



**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Department of Educator and Leadership Preparation**

**COURSE NUMBER AND TITLE:** EDAD 5385 – 102-103, Superintendent Certification Practicum

**PREREQUISITES BEFORE YOU CAN TAKE THIS COURSE:** Acceptance into Superintendent Certification Program and by meeting with the graduate advisor to fill out required documents.

**COURSE DESCRIPTION:** This course is designed to further develop and apply the skills and competencies needed to provide leadership in an educational system. A system influenced by board relations, defined by its management of personnel, human relations, the media, accountable for a balanced finance system that advances educational equity and builds and maintains safe learning facilities that contribute to the delivery of effective instruction for all students. (K-12)

**COURSE CREDIT:** Three hours graduate credit

**TERM OFFERED:** Spring, 2026

**LOCATION OF CLASSROOM:** Field based at the student's school district or charter school. It will be administered as a supervised experience collaboratively between the school district and university. An orientation meeting will be held to address the structure of the course and answer questions.

**COURSE GOALS AND OBJECTIVES:**

The purpose of the practicum is to make relevant connections between theory and practice and students' academic and experiential learning. Through 160 hours of field-based experiences aligned with TExES standards, the student will have an opportunity to lead and work with school administrators.

**STUDENT OUTCOMES:**

Students will develop and extend their knowledge of:

1. The challenges of balancing the central office administrator's role with campus level teaching, student learning needs, board relationships and community involvement.
2. A grasp of ethical issues and dilemmas that come in serving as a proactive problem-solver and leader.
3. The resources needed to provide support for student learning at the campus level.
4. Effective communication challenges within the schools and with the broader community.
5. Application of leadership theories to interpret experiences and formulate possible scenarios for school district improvement
6. The strategies and plans needed to facilitate and foster a sense of community and collaboration within the school district for all personnel, parents, and students.
7. The need for understanding, sensitivity, and acceptance related to the physical, intellectual, and emotional needs of diverse populations.

**WEBSITE LOCATION:** Texas A&M University San Antonio Home Page at <http://www.tamus.edu> and click on the Blackboard link <http://tamusa.blackboard.com/>

**INSTRUCTOR'S NAME:** Juan Antonio Jasso, Ed.D. Superintendent Studies  
**Cell Phone:** 210-823-0697 **Email:** [jjasso@tamusa.edu](mailto:jjasso@tamusa.edu)

**REQUIRED TEXTBOOKS:** Educational articles may be assigned that deal with the academic issues relevant to the course and excerpts from leadership reading material.

Sampson, Pauline (2015). Preparing for and Passing the School Superintendent Test of Texas 2nd Edition. DEStech Publications, Inc Lancaster, PA 17602, USA. ISBN No. 978-1-60595-216-1

Sharp, William L. and, Walter, James K. ( 2009). The School Superintendent, The Profession and the Person, 2nd Edition. Rowman & Littlefield Education

**You are strongly advised to purchase a test preparation software for the 195 Superintendent's exam: The following has been successfully used by other students:**

[http://www.certifyteacher.com/produtos/lista\\_de\\_examenes.php?fldEstado=46&button=Submit](http://www.certifyteacher.com/produtos/lista_de_examenes.php?fldEstado=46&button=Submit)

**USEFUL WEBSITE LOCATIONS FOR STUDY AND/OR RESEARCH MATERIALS;**

[http://cms.texas-ets.org/files/1414/4042/6437/superintendent\\_195.pdf](http://cms.texas-ets.org/files/1414/4042/6437/superintendent_195.pdf)

[http://cms.texas-ets.org/files/6414/3741/0090/superintendent\\_195\\_supplement.pdf](http://cms.texas-ets.org/files/6414/3741/0090/superintendent_195_supplement.pdf)

**COURSE REQUIREMENTS:** Intern and Instructor will meet at least three times to assess progress with selected activities and weekly reports. Interns enrolled will be required to participate in the following:

- (1) Meeting with the university supervisor to ensure success/status of selected tasks/activities/projects.
- (2) Site observation meetings/visits for the purpose of implementation of identified academic/leadership activities.
- (3) Site observation meetings/visits will include specific and meaningful feedback in writing and verbally.
- (4) Documents submitted through blackboard will include daily log, weekly reflections, and description of Performance Activities.
- (5) Auditable documents like your Educator Ethics Form, Teacher Service Record, will be uploaded to JAG Portal <https://educators.tamusa.edu/signin?next=/admission>
- (6) Signed agreement executed by all parties including student and professor. Signed evaluation at the end of the internship experience.

**COURSE STANDARDS:**

**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.

This course meets the following TExES Domains and Competencies:

**Domain I** Leadership of the Educational Community

**Domain II** Instructional Leadership

**Domain III** Administrative Leadership

**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.

**Competency 002-** The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

**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.

**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 trustees, to achieve the district's educational vision.

**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; and promote the use of varied assessments to measure student performance.

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

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

**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 use.

**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.

**Competency 010-** The superintendent knows how to apply organizational, decision-making, and problem solving skills to facilitate positive change in varied contexts.

**ASSIGNMENT REQUIREMENTS:**

Students will be expected to provide documentation of performance activities connected to the 10 TExES Superintendent competencies with each assignment submitted.

Appropriate supportive documents will also need to be submitted with weekly journal activities, reflection log, and the completed Performance Activity Report Form explaining the contribution and involvement required to perform the specific duty, task, or activity.

The activities should be ones that go beyond what a campus administrator might regularly be expected to do. The intent of the performance activities is to allow students opportunities to be involved in the area of central office administration and leadership; therefore, additional responsibility, time and commitment, on the part of the student interns, will be necessary.

Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided with internship assignments and evaluations of the candidate's performance. The university professor will award the final grade and determine the successful completion of the internship.

**INSTRUCTIONAL DELIVERY AND EVALUATION:**

Instructional strategies through the selection of relevant Performance Activities will empower the interns to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Performance activities linked to the TExES standards provide the interns the opportunity to experience the realities of educational administration by applying classroom knowledge and theory to actual administrative situations.

Documentation of performance activities will convey the relevance of the experience, the degree of meaningful engagement required in the activity by the intern, and the connection will be made to the TExES Competencies. Reflections of insight gained through participation in the activity are expected to be clear in thought, originality, and quality of written responses will be important. Interns will complete assignments on blackboard that will document reflections and learning throughout the internship experience. All written work will be submitted through blackboard and should be typed and submitted with correct spelling, grammar, style and syntax. The American Psychological Association's Publication Manual is recommended as an approved guide when entries need this type of reference.

**Course Deliverables:**

1. **Ethics Form:** This form must be signed and submitted by Sunday, January 18.
2. **Pre-Conference Planning:** This planning form will be submitted by Sunday, January 18.
3. **District Supervisor Request Form:** This form requests that a Supervisor be approved is due January 18.
4. **District Supervisor Permission/ Training Form:** This form must be signed by both the intern and the supervisor/site Administrator and must be uploaded to blackboard by January 25.
5. **E-mail draft of Practicum Plan for discussion before we meet with Site Supervisor. This will be an informal observation.**
6. **Practicum Plan:** This form must be signed by both the intern and the supervisor/site administrator. This form must be submitted no later than February 1.
7. **Complete a minimum of 12 Weekly Journal Reflection Activity Logs:** These weekly reflection logs document the types of activities the intern experiences and how these are connected to the TExES competencies. Critical to the reflections is how the intern connects the experiences to board policies, campus regulations, strategic plan, district / campus improvement plans, district and school political climate, SLEEPE etc.

8. **Complete 20 Documented Performance Activities:** 10 completed forms that contain 2 performance activities for each TExES competency will be completed by intern. Please note your role in each activity and how the activity connects with a Superintendent competency.
9. **Three formal on-site observations will be conducted as well as three informal meetings.** Tentatively, **an initial informal observation** will be with the intern and the university professor to develop a draft of the internship plan to present to the site supervisor. The **second formal observation** is your internship plan presentation to the site supervisor and your professor's description of the role of the supervisor regarding the support needed to successfully complete the performance activities. The **third formal observation** will be primarily for observation, progress, and feedback on an assignment presentation. The **fourth informal observation** meeting will be to discuss performance activities and logs. The **fifth formal** meeting will be to observe a student presentation. The **sixth informal meeting** will be the evaluation of the intern.
10. **Discussion of high interest topics** will assigned and be presented by student teams. Topics on Finance, Personnel, Community Relationships, Public Speaking, and Self Care are some of the topics under consideration. Some of these topics will be addressed on Saturday, March 21 from 8:00 a.m. to 12:30 p.m..
11. **Evaluation by District Supervisor:** This form must be signed by both the intern and the supervisor/site administrator, no later than May 10<sup>th</sup>.

**Special Note :** Supporting evidence that you feel demonstrates the level of effort you have invested in the activities will be required for this practicum. These supporting items may include photographs, work samples, board meeting agendas of meetings you attended, printouts of webpages you worked on, newsletters you contributed to, flyers of activities you organized, videos, PPTs, and research conducted to arrive at decisions/ recommendations. Be reminded that for every board meeting agenda, either for action or information to the board, you will need to provide **background information** that will determine how well the board agenda item is judged for approval, discussion, or not approved. Especially pertinent are the opportunities for public exposure and the meeting of other professionals in public meetings, conferences, etc. (Please note your role in each activity and how this ties with the superintendent competencies)

Course Grade	Course / Class Points
A	249-276
B	221-248
C	194-220
D	166-193
F	165 or below
I*	Incomplete (.362)

**Grades will be based on points earned and timely submissions:**

\* In order to be eligible for consideration for an "I" (incomplete), you must have completed 75% of the coursework and have a "C" or better in the course. Generally, reasons for requesting an incomplete include but are not necessarily limited to, medical emergency, unforeseen crisis, death in the family and so forth. Circumstances for the request must be extenuating, and available documentation should be supplied to your professor. If an "I"

is granted, a contract outlining the timeline and conditions for completion will be constructed by the professor.

**Dropping this Course:** If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty are not responsible for dropping students from a course. If you do not drop the course you run the risk of receiving a letter grade at the end of the semester.

**Adherence to the Following Guidelines for Compliance with the State Board for Educator Certification/Texas Education Association:**

1. The Internship Supervisor will be a tenure-track member of the Educational Administration faculty at Texas A&M University San Antonio.
2. The Internship Supervisor will guide the candidate throughout the internship by meeting with the intern to ensure success prior to the initial internship placement (**REQUIRED MEETING AT TAMUSA**)
3. The Internship Supervisor will meet again with the intern within the first month of the practicum (**REQUIRED ON-SITE MEETING TO INCLUDE INTERN AND UNIVERSITY SUPERVISOR**).

4. The Internship Supervisor will observe the intern on-site for a minimum of 45 minutes within the first semester of the practicum assignment. Observations will be documented following the state prescribed standards for Superintendents in alignment with the Texas Administrative Code and the TExES examination. Feedback will be provided in writing and face to face.  
**(OBSERVATION ON-SITE OF INTERN BY UNIVERSITY SUPERVISOR TO INCLUDE SPECIFIC AND MEANINGFUL FEEDBACK IN WRITING AND VERBALLY).**
5. The Supervising Professor will meet with the Intern's Supervisor a minimum of once per semester to ensure the intern's success and provide the opportunity to address any potential areas of growth. During this meeting, the supervisor will be provided with a written form documenting the strengths and areas of continuing development as identified both by the Practicum Supervisor and the district supervisor.  
**(REQUIRED ON-SITE MEETING TO INCLUDE INTERN SUPERVISOR, INTERN, AND UNIVERSITY SUPERVISOR).**
6. If candidates struggle during the practicum, support will be provided in the form of additional site- visits (as needed) and additional individual advising (as needed). Ultimately, if it is determined that the candidate cannot be successful in their current placement, the intern will be removed from their current assignment and placed in a different internship location to provide maximum opportunity for student success.

#### **Americans with Disabilities Act –**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disability. If you believe you have a disability that may require accommodation, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Madla Building. The phone number for DSS is (210) 784-1335.

#### **Academic Dishonesty –**

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, **multiple** submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio Student Handbook.

## EDUCATORS' CODE OF ETHICS: 19 T.A.C. 247

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. 19 TAC 247.1

### **1. Professional Ethical Conduct, Practices, and Performance**

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the District, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local Board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

### **2. Ethical Conduct Toward Professional Colleagues**

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local Board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **3. Ethical Conduct Toward Students**

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

The nature, purpose, timing, and amount of the communication;

The subject matter of the communication;

Whether the communication was made openly or the educator attempted to conceal the communication;

Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

Whether the communication was sexually explicit; and

Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Retrieved from [http://pol.tasb.org/Policy/Download/587?filename=DH\(XHIBIT\).pdf](http://pol.tasb.org/Policy/Download/587?filename=DH(XHIBIT).pdf)



Please review the following statements. Then sign for verification on the line below the statement. Upon signing this document, please provide a copy to the Graduate Advisor.

My signature documents my receipt of the Educator Code of Ethics. I attest that I have read the Educator Code of Ethics, I understand the Educator Code of Ethics, and I abide by the Educator Code of Ethics.

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Signature

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Date

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Printed Name

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Student Identification Number

**Texas A&M University-San Antonio  
Documentation of Performance Activities  
Pre-Conference Planning**

Superintendent Intern \_\_\_\_\_

District - \_\_\_\_\_

Date of Pre-conference \_\_\_\_\_

**Number of Hours for Activity:** \_\_\_\_\_

**Summary including a description of your planned actions:** How did you participate in the selection/consideration of the activities?

**Questions for consideration:**

1. How will the selection of these activities prepare you for a leadership position as Superintendent?
  
  
  
  
  
  
  
  
  
  
2. What other activities are inherent in the planning of this activity? For example, will it require board approval, a committee recommendation, etc.
  
  
  
  
  
  
  
  
  
  
3. How will this activity impact student achievement and board relations ?
  
  
  
  
  
  
  
  
  
  
4. What activities were of particular interest to your internship Supervisor?

**Linkage to TExES Competency:**





TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

College of Education and Human Development  
 Department of Educator and Leadership Preparation  
 One University Way, San Antonio, Texas 78224  
 Phone: (210) 784-2507 Fax (210) 784-2503

## Superintendent Practicum Clearance Form

Today's Date: \_\_\_\_\_ Semester & Year of Practicum: \_\_\_\_\_

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

Email Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Major: (check one) \_\_Reading Specialist\_\_ Educational Diagnostician\_\_ Educational Leadership

Have you uploaded a copy of your Teachers Service to the JAGS Portal ? \_\_\_\_\_

**\*\*Note:** All interns must submit a copy of the teacher service record prior to approval.

Expected Completion of Certification Requirements Date: \_\_\_\_\_

Internship Site Location: \_\_\_\_\_

- \*\*\*Your enrollment in the practicum course is dependent on your ability to acquire an approved site. Practicum clearance form may be completed when a student has scheduled a formal interview with the site administration.**
- Check with your department to see if any courses are to be completed concurrent with the practicum/internship.

Place of Employment and address: \_\_\_\_\_

Student Signature: \_\_\_\_\_

On-Site Supervisor Printed Name: \_\_\_\_\_

On-Site Supervisor Signature and Credentials: \_\_\_\_\_

Years Experience \_\_\_\_\_ Certification \_\_\_\_\_

Influence on Student Achievement: **(Please attach Current School Report Card)**

Supervisor Email and Phone Number: \_\_\_\_\_

**\*\*\*\*Please note that you must be at the end of your program in order to enroll in the practicum/internship and you must also meet the prerequisite requirements for the internship. You must be in good standing at the university., Failure to meet the prerequisites or be in good standing will prevent you from enrolling in the course. Submission of this form does not guarantee placement in the class. The department 's office will provide final approval of the practicum site and supervisor.**



Texas A&M University-San Antonio
Department of Educator and Leadership Preparation
Site Administrator Permission / Training Form

\_\_\_\_\_ has enrolled this semester in EDAD 5385 Superintendent Practicum. The department requests the intern actively participate in at least 160 hours to gain practical experience in applying administrative skills, techniques, and theory by working with a superintendent or assistant superintendent. These hours can be arranged at the convenience of the public-school cooperating administrator and the intern. It is highly encouraged that the student become engaged in tasks/projects reflected on the Practicum Plan and that are relevant to the district, so feel free to suggest or engage students in potential tasks as noted below.

The quality of the internship is related to support provided by the district site administrator and university professor. The following are suggestions for you, the cooperative administrator, based on prior successful internships. Be willing to make the internship a valuable experience for the aspiring administrator.

- Explain to the faculty the role and responsibilities of the intern.
• Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
• Many aspiring administrators have benefited from the opportunity to work in the office substituting in the absence of the supervising administrator. Many have allowed the student to use professional business days.
• Be honest with your feedback. Constructive feedback will help the aspiring administrator address areas of growth.
• Allow the intern to participate in parent conferences and district meetings to the extent possible. It is appropriate to reinforce ethics involved in district administration.
• When assigning projects, assist the aspiring administrator with planning the outcomes, deadlines, and needed resources.
• Share professional reading and important news items with the aspiring administrator. While the aspiring administrator is available to assist you with a variety of tasks, please try to vary the assignment so that the intern gets diverse experience.

I, the undersigned cooperative administrator, am aware of the student's enrollment in the internship course with Texas A&M San Antonio. I understand that the university will be supervising this student's internship, and my responsibilities are to be aware of the internship, approve it, and support students in any way possible.

Signature of Cooperating Administrator

Date

Position

School Telephone Number

Name of School District

e-mail address of cooperating administrator

This form must be uploaded to Blackboard or JAGS Portal.



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**Texas A&M University-San Antonio**  
**Department of Educator and Leadership Preparation**  
**Superintendent Certification Practicum Plan**

This is a planning document for the intern to use in determining how each TExES Competency will be addressed. Each TExES Competency has a selection of activities that demonstrate learning has occurred supporting that standard. The site supervisor’s signature indicates approval of the Practicum Plan.

Intern’s Name: \_\_\_\_\_

**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.

Performance Activity 1 \_\_\_\_\_

Performance Activity 2 \_\_\_\_\_

**Competency 002-** The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Performance Activity 3 \_\_\_\_\_

Performance Activity 4 \_\_\_\_\_

**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.

Performance Activity 5 \_\_\_\_\_

Performance Activity 6 \_\_\_\_\_

**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 trustees, to achieve the district’s educational vision.

Performance Activity 7 \_\_\_\_\_

Performance Activity 8 \_\_\_\_\_

**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; and promote the use of varied assessments to measure student performance.

Performance Activity 9 \_\_\_\_\_

Performance Activity 10 \_\_\_\_\_

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

Performance Activity 11 \_\_\_\_\_

Performance Activity 12 \_\_\_\_\_

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

**Performance Activity 13** \_\_\_\_\_

**Performance Activity 14** \_\_\_\_\_

**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 use.

**Performance Activity 15** \_\_\_\_\_

**Performance Activity 16** \_\_\_\_\_

**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.

**Performance Activity 17** \_\_\_\_\_

**Performance Activity 18** \_\_\_\_\_

**Competency 010-** The superintendent knows how to apply organizational, decision-making, and problem solving skills to facilitate positive change in varied contexts.

**Performance Activity 19** \_\_\_\_\_

**Performance Activity 20** \_\_\_\_\_

**Supervising Administrator's statement: I have discussed the above activities with the intern and agree to support the intern in the implementation of the activities contained in the Practicum Plan.**

**Supervising Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Intern's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Professor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Texas A&M University-San Antonio**  
**Department of Educator and Leadership Preparation – Superintendent Certification**  
**JOURNAL/ACTIVITY LOG**

Name: \_\_\_\_\_ **(12 Weekly Journal Reflection Logs)**

Date	Time	Hrs.	Competency	Activity
				What did you do, what was the purpose, and how is it tied to the competency? Provide an artifact...agenda, handout, or link.

**Weekly Reflection: What was the main take away from the week and were there any board policies that were appropriate to consider, if so list them.**

**Texas A&M University-San Antonio**  
**Educational Administration – Superintendency Certification**  
**Documentation of Performance Activities**

**TExES Competency:** \_\_\_\_\_

**Description of Activity # \_\_\_\_:** **No. of hours for Activity:**\_\_\_\_\_

**Date/Time /Location:** \_\_\_\_\_

**Summary (reflection) including a description of your actions:**

**Description of Activity #\_\_\_\_\_** **No. of Hours for Activity:**\_\_\_\_\_

**Date/Time/Location:** \_\_\_\_\_

**Summary (reflection) including a description of your actions:**

*Reflections to include a deeper understanding of the activity by how it connects to fulfill the mission, vision, and organizational goals set as a commitment in district documents. (DIP, Strategic Plan, Crisis Plan, Board Policy, Board Operating Procedures, Professional Development Plan, Transportation Fleet Replacement Plan,*

## Texas A&M University-San Antonio

Department of Educator and Leadership Preparation – Superintendent Certification

### PERFORMANCE ACTIVITIES

The required performance activities are germane to specific TExES competencies and should guide the educational administration candidate during the internship.

**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.**

Select three performance activities that demonstrate learning has occurred through Competency 1 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, memos, reports) for your portfolio that serve as evidence of the activities.

- conduct an analysis of the Superintendent’s job description by comparing it to the evaluation and to district’s performance goals.
- interview the Board President and discuss their evaluation process
- develop a brochure that explains the educational benefits of special programs
- attend a District Site Based Decision Making Committee meeting and reflect on the agenda items and actions
- compare the perspectives of two groups of employees on ethical and unethical behaviors
- compare the perspectives of regular and special education teachers regarding IEP’s, BIP’s and co-teaching, then make recommendations for professional staff development
- outline the process and procedures used to identify a district employment position and how it ends up as an action item on the board agenda for approval
- select 3 events that occurred in the district related to students, para-professional staff, and professional staff that led to a grievance and share the outcome.
- review the policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.
- list the salient characteristics of the correspondence to persons filing a grievance.

**Competency 2: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.**

Select three performance activities that demonstrate learning has occurred through Competency 2 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- compare the mission and vision of four school districts and identify the strengths and weaknesses and one board action for each that best demonstrates commitment.
- conduct a three-year comparison of the district’s sub populations at any grade levels  
Identify (3) performance facts about each group and construct two recommendations to be made to the board of trustees to address your findings.
- participate in a board created committee to identify the connectedness between the culture, vision, and the community the district serves.
- find a district that is planning for a bond issue and identify strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.

- use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- recognize and celebrate contributions of staff and community toward realization of the district's vision.
- connect with the public informational officer in your district and engage in an informational piece that provides awareness to the educational community about emerging issues and trends affecting public education and their significance.
- identify a district program that exemplifies innovative thinking, risk taking, and a view of problems as learning opportunities.
- attend an event that promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

**Competency 3: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.**

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- investigate in board policy and handbooks how the district manages communication by establishing roles of board members, superintendent, and administrative staff. serve as an articulate spokesperson for the importance of public education in a free democratic society.
- develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
- implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
- summarize the latest school climate survey to gain an accurate view of the perceptions of district staff, families, and community members.
- use effective consensus-building and conflict-management skills.
- articulate the district's vision and priorities to the community and to the media.
- influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- explore and cite the ways that district libraries and events in the district celebrate diversity.

- use effective and forceful writing, speaking, and active listening skills.
- focusing on the perceptions of quality education, interview a community member, a board member from the Chamber of Commerce, and a City Council member and share and consider their views.
- review the process used by your district to distribute monies to each campus and compare 4 like campuses to highlight the differences and areas that are common in funding.

**Competency 4: The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.**

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- attend all board meetings and focus on the pace and the sequencing of agenda items with special attention to who are the major contributors to the process.
- create or summarize the latest curriculum evaluation conducted by the district and evaluation methods used.
- analyze and identify board agenda items that respond to legal, political, social, economic, and cultural factors affecting students and education.
- if one exists, review the board operating procedures and highlight those roles that define the superintendent-board roles and establishes expectations.
- communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
- work with the board of trustees to define mutual expectations, policies, and standards.
- access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
- use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- research and outline the process used to modify or construct a district board policy to improve student learning and district performance in compliance with state and federal requirements.
- analyze the process and considerations needed to recommend or not recommend salary increases

**Competency 5: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.**

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
- implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.

- implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
- 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.
- use assessment to measure student learning and diagnose student needs to ensure educational accountability.
- evaluate district benchmark test results and determine their validity and reliability
- evaluate curricula and provide direction for improving curricula based on sound, researchbased practices.
- integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
- facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
- facilitate the effective coordination of district and campus curricular and extracurricular programs.

**Competency 6: The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.**

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- identify the motivational theories that served as the basis for the creation of conditions or programs that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
- analyze or create a walkthrough instrument that implements sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
- facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
- establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
- review the process used to distribute funding to schools to ply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
- analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.

- analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
- 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 can learn.
- identify and describe the support mechanisms in your district that serve to build team leaders. desegregate data, align curriculum, promote effective delivery of instruction, and lead assessment services.

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

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.
- develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
- facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- implement strategies to enhance professional capabilities at the district and campus level.
- work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
- deliver effective presentations and facilitate learning for both small and large groups.
- implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.
- develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

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

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop district budgets.
- facilitate effective account auditing and monitoring.
- establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
- acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- use district and staff evaluation data for personnel policy development and decision making.
- apply knowledge of certification requirements and standards.
- apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
- manage one's own time and the time of others to maximize attainment of district goals.
- develop and implement plans for using technology and information systems to enhance school district operations.
- apply pertinent legal concepts, regulations, and codes.
- review the district fleet replacement plan and explore the funding sources that may be available.
- develop a list of district technology software supported for each campus and identify the purpose of its use and what is the cost. (Has it been evaluated?)

**Competency 9: 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.**

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- apply procedures for planning, funding, renovating, and/or constructing school facilities.
  - implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
  - apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
  - develop and implement procedures for crisis planning and for responding to crises.
  - apply procedures for ensuring the effective operation and maintenance of district facilities.
  - implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
  - apply pertinent legal concepts, regulations, and codes.
- interview the Child Nutrition Director as if you were going to take his/her position.

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

Select three performance activities that demonstrate learning has occurred through Competency 3 and complete the Performance Activity Report Forms. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) for your portfolio that serve as evidence of the activities.

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- implement processes for gathering, analyzing, and using data for informed decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- 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.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.
- analyze and manage internal and external political systems to benefit the educational organization.

**Texas A&M University-San Antonio**  
**EDAD 5385 Superintendent Practicum Observation Form**

Intern \_\_\_\_\_ Observation # \_\_\_\_\_ School/District \_\_\_\_\_  
 Date \_\_\_\_\_ Time (Start) \_\_\_\_\_ (Stop) \_\_\_\_\_

TExES Competency		Outstanding	Proficient	Developing	Basic	Unacceptable
001	Knows how to act with integrity, fairness, and in an ethical manner to promote success.	5	4	3	2	1
002	Knows how to shape district culture through a shared vision with stakeholders and community.	5	4	3	2	1
003	Communicates and collaborates with families and community members in response to diverse interests.	5	4	3	2	1
004	Knows how to respond and influence in political/cultural contexts while working with the board of trustees.	5	4	3	2	1
005	Knows how to implement strategic plans that align curriculum to measure and improve student performance.	5	4	3	2	1
006	Knows how to advocate and nurture a culture conducive to student learning and staff professional growth.	5	4	3	2	1
007	Knows how to use a staff evaluation system that leads to improved performance of all staff.	5	4	3	2	1
008	Knows how to apply leadership principles to district budgeting, personnel, resource utilization, financial mgmt.....	5	4	3	2	1
009	Knows how to apply leadership principles of district physical plant and support systems for a safe and effective...	5	4	3	2	1
010	Knows how to apply organizational, decision-making, and problem solving to facilitate positive change in varied .....	5	4	3	2	1

Comments (strengths or needed guidance): \_\_\_\_\_  
 \_\_\_\_\_

Signature of Supervising Professor \_\_\_\_\_

Signature of Intern \_\_\_\_\_



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**Texas A&M University-San Antonio**  
**Department of Educator and Leadership Preparation**  
**Superintendent Certification**

Dear Site Supervisor:

The Texas Education Agency (TEA) requires that practicum students in superintendent certification program receive systematic and scheduled field observations from University personnel (TAC, §228.35). More specifically §228.35 states:

- “An EPP must provide a minimum of three observations during the term of the internship.” The first of these must be held within the first six weeks of the site placement.
- “Observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor”
- “The field supervisor [TAMU - SA practicum supervisor] shall document professional practices observed, provide written feedback through an interactive conference,” and
- The institution shall “provide a copy of the written feedback to the candidate’s site supervisor.”
- For Texas A&M University - San Antonio students, the three (3) observations will occur during the Practicum semester. The first of these three must be held within the first six weeks of the assignment at a field site.
- The observations of superintendent certification interns will be of program planning; leadership, work with committees, desegregation of data, and performance evaluation.

I observed \_\_\_\_\_, a superintendent certification intern in your district this semester, on the date indicated on the attached Summary of Observation form. The observation was of a \_\_\_\_\_. If you would like to discuss this further, please feel free to contact me. Texas A&M University – San Antonio appreciates the opportunity to work collaboratively with your district, especially with \_\_\_\_\_, the student’s Site Supervisor.

Sincerely yours,

Juan Antonio Jasso, Ed.D.

TAMU-SA University Supervisor

Attachment: Summary Observation

## Texas A&M University-San Antonio

### Department of Educator and Leadership Preparation – Superintendent Certification Evaluation by Supervisor/Site Administrator

This department would appreciate receiving your feedback concerning the performance of the intern under your supervision. Please evaluate the intern's performance according to the following criteria.

Evaluation of \_\_\_\_\_ (Name of Intern)

Criteria	Superior	Good	Adequate	Fair	Inadequate	Not Observed
Problem Analysis						
Judgment						
Organizational Ability						
Decisiveness						
Leadership						
Sensitivity						
Stress Tolerance						
Collegial/Cooperation						
Oral Communication						
Written Communication						
Range of Interest						
Personal Motivation						
Work Ethic						
Educational Values						
Intellectual Skills						
Positive Outlook						
<b>Overall Rating</b>						

What is your estimate of the success of this intern as a future central office administrator?

Does the intern currently possess the skills and knowledge to be a successful school administrator?

Does the intern currently need additional personal/professional growth before taking on an administrative role?

In comparison with other administrators of your acquaintance, how would you rate this intern?

\_\_\_\_\_ Excellent skills demonstrated, beyond those of other beginning administrators.

\_\_\_\_\_ Good skills, comparable to other beginning administrators.

\_\_\_\_\_ Lacking some skills/knowledge as compared to other beginning administrators

If you had an administrative position in your school district, would you employ this person?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ With Reservations \_\_\_\_\_ N/A-Student is currently employed as an administrator

Thank you for your time and support. Please feel free to contact me should you have further information you wish to share.

\_\_\_\_\_  
Site Supervisor Signature

Juan Antonio Jasso, Ed.D.  
Director of Superintendent Studies  
Texas A&M University-San Antonio  
jjasso@tamusa.edu (210) 823-0697



February 22	<p>Weekly Log #4 .....5 pts.</p> <p>Submit Competency 003 Performance Activities 5 and 6 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
March 1	<p>Weekly Log #5 .....5 pts.</p> <p>Submit Competency 004 Performance Activities 7 and 8 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
March 8	<p>Weekly Log #6 .....5 pts.</p> <p>Submit Competency 005 Performance Activities 9 and 10 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
March 15	<p>Weekly Log #7 .....5 pts.</p> <p>Submit Competency 006 Performance Activities 11 and 12 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
March 16	<p>By this time, Student <b>Formal Observation #2</b> .....5 pts.</p> <p>should be planned or has taken place. A letter to the Site Supervisor and rating sheet go to the Site Supervisor.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
Saturday, March 21	<p>Teams will meet at STEM Bldg. Room 173 to report on Practicum Activities and Present on Assigned topics.</p> <p>Student Presentation on assigned topics/questions .</p> <p>Team 1 Presentation on Accountability and School Improvement .....10 pts.</p> <p>Team 2 Presentation on Central Office and Campus Adm. ,,,.....10 pts.</p> <p>Team 3 Presentation on Budget/Finances .....10 pts.</p> <p>Team 4 Presentation on Staff Morale .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p> <p>You may include scenarios and test questions.</p>

<p>March 22</p>	<p>Weekly Log #8 .....5 pts.  Submit Competency 007 Performance Activities 13 and 14 .....10 pts.  By this time Informal Meeting #3 on Performance Activities .....5 pts.  should be planned or has taken place.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>March 29</p>	<p>Weekly Log # 9 .....5 pts.  Submit Competency 008 Performance Activities 15 and 16 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>April 5</p>	<p>Weekly Log #10 .....5 pts.  Submit Competency 009 Performance Activities 17 and 18 .....10 pts.  Schedule and plan to engage in Observation #3</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>April 12</p>	<p>Weekly Log #11 ..... 5 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>April 19</p>	<p>Weekly Log #12 .....5 pts.  Formal Observation #3 on project planning .....5 pts.  Formal Observation Ltr. #3 and Letter w rating form to Supervisor .....5 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>April 26</p>	<p>Formal Observation #3 should be completed and submitted.</p> <p>Submit Competency 010 Performance Activities 19 and 20 .....10 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p>
<p>May 3</p>	<p>Student review and completion of submissions to blackboard and JAGS Portal.</p>
<p>May 12</p>	<p>Submit Evaluation by District Supervisor .....10 pts.  Final Weekly Log Record .....5 pts.  Feedback on Supervisor Evaluation .....5 pts.</p> <p style="text-align: right;"><i>Hours Recorded: _____</i></p> <p>Submit this form with Hours Recorded (160 hours required)</p> <p style="text-align: right;">Total no. of hours recorded:</p>