

Item 7:

Consider and Take Appropriate Action on Request to Approve New Classes of Certificates

DISCUSSION AND ACTION

SUMMARY: The following programs are requesting approval for:

- **Southern Methodist University (Dallas, Texas) seeks approval to offer the Superintendent class of certification;**
- **Houston Baptist University (Houston, Texas) seeks approval to offer the Superintendent class of certification;**

TEA program specialists reviewed the proposals and found that they complied with provisions of 19 Texas Administrative Code (TAC) Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 230, Professional Educator Preparation and Certification, and Chapter 242, Superintendent Certificate.

STATUTORY AUTHORITY: Texas Education Code §21.044 and §21.049 authorizes the Board to propose rules establishing training requirements to obtain a certificate and to establish additional Educator Preparation Programs (EPP).

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBEC has the authority to approve new classes of certificates that will be offered through an EPP. EPPs must be rated "Accredited" under the Accountability System for Educator Preparation Programs (ASEP) to be eligible to add new classes to program offerings. The EPP prepares an extensive and complete application addressing the components of the advisory committee, admissions, curriculum, program delivery and on-going support, and evaluation. The proposal is reviewed by several TEA staff members who hold extensive discussions with the applying entity to ensure compliance to Texas Administrative Code (TAC) and standards for the professional class being requested. The TAC requirements and standards can be found in the attachments.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Approving the new classes of certificate offerings will increase the number of certified superintendents in the state.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification approve the new classes of certificates for the following accredited educator preparation programs:

Southern Methodist University (Dallas, Texas), Superintendent Certification
Houston Baptist University (Houston, Texas), Superintendent Certification

Respectfully submitted,

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Associate Commissioner
Educator Leadership and Quality

Staff Members Responsible: Tim Miller, Director
Educator Preparation

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- Attachments:**
- I. Executive Summary for Southern Methodist University (Dallas, Texas), Superintendent Certification
 - II. Executive Summary for Houston Baptist University (Houston, Texas), Superintendent Certification
 - III. Texas Administrative Code Pertaining to All Professional Classes
 - IV. Texas Administrative Code Pertaining to Superintendent Certification

Attachment: I. Executive Summary for Southern Methodist University (Dallas, Texas), Superintendent Certification

Introduction: The role of the superintendent has grown increasingly complex and calls for exceptional leadership capabilities in order to ensure all students are prepared for college, career, and life. Currently, many students have noted a lack of high-quality superintendent programs in the Dallas-Fort Worth Metroplex, resulting in a number of students deciding to enroll in UT Austin's Cooperative Superintendency Program (CSP) despite the inconvenience of distance. The Department of Education Policy and Leadership at Southern Methodist University proposes an Ed.D. in Educational Leadership leading to Superintendent Certification in order to meet this need. The program plans to enroll ten (10) students each year in a unique, executive-style, weekend program designed to foster the development of the necessary competencies to thrive in district leadership roles. We anticipate starting the program with an intensive eight-day Summer Institute in mid-July, followed by five weekend sessions each semester. The projected cost per candidate is \$88,000 per year; however, university support will allow for significantly reduced tuition.

Component 1: Governance of Educator Preparation Programs: The program is administered by the Department Chair and the Program Director with participation and input from the faculty of the Department of Education Policy and Leadership and the Southern Methodist University Advisory Committee. In terms of major policy decisions, the board gives input to selection and recruitment of candidates and faculty members. The advisory board meets each fall to advise the faculty on design and delivery of all of the degree programs in the department. On October 1-2, 2014, the board discussed specific questions that the faculty had about the course objectives and assessments for the proposed Ed.D. program. At the spring meeting, normally held in April, advisory board members receive program evaluation and survey results and assist the faculty in developing recommendations to strengthen the program content and delivery based on student, graduate, and employer input. Advisory board membership meets the criteria named in TAC § 228.20. The committee includes one Region 10 Education Service Center representative, three superintendents and one associate superintendent, three principals including one head of an independent school, eleven higher education representatives including three college of education deans and two college presidents, and seven business/community members. Fiscal planning is based on projected enrollment income. Expenses are determined by the program director and the department chair in collaboration with the Chief Financial Officer of the School.

Component 2: Admission Criteria: Admission criteria follow the TAC requirements in all sections of the code. Requirements include: Master's degree in education or a related field; GPA of 3.0 or higher for both undergraduate and master's degree; statement of professional purpose; writing sample; current resume; SMU on-line application; GRE scores taken within the last 5 years; three letters of recommendation; a letter from the candidate's school district indicating agreement to accommodate the Friday classes once a month; a letter from the school district regarding support for the internship activities and mentoring requirements; foreign transcript evaluation; TOEFL English language proficiency scores if appropriate; and phone or live screening for finalists with scenario-based behavioral interview questions. Principal certification is required for the Superintendent Certificate candidates, but not for admission to the degree program.

Component 3: Educator Preparation Curriculum: The superintendent standards as outlined in TAC § 242.15 were used to develop course titles and content for courses by the faculty design team led by the department chair. The team developed a curriculum chart and developed course outlines based on the eight standards. Specific Domains and Competencies required for certification were matched to courses to determine if all competencies were

addressed in the curriculum. The team will realign the curriculum when new standards become available.

Assessments to determine mastery of the standards, domains, and competencies will be based on solving real problems via case study analysis, demonstrating leadership behaviors in live simulations, developing solutions to problems based on data, and analysis of models and research articles that describe evidence-based practices for leading a school district.

Program benchmarks include a course and competency review at the end of year one along with a comprehensive exam which is based on real-world scenarios. At the end of year two, student progress on competencies and course work and the formulation of a proposal for the applied dissertation are a benchmark. Year three benchmarks include successful completion of the superintendent internship including feedback collected from the mentoring school district and successful completion of the applied dissertation. Students can be counseled out of the program at the end of any term if one fails to maintain a 3.0 GPA. A lack of demonstration of dispositional competencies can also be grounds for dismissal at the end of any term.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: The program will be delivered in face-to-face sessions during an eight-day session in the summer and five weekend sessions during the academic term. Students will be able to fly in from other areas of the region since we are so close to Love Field, a commuter airport. Approximately 10% of course interactions will be on-line through various media systems like Skype for observations and on-line functions through SMU BlackBoard. While some interactions will be on-line between monthly sessions, those will be interactive via chat functions on existing courseware or video link conversations with candidates. There are no fully on-line courses planned for the program.

Students are expected to complete the program in three years with 900 clock-hours of required coursework and 160 hours for the practicum. The program director and several retired superintendents will serve as the faculty supervisor for interns and will review the internship proposal developed by the student. A system level district leader will serve as a mentor to the student during the internship. Key duties of the district mentor include conferencing with intern on observed strengths and developmental needs; providing intern with specific, actionable feedback; identifying meetings, tasks, activities, and experiences that will promote the intern's growth on an ongoing basis; and reflecting with the intern on the superintendent's perspective on decisions made and actions taken. In addition, the student will be required to write monthly memos summarizing the internship experiences and to reflect on progress on the superintendent competencies.

Component 5: Assessment & Evaluation of Candidates & Program: Decisions will be made concerning curriculum evaluation and revision by the program director after reviewing course evaluations and consulting with the department chair. The department annually collects performance and survey data from current students, graduates, and employers to use to evaluate the overall program effectiveness. Faculty members use these data to complete our three-year plan for the school and for Southern Association of Colleges and Schools (SACS) reporting. The Superintendent Certificate program evaluation data will be vetted by the representative advisory board.

Attachment: II. Executive Summary for Houston Baptist University (Houston, Texas), Superintendent Certification

Introduction: Houston Baptist University, located in southwest Houston, Texas, is requesting approval to offer a Superintendent Preparation Program which leads to the Texas Superintendent certificate. Houston Baptist University is located in a large urban area and serves graduate candidates in Houston and surrounding suburban and rural areas. The anticipated number of qualified candidates to enroll in the proposed program will be 5-10 each academic year. The tuition cost for 18 hours of coursework per candidate for two (2) courses per semester will be \$3300.00 plus any additional fees per semester for three (3) consecutive semesters. The anticipated start date for the proposed program is fall 2015. The need for the proposed program in this geographic area is based on research findings that indicate that there will be a shortage of qualified candidates to fill superintendent positions nationwide and in Texas. *The American School Superintendent: 2010 Decennial Study* (2010), offering a distinctive and definitive look at the state of school leadership/administration in the United States, indicates that “only about half (51percent) of the respondents said that they planned to still be a superintendent in 2015” (p.3). Equally important, the *Education Commission of the States* (2013) reports that, “current research indicates the quality of school leaders has a significant impact on student achievement” (p.2). However, at the same time the nation is experiencing a shortage of educational leadership candidates who are willing and able to take on the daily demands of the job.

Component 1: Governance of Educator Preparation Programs: Governance of the Superintendent Preparation Program will include direction by the Dean and the program coordinator, selected faculty in the College that have served in leadership positions in education, the University Provost, and members of the College of Education and Behavioral Sciences Advisory Council. Currently, the Advisory Council is composed of 42 members. The members include five (5) public school administrators, six (6) private school administrators, seven (7) public school central office administrators, one (1) regional service center representative, three (3) public school teachers, 16 University faculty members that represent various departments at Houston Baptist University, one (1) faculty member from the College of Education at the University of Houston, and four (4) community representatives. The responsibilities of the Advisory Council are to provide input in program design and delivery, policy decisions, and program evaluation as required by TAC§228.20 (b) and TAC§228.35(d). Council members are required to meet twice each academic year (one meeting in the fall and one meeting in the spring). The first meeting is designated for training on roles and responsibilities of the members regarding program design and delivery. A quorum for this council is defined by attendance at each meeting of at least two (2) building administrators from either public or private institutions, one (1) central office administrator, one (1) teacher, one (1) community representative, and at least four (4) faculty members from the College of Education and Behavioral Sciences that have served in leadership positions in education.

Component 2: Admission Criteria: Consideration for admission to the Superintendent Preparation Program will require applicants to meet the University requirements for admission to graduate school; possess a master’s degree from an accredited college or University; possess mid-management or principal certification that meets the requirements for Texas certification; have a GPA of 3.25 or greater on a 4.0 scale on the master’s degree; have a minimum Graduate Record Examination (GRE) score of $Q + V > 291$; possess a minimum of two (2) years of teaching experience; and possess a minimum of two (2) years of school leadership experience. This admissions criteria is beyond requirements for TAC §242.5 and Chapter §227.

Component 3: Educator Preparation Curriculum: Curriculum for the proposed program is based on Texas educator standards outlined in TAC §242.15 and competencies and domains for the TExES Superintendent examination. The proposed coursework that will be offered include: EDSU 7320-District and Community Relations, EDLD 7305-Instructional Theory and School Effectiveness, EDSU 7322-Human Resources Management, EDLD 7304-Organizational Behavior and Theory, EDSU 7321 District Finance, Plant, Planning and Management (public school) or EDSU 7308 Finance Principles and Practice for Christian Schools (private school), and EDSU 7306- Field Experience in Executive Educational Leadership. Both formative and summative assessments will be utilized throughout the program to assess candidates' preparedness according to the goals established to accomplish the mission of the program and candidates' progress toward mastery of standards. The superintendent standards based assessments will include on-going performance-based projects such as action based research projects; implementation of systems to improve student achievement; case studies; simulations, self-assessment; and practicum practice for attainment of the knowledge, skills, and competencies.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support:

Candidates will enroll and complete 18 credit hours of University coursework, which equals to a total of 270 clock hours of instruction. In addition, candidates will complete 250 clock hours of practicum experience. This program will be designed to be completed in three (3) consecutive semesters. Coursework will be presented primarily in face-to-face format at the University campus to cohorts of candidates. Some courses may use hybrid delivery, in that various assignments and/or class meetings may occur using the University's technology system, Blackboard. Each candidate will be required to obtain a district site supervisor/mentor (superintendent or assistant superintendent). The candidate will be supported by a University trained field supervisor who will conduct at least three (3) observations totaling 135 minutes followed by interactive conferences at the administrative setting. Observations and conferences will be shared with the site supervisor/mentor. The candidates will be provided opportunities to interact with and attend workshops presented by practicing and retired superintendents.

Component 5: Assessment & Evaluation of Candidates & Program: The proposed program will utilize four (4) benchmarks to provide feedback and evaluation data on candidates' academic progress: (1) completion of the first 9 credit hours with a grade of B or better; (2) completion of the practicum with positive recommendations; (3) successful completion of the TExES superintendent examination. A fourth (4) goal of 80 percent completion of the Superintendent Preparation Program sequence will be part of the benchmarking framework for admission and retention. The Dean and faculty will continually evaluate the success of the curriculum through end of course evaluations given by the University (IDEA); focus groups of students, mentors, and faculty; advisory council members; and through candidates' performance on the TExES Superintendent examination. For major revisions such as the addition of courses or hours of the practicum, University policy requires that the revisions be submitted to and approved by oversight committees. The overall effectiveness of the program will be assessed through the University self-audit every five (5) years. This audit includes faculty evaluations; state examination results; as well as input of an external evaluator, who interviews faculty and candidates, examines documents and provides an external report on the status of the program. The program effectiveness is further evaluated through a SACSCOC report which is reviewed each academic year. The Advisory Council members will be asked to review all evaluation results and provide insights for best practice.

Attachment III: Texas Administrative Code Pertaining to All Professional Classes

Texas Administrative Code §227.10, Admission Criteria

- (a) The educator preparation program delivering educator preparation shall require the following minimum criteria of all candidates prior to admission to the program, except candidates for career and technology education certification:
- (1) for an undergraduate university program, a candidate shall be enrolled in an educator preparation program from an institution of higher education that is accredited by a regional accrediting agency, as recognized by the Texas Higher Education Coordinating Board (THECB);
 - (2) for an alternative certification program or post-baccalaureate program, a candidate shall have a baccalaureate degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies by the THECB, specified in paragraph (1) of this subsection;
 - (3) for an undergraduate university program, alternative certification program, or post-baccalaureate program, a candidate shall meet the following criteria in order to be eligible to enter an educator preparation program:
 - (A) an overall grade point average (GPA) of at least 2.5 or at least 2.5 in the last 60 semester credit hours; or
 - (B) documentation and certification from the program director that a candidate's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement. This exception to the minimum GPA requirement will be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any cohort of candidates; and
 - (C) for a program candidate who will be seeking an initial certificate, a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, a passing score on a content certification examination, or a passing score on a content examination administered by a vendor on the Texas Education Agency (TEA)-approved vendor list published by the commissioner of education for the calendar year during which the candidate seeks admission;
 - (4) for a program candidate who will be seeking an initial certificate, the candidate shall demonstrate basic skills in reading, written communication, and mathematics or by passing the Texas Academic Skills Program® (TASP®) test or the Texas Higher Education Assessment® (THEA®) with a minimum score of 230 in reading, 230 in mathematics, mathematics, and 220 in writing. In the alternative, a candidate may demonstrate basic skills by meeting the requirements of the Texas Success Initiative (Texas Education Code, §51.3062) under the rules established by the Texas Higher Education Coordinating Board in Part 1, Chapter 4, Subchapter C of this title (relating to Texas Success Initiative);
 - (5) for a program candidate who will be seeking an initial certificate, the candidate shall demonstrate oral communication skills as specified in §230.413 of this title (relating to General Requirements);
 - (6) an application and either an interview or other screening instrument to determine the educator preparation candidate's appropriateness for the certification sought; and
 - (7) any other academic criteria for admission that are published and applied consistently to all educator preparation candidates.
- (b) An educator preparation program may adopt requirements in addition to those explicitly required in this section.
- (c) An educator preparation program may not admit a candidate who has completed another educator preparation program in the same certification field or who has been employed for three years in a public school under a permit or probationary certificate as specified in Chapter 232, Subchapter A, of this title (relating to Types and Classes of Certificates Issued).

- (d) An educator preparation program may admit a candidate for career and technology education certification who has met the experience and preparation requirements specified in Chapter 230 of this title (relating to Professional Educator Preparation and Certification) and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (e) An educator preparation program may admit a candidate who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries).

Texas Administrative Code §228.20, Governance of Educator Preparation Programs

- (a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).
- (b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.
- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the educator preparation program to meet all standards set by the SBEC, and shall be accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification.
- (d) All educator preparation programs must be implemented as approved by the SBEC as specified in §228.10 of this title. An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.
- (e) Proposed amendments to an educator preparation program shall be submitted to the TEA staff and approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(b) of this title, must be approved by the SBEC. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already implemented significant amendments to its original approved proposal as of January 1, 2009, those amendments are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the significant amendments within 60 days of the adoption of this subsection.

Texas Administrative Code §228.30, Educator Preparation Curriculum

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

Texas Administrative Code §228.35, Preparation Program Coursework and/or Training

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

- (d) Educator Preparation Program Delivery. An educator preparation program shall provide evidence of ongoing and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
- (3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.
- (4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum.
- (A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.
- (C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:
- (i) the accreditation(s) held by the school;
- (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
- (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
- (iv) the measures that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.
- (e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.
- (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.
- (1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.
- (2) An educator preparation program must provide the first observation within the first six weeks of all assignments.
- (3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.
- (5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

- (g) Ongoing Educator Preparation Program Support for Professional Certification. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document professional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's site supervisor. Informal observations and coaching shall be provided by the field supervisor as appropriate.
- (1) Observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
 - (2) An EPP must provide the first observation within the first six weeks of all assignments.
 - (3) An EPP must provide a minimum of three observations during the term of the practicum.

Texas Administrative Code §228.50. Professional Conduct.

During the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).

Texas Administrative Code § 230.11 General Requirements

- (a) The only credits and degrees acceptable for certification of educators are those earned from and conferred by accredited institutions of higher education. All credit hour requirements for certification are semester credit hours or their equivalent.
- (b) An applicant for a Texas educator certificate must:
 - (1) be at least 18 years of age;
 - (2) submit to the criminal history review required by the Texas Education Code (TEC) §22.0831, not be disqualified by the TEC, §21.058, §21.060, or other Texas statute, and not be subject to administrative denial pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) or a pending proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases);
 - (3) not be disqualified by federal law;
 - (4) be willing to support and defend the constitutions of the United States and Texas;
 - (5) be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:
 - (A) completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States;
 - (B) if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, evidence must be provided under procedures approved by the Texas Education Agency (TEA) staff that the primary language of instruction was English; or
 - (C) verification of satisfactory scores on an English language proficiency examination(s) approved by the State Board for Educator Certification (SBEC);
 - (6) successfully complete appropriate examinations prescribed in §230.21 of this title (relating to Educator Assessment) for the educator certificate sought; and
 - (7) satisfy one or more of the following requirements:
 - (A) complete the requirements for certification specified in this chapter, Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), Chapter 239 of this title (relating to Student Services Certificates), Chapter 241 of this title (relating to Principal

- Certificate), or Chapter 242 of this title (relating to Superintendent Certificate), and be recommended for certification by an approved educator preparation program;
- (B) qualify under Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States);
 - (C) qualify under §230.105 of this title (relating to Issuance of Additional Certificates Based on Examination);
 - (D) qualify for a career and technical education certificate based on skill and experience specified in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area));
 - (E) qualify under Chapter 245 of this title (relating to Certification of Educators from Other Countries); or
 - (F) qualify for certification under §230.39 of this title (relating to Temporary Teacher Certificates).

Attachment IV: Texas Administrative Code Pertaining to Superintendent**Texas Administrative Code 242.1, General Provisions**

- (a) Due to the critical role the superintendent plays in school district effectiveness and student achievement, the rules adopted by the State Board for Educator Certification ensure that each candidate for the Superintendent Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the Texas Education Code, §21.046(b)(1)-(6), the standards identified in §242.15 of this title (relating to Standards Required for the Superintendent Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.
- (c) An individual serving as a superintendent is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both school district leadership and student learning is essential.
- (d) The holder of the Superintendent Certificate issued under the provisions of this chapter may serve as a superintendent, principal, or assistant principal in a Texas public school.

Texas Administrative Code §242.5, Minimum Requirements for Admission to a Superintendent Preparation Program

- (a) Prior to admission to an educator preparation program leading to the Superintendent Certificate, an individual must hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The educator preparation program shall implement procedures that include screening activities to determine the candidate's appropriateness for the Superintendent Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

Texas Administrative Code 242.10, Preparation Program Requirements

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

Texas Administrative Code §242.15, Standards Required for the Superintendent Certificate

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

- (b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:
- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
 - (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
 - (5) maintain personal physical and emotional wellness; and
 - (6) demonstrate the courage to be a champion for children.
- (c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:
- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
 - (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
 - (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
 - (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
 - (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
 - (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
 - (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
 - (8) demonstrate an awareness of emerging issues and trends affecting the education community;
 - (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
 - (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.
- (d) Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:
- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
 - (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;

- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
 - (4) deliver effective presentations and facilitate the learning of both small and large groups;
 - (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
 - (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
 - (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
 - (8) demonstrate and apply knowledge of certification requirements and standards; and
 - (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.
- (e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:
- (1) define and apply the general characteristics of internal and external political systems to the educational organization;
 - (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
 - (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
 - (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
 - (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
 - (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
 - (7) apply laws, policies, and procedures fairly, wisely, and considerately; and
 - (8) access state and national political systems to provide input on critical educational issues.
- (f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:
- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
 - (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
 - (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
 - (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
 - (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
 - (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
 - (7) use effective consensus-building and conflict-management skills;

- (8) articulate the school district's vision and priorities to the community and to the media;
 - (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
 - (10) communicate an articulate position on educational issues; and
 - (11) demonstrate effective and forceful writing, speaking, and active listening skills.
- (g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:
- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
 - (2) implement processes for gathering, analyzing, and using data for informed decision making;
 - (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
 - (4) develop, implement, and evaluate change processes for organizational effectiveness;
 - (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
 - (6) apply legal concepts, regulations, and codes for school district operations;
 - (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
 - (8) acquire, allocate, and manage resources according to school district vision and priorities;
 - (9) manage one's own time and the time of others to maximize attainment of school district goals; and
 - (10) use technology to enhance school district operations.
- (h) Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:
- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
 - (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
 - (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
 - (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
 - (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
 - (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
 - (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
 - (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

- (i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:
- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
 - (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
 - (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
 - (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
 - (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
 - (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
 - (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
 - (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
 - (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
 - (10) create an environment in which all students can learn.

Texas Administrative Code 242.20, Requirements for the Issuance of the Standard Superintendent Certificate

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

- (1) satisfactorily complete an examination based on the standards identified in §242.15 of this title (relating to Standards Required for the Superintendent Certificate);
- (2) successfully complete a State Board for Educator Certification-approved superintendent preparation program and be recommended for certification by that program;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country.

Texas Administrative Code §242.25, Requirements for the First-Time Superintendent in Texas.

- (a) A first-time superintendent (including the first time in the state) shall participate in a one-year mentorship that should include at least 36 clock-hours of professional development directly related to the standards identified in §242.15 of this title (relating to Standards Required for the Superintendent Certificate).
- (b) During the one-year mentorship, the superintendent should have contact with his or her mentor at least once a month. The mentorship program must be completed within the first 18 months of employment as superintendent in order to maintain the standard certificate.
- (c) Experienced superintendents willing to serve as mentors must participate in training for the role.

Texas Administrative Code §242.30, Requirements to Renew the Standard Superintendent Certificate.

- (a) An individual who holds the standard Superintendent Certificate is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §242.15 of this title (relating to Standards Required for the Superintendent Certificate).
- (c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).