Education Agency Educator Preparation Program requirements and are subject to audit review.

The Standards-Based Foundation for the Practicum

Educational Leadership Policy Standards:

ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- Collaboratively develop and implement a shared vision and mission
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- Create and implement plans to achieve goals
- Promote continuous and sustainable improvement
- Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support



teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.



FRAMEWORK FOR TExES SUPERINTENDENT STANDARDS

There are eight broad standards that represent the most essential expectations of today's Texas superintendents. These standards are designed to guide the preparation of new superintendents in Texas.

Superintendent Standard I

Learner-Centered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII



Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management: A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

The content covered by the superintendent test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statement**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

The superintendent knows how to:

- A. Serve as an advocate for all children.
- B. Model and promote the highest standard of conduct, ethical principles and integrity in decision-making, actions and behaviors.
- C. Exhibit understanding and implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- D. Monitor and address ethical issues affecting education.
- E. Apply laws, policies and procedures in a fair and reasonable manner.
- F. Interact with district staff, students, school board and community in a professional and ethical manner.

Competency 002: The superintendent knows how to shape district culture by facilitating the

Spring 2026 Superintendent Practicum



development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

- A. Establish and support a district culture that promotes learning, high expectations and academic rigor for self, students and staff.
- B. Facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- C. Implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- D. Use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- E. Institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- F. Facilitate the development, use and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- G. Recognize and celebrate contributions of staff and community toward realization of the district's vision.
- H. Maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- I. Encourage and model innovative thinking and risk taking and view problems as opportunities.
- J. Promote multicultural awareness, gender sensitivity and the appreciation of diversity in the educational community.
- K. Understand and support educational programs for all student populations, including students with special needs.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- A. Serve as an articulate, effective communicator for the importance of public education in a free democratic society.
- B. Develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- C. Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.



- D. Establish partnerships with families, area businesses, institutions of higher education and community groups to strengthen programs and support district goals.
- E. Implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- F. Communicate and work effectively with diverse groups in the district and community, i.e., social, cultural, political, ethnic and racial groups, so that all students receive appropriate resources and instructional support to ensure educational success.
- G. Develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families and community members.
- H. Use effective consensus-building and conflict-management skills.
- I. Articulate the district's vision and priorities to the community and to the media.
- J. Influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- K. Communicate effectively about positions on educational issues using effective writing, speaking and active listening skills to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political social, economic, legal and cultural context, including working with the board of trustee, to achieve the district's educational vision.

The superintendent knows how to:

- A. Analyze and respond to political, social, economic and cultural factors affecting students and education.
- B. Provide leadership in defining superintendent and board of trustees roles and establishing mutual expectations.
- C. Communicate and work effectively with board members in varied contexts, including problem solving and decision making.
- D. Work with the board of trustees to define and consistently adhere to mutual expectations, policies and standards.
- E. Access and work with local, state and national political systems and organizations to provide input on critical educational issues.
- F. Use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- G. Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

Domain II – Instructional Leadership

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment



among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- A. Facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes and child and adolescent growth and development.
- B. Implement planning procedures to develop rigorous curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- C. Implement curriculum design and delivery systems to ensure instructional quality, appropriate depth of learning and alignment across the district.
- D. Develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content and alignment.
- E. Use assessment to measure student learning, diagnose student needs and determine effectiveness of the curriculum to ensure educational accountability.
- F. Evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- G. Facilitate the integration of technology into the school district curriculum to enhance learning for all students.
- H. Facilitate the use of creative thinking, critical thinking and problem solving by appropriate school district staff and other individuals involved in curricular design and delivery.
- I. Facilitate the effective coordination of district and campus curricular and extracurricular programs.
- J. Ensure that staff members have a working knowledge of the accountability system and are monitoring its components to increase student performance.

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- A. Apply knowledge of motivational theories and strategies to encourage staff, students, families/caregivers and the community to strive to achieve the district's vision.
- B. Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline and school safety to ensure a school district environment conducive to learning.
- C. Facilitate the development of a learning organization that encompasses high student engagement and learning with academic rigor through the use of effective planning and



lesson design.

- D. Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- E. Implement and support student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical and leadership needs.
- F. Establish a comprehensive school district program of student assessment, interpretation of data and reporting of state and national data results for improvement of student learning.
- G. Apply knowledge of special programs to ensure that students are provided with appropriate resources and effective, flexible instructional programs and services.
- H. Analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- I. Analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- J. Develop and use appropriate change processes to improve student and adult learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural, psychological and other factors that may affect student development and learning and create an environment in which all students will learn.

Competency 007: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

The superintendent knows how to:

- A. Improve teaching and learning by participating in quality, relevant professional development activities and studying current professional literature and research.
- B. Develop, implement and evaluate a comprehensive professional development plan to address identified areas of district, campus and/or staff need.
- C. Facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- D. Implement strategies to increase the expertise and skill of staff at the district and campus level.
- E. Work collaboratively with other district personnel to plan, implement and evaluate professional growth programs.



- F. Deliver effective presentations and facilitate learning for both small and large groups.
- G. Implement effective strategies for the recruitment, selection, induction, development, evaluation and promotion of staff.
- H. Develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- I. Assess and support the organizational health and climate by implementing necessary strategies to improve the performance of all staff members.

Domain III – Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

The superintendent knows how to:

- A. Apply procedures for effective budget planning and management.
- B. Work collaboratively with board of trustees and appropriate personnel to develop district budgets.
- C. Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy.
- D. Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting.
- E. Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- F. Use district and staff evaluation data for personnel policy development and decision making.
- G. Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel.
- H. Manage one's own time and the time of others to enhance district operations.
- I. Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations.
- J. Apply legal concepts, regulations and codes as required.
- K. Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.



The superintendent knows how to:

- A. Apply procedures for planning, funding, renovating and/or constructing school facilities to support the district's mission and goals.
- B. Implement strategies that enable the district's physical plant, equipment and support systems to operate safely, efficiently and effectively.
- C. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- D. Develop and implement procedures for emergency planning and for responding to crises.
- E. Apply and evaluate procedures for ensuring the effective, efficient operation and maintenance of district facilities.
- F. Implement and evaluate appropriate procedures to ensure efficient, effective district transportation services, food services, health services and other services.
- G. Apply legal concepts, regulations and codes as required.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

The superintendent knows how to:

- A. Implement appropriate leadership skills, techniques and group process skills to define roles, assign functions, delegate effectively and determine accountability for goal attainment.
- B. Implement processes for gathering, analyzing and using data for informed decision making to attain district goals.
- C. Identify, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- D. Use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building and develop consensus.
- E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change in varied educational contexts.
- F. Analyze and use political influences to benefit the educational organization.



The following step-by-step process is designed to guide and assist all parties in the practicum:

1. The candidate notifies the university's practicum coordinator of his/her intention to enroll in the course. This notification must take place during the semester prior to the beginning of the practicum. Practicums are not offered in the summer.
2. The university coordinator checks the candidate's degree/certification plan to ascertain the candidate's eligibility for the practicum. To be eligible to register for the practicum, a candidate enrolled in superintendency program should have completed at least 6 semester hours toward the superintendent's certification prior to the beginning of the practicum. The practicum should be one of the last courses taken for candidates seeking "only" certification. Candidates should see their advisor before enrolling.
3. The candidate is responsible for securing the superintendent's signature on the permission forms. The supervising administrator is normally a superintendent of the district in which the candidate is employed; it is possible that the candidate might work with an administrator from another district. However, **the supervising administrator must hold a valid superintendent certificate.**
4. Candidates attend a virtual orientation meeting at the beginning of the practicum. This orientation includes a discussion of the obligations of the candidate and the development of the practicum proposal that is done in conjunction with the supervising administrator (superintendent).
 - . Between the first-class session and the first visit of the university supervisor, the candidate in conjunction with his/her supervising administrator develops a proposal for a major project that is specifically related to the nine TExES Superintendent Competencies. The proposal will provide direction for the candidate. The proposal is to be developed with the input and assistance of the supervising administrator and the university supervisor. The proposal should be designed to help candidates in fulfilling not only their own personal learning needs, but also district goals and tasks identified by the supervising administrator. As a result, the practicum experiences for each candidate will be different, based on the local context, the candidate's needs and interests, and the supervising administrator's needs for his/her district. The proposal should concentrate on significant, meaningful tasks that cause the candidate to integrate many smaller skills-based assignments into holistic projects and activities/experiences. A draft of these proposals must be turned in to both the supervising administrator and the university supervisor before the first site meeting, which will be held at the candidate's workplace.
6. Early in the semester, the university supervisor will visit with the candidate and the mentor if possible, and review the candidate's proposals with the supervising administrator and the candidate. The proposal, which must be approved by all three parties, becomes the "backbone" of the practicum. The university supervisor, supervising administrator, and candidate will attest that the candidate proposals are appropriate and



agreed upon by signing the appropriate form. However, the candidate and supervising administrator should capitalize on any other learning opportunities that present themselves, whether or not those are included in the proposals. In a sense, that proposals are a “living document” which may change with approval as opportunities present themselves.

7. The candidate begins work on the projects and activities/experiences set forth in the proposals and is available for administrative work whenever she/he is not meeting regular work-related responsibilities, including before and after traditional work hours. Work on proposal tasks may be pursued outside of work hours. This pattern of work continues throughout the semester until the projects and 160 hours of the practicum are completed.
8. The university supervisor visits (virtually) the candidate and his/her supervising administrator during the semester. The first visit, as stated previously, is to review and agree on the proposals. The second visit (and subsequent visits, if needed) is to assess progress and adjust when needed. The final visit is an exit conference in which the university supervisor evaluates, with the supervising administrator and candidate, the candidate’s performance and progress toward meeting all obligations as stated in the proposal. The university supervisor assigns the final grade for the candidate. Other visits may be scheduled upon request by the university supervisor, the candidate, or the supervising administrator.
9. The number of required seminars held at the university will number no more than five, with one dedicated to orientation, one for TExES review, and one at the end to share candidate projects. The candidate is required to attend all class meetings. In the event of an emergency, the candidate is required to contact the professor. Additionally, the candidate will be given an extra assignment which will be due the week after the emergency. This additional assignment will require that the candidate spend the time allotted to a class meeting to effectively complete the additional assignment. Seminars involve activities and assignments that comprise part of the grade given for the practicum. Failure to complete these activities and assignments may result in failure to complete the practicum.
10. Additionally, all candidates will be required to complete a practicum portfolio, and keep a practicum log of activities and experiences that will include
 - (a) the date of the activity/experience,
 - (b) a brief description of the activity/experience,
 - (c) the code for each activity/experience,
 - (d) a well-constructed and thoughtful monthly reflection on activities/experiences,
 - (e) the amount of time spent on each activity/experience and
 - (f) the total number of hours completed for the practicum.



ROLES AND RESPONSIBILITIES

For the practicum experience to be productive for the candidate; the different parties must understand their respective roles and their relationships to one another. It is the responsibility of the university supervisor to assure that such understanding occurs. The following are descriptions of the roles of the parties involved in the practicum/practicum.

The University Supervisor:

1. Provides the general structure of the program and explains it to the candidate, the cooperating school district, and the supervising administrator.
2. Administers the program.
3. Serves as consultant to the candidate and supervising administrator in the development of the practicum experiences and works with them in evaluating the candidate's growth and achievement.
4. Gives direction to the candidate seminars that occur during the academic year.

The Supervising Administrator, Superintendent (or designee):

1. Works with the university supervisors in establishing a framework for cooperation.
2. Serves as the immediate filed supervisor of the candidate.
3. Develops with the candidate and the university supervisor the proposal for the practicum. Many supervising administrators of candidates have found it useful for themselves and their candidates to first develop proposal projects and activities/experiences independently, then consolidate and reconcile their two sets of goals.
4. Uses the candidate in ways that contribute to (a) the candidate's development and growth as an administrator and (b) the work of the supervising administrator and the school district.
5. Serves as a mentor to the candidate by discussing administrative problems and his/her thinking about the issues.
6. Will be invited to attend the candidate's presentation at the final candidate seminar.
7. Encourages the candidate to socialize him/herself into the profession through attendance at various meetings of school district administrators.
8. Clarifies the candidate's role to the district administrators and staff.



9. Assists in the continuing assessment and evaluation of the candidate's development and performance.

The Candidate:

1. Demonstrates a desire to take full advantage of the learning opportunities that are available in the practicum.
2. Keeps confidences.
3. Develops a proposal containing activities/experiences and a project for the practicum with the supervising administrator and university supervisor.
4. Is available to assist with tasks beyond those indicated by the proposal.
5. Allocates sufficient time to the practicum activities.
6. Socializes him/herself to the profession of school district leadership through attendance at appropriate meetings.
7. Attends and participates fully in the practicum seminars.
8. Maintains a portfolio which includes, but is not limited to, daily logs of activities/experiences, the practicum project, materials that the candidate produces in the course of the practicum, and other materials valuable for future reference (i.e. schedules, memoranda, checklists, etc. which might be useful to you upon assuming full-time administrative responsibilities).
9. Assumes responsibility for securing his/her portfolio from the university supervisor after it has been reviewed and the practicum is successfully completed.
10. Maintains a daily log of candidate activities/experiences.

PRACTICUM EXPECTATIONS AND REQUIREMENTS

The candidate is required to:

- **Complete 160 clock-hours of practicum field based experiences.**
- **Attendance and participation in all university setting class meetings** The candidate is expected to attend and participate fully in university course/seminars on campus in order to (a) discuss, analyze and synthesize practicum experiences, (b) discuss the application of the TExES competencies to experiences at respective



districts and (c) discuss reflective essays. Candidates are required to actively participate in these course/seminars.

- **Develop a District-wide Leadership Project.** The project should reflect meaningful experiences for the candidate. This should be done in close collaboration with the supervising administrator and the university supervisor.
- **Complete a Practicum Portfolio**
 - Candidate Information
 - Individual Practicum Plan
 - Personal and Professional Goals
 - Pre-Assessment of Competency and Career Aspiration
 - The Practicum Plan
 - Field Service Leadership Project
 - Project Description
 - Major Project Presentation
 - Highlights
 - Report
 - Professional Resume
 - Post Assessment



Practicum Forms



Texas A&M University, Kingsville
College of Education and Human Performance
Department of Education and Human Performance

EDAD 5385
Practicum in School Superintendency

STUDENT INFORMATION

1. Your name
2. The name of your school district
3. Your current position in district
4. The name and position of your supervising administrator
5. Your cell phone number
6. The telephone number of your campus
7. The fax number of your campus
8. A schedule of the best times to visit
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday



PRE-ASSESSMENT OF COMPETENCIES AND CAREER ASPIRATION

1. Present Performance

Please rate yourself on the performance competencies listed using the following scale:

0 = no experience

1 = infrequent experience

2 = somewhat experience

3 = frequent experience

4 = extensive experience

Competency	Present Performance
Competency 001: <i>knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.</i>	0 1 2 3 4
Competency 002: <i>knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.</i>	0 1 2 3 4
Competency 003: <i>knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.</i>	0 1 2 3 4
Competency 004: <i>knows how to respond to and influence the larger politician, social, economic, legal and cultural context, including working with the board of trustees to achieve the district's educational vision.</i>	0 1 2 3 4
Competency 005: <i>knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.</i>	0 1 2 3 4



Competency 006: knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.	0 1 2 3 4
Competency 007: knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	0 1 2 3 4
Competency 008: knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.	0 1 2 3 4
Competency 009: knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.	0 1 2 3 4
Competency 010: knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.	0 1 2 3 4

Based on your responses, describe two or three (or more) strengths of your experiences

Based on your responses, describe two or three (or more) areas in which you would like to gain more experience.



Texas A&M University, Kingsville
College of Education and Human Performance
Department of Educational Leadership and Counseling

EDAD 5385
Practicum in School Superintendency

FIELD SERVICE PROJECT

Major Project:

Description of Activity (1 – 2 paragraphs, include competencies to be addressed):



Texas A&M University, Kingsville
College of Education and Human Performance and Human Performance
Department of Educational Leadership and Counseling

EDAD 5385
Practicum in School Superintendency

OBSERVATION FORM

Candidate Name _____ Cell: _____
Campus: _____

TAMUK Supervisor: _____

	Mentor
Name	
District	
District Address	
Department	
Phone #	
Phone #	
Email Address	

Observation #1 Date _____

Comments:

Observation #2 Date _____

Comments:

Observation #3 Date _____

Comments:



Texas A&M University, Kingsville

*College of Education and Human Performance and Human Performance
Department of Educational Leadership and Counseling*

EDAD 5385
Practicum in School Superintendence

CANDIDATE PERFORMANCE EVALUATION BY ADMINISTRATIVE SUPERVISOR

Directions: Please complete this form, discuss the evaluation with the candidate, and send to University Candidate Supervisor.

Candidate's Name:

Practicum Site: _____

Duration of Practicum: From _____ To _____

1. Did the candidate achieve his/her practicum performance competencies? Yes No

a. If you marked "No," which competencies were not met?

b. In your opinion, these competencies were not met because:

2. If other competencies were achieved which were not on the candidate's plan, briefly describe:



3. In your opinion, are there other administrative and leadership experiences this candidate should have before assuming district administrative position? Yes No

If yes, briefly describe:

4. At the completion of the practicum, please rate the candidate on the performance standards listed below using the following scale:

0 = not experienced during practicum

1 = need much more work

2 = need more work

3 = performance was adequate

4 = performance was strong

Competency	Performance
Competency 001: <i>knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.</i>	0 1 2 3 4
Competency 002: <i>knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.</i>	0 1 2 3 4
Competency 003: <i>knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.</i>	0 1 2 3 4
Competency 004: <i>knows how to respond to and influence the larger politician, social, economic, legal and cultural context, including working with the board of trustees to achieve the district's educational vision.</i>	0 1 2 3 4
Competency 005: <i>knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.</i>	0 1 2 3 4
Competency 006: <i>knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.</i>	0 1 2 3 4



Competency 007: knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	0 1 2 3 4
Competency 008: knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.	0 1 2 3 4
Competency 009: knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.	0 1 2 3 4
Competency 010: knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.	0 1 2 3 4

5. In your opinion, what is the candidate's overall district administrative potential (circle one of the following)?

Weak

Limited

Adequate

Strong

Why do you feel this way?

6. In your opinion, what were two or three (or more) strengths of this practicum experience for the candidate?

7. In your opinion, what were two or three (or more) weaknesses of this practicum experience for the candidate?

8. In your opinion, what are two or three (or more) ideas for strengthening this course.

Signature of Administrative Supervisor

Date

