



Superintendent Certification Handbook



Dear Superintendent Practicum Student,

Congratulations on taking the next step in your professional career through obtaining your superintendent certification. The program of study is designed to assist you in developing the knowledge and skills for becoming superintendent of a school district. This is done through five courses of study:

- EDLR 5360 – School Superintendent
- EDLR 5350 – Personnel Administration
- EDLR 5453 – Public School Finance
- EDLR 5458 – School Facilities
- EDLR 5375 – Practicum in the Superintendency

The first four courses prepare you for the practicum, which provides hands-on experiences within the central office to bridge the learning from the online classroom.

Know that the faculty are here to provide the support for success. Please let me know if there is anything I can do for you.

Sincerely,

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UT Tyler is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and is ranked #29 nationally by Bestcolleges.com for Best Online Master's in Educational Administration.

Texas Statutory Requirements for Superintendent Preparation Programs:

The State Legislature of Texas outlines specific statutory requirements for Educator Preparation Programs (EPPs). The University of Texas at Tyler superintendent certification preparation program is designed to integrate the statutory requirements of the *Texas Administrative Code* (TAC) Chapter §228 of Title 17, Part 7, and TAC §242.15 of Title 19 Part 7 the Standards Required for Superintendent Certificate (See Appendix A).

The knowledge and skills identified by State Board for Educator Certification for the superintendent standards have been utilized in the development of curricula and coursework for the superintendent preparation program. Candidates must demonstrate proficiency in each of the following identified in §242.15:

- a) Learner-Centered Values and Ethics of Leadership;
- b) Learner-Centered Leadership and School District Culture;
- c) Learner-Centered Human Resources and Management;
- d) Learner-Centered Policy and Governance;
- e) Learner-Centered Communications and Community Relations;
- f) Learner-Centered Organizational Leadership and Management;
- g) Learner-Centered Curriculum Planning and Development; and
- h) Learner-Centered Instructional Leadership and Management.

TAC requirements pertaining to superintendent certification include the following:

TAC §228.53:

- Provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state educator standards for the superintendent certification

TAC §242.15:

- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) the Code of Ethics and Standard Practices for Texas Educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
- (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
- (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1);
- (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (5) the importance of building strong classroom management skills; and
- (6) the framework in this state for teacher and principal evaluation.

Superintendent Practicum Requirements:

- A minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in the superintendent certification (§228.61).
- Per TAC 228.117, supervision of each candidate seeking certification in a class other than classroom teacher shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.101 of the Texas Administrative Code (relating to Field Supervisor Qualifications and Responsibilities).
- A minimum of three observations by a field supervisor must be provided during the practicum. Each observation must be at least 45 minutes in duration and the first observation must be conducted within the first six weeks of all assignments.
- Initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment;
- For each formal observation, the Field Supervisor shall:
 - participate in an individualized pre-observation conference with the candidate;
 - document educational practices observed during the observation;
 - provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and
 - provide a copy of the written feedback to the candidate's site supervisor.

- Neither the pre-observation conference nor the post-observation conference need to be onsite.
- Three informal observations are also required each semester in which the candidate is completing the practicum. All informal observations for non-teacher candidates can be conducted virtually, either synchronously or asynchronously
- The field supervisor shall collaborate with the candidate and site-supervisor throughout the practicum experience.

Field Experience Requirements

The Superintendent Candidate will:

- Candidates are expected to work under the direction of their cooperating administrator and candidate will arrange for the practicum placement with a qualified school administrator;
- The Candidate will schedule a conference to review the field experience requirements with the site-supervising mentor;
- Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor. The candidate will schedule three 45-minute observations with the field supervisor;
- The candidate will complete a practicum log documenting 160 hours of activity inclusive of each of the superintendent state standards;
- A signed record of three 45-minute observations and conferences by the university field supervisor in cooperation with the district site-supervisor mentor holding a Texas superintendent's certification;
- The candidate will complete a practicum log documenting 160 hours of activity inclusive of each of the superintendent state standards;
- A signed record of three 45-minute observations and conferences by the university field supervisor in cooperation with the district site-supervisor mentor holding a Texas superintendent's certification;
- Candidates will fill out Practicum Assignments/Reports and a Practicum Log summarizing their learning from their practicum experiences.
- Complete all related requirements of the practicum course.
- Candidates will apply content knowledge into their practicum experiences.
- Candidates will keep field supervisor informed of course work requirements and practicum experiences.
- Send a formal, written note of appreciation to the supervising site-supervisor and any other leader who helped you reach your goals.

Role of the University Field Supervisor:

The university field supervisor is a current certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

The field supervisor has at least three years of experience and current certification in which the supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a superintendent and who holds a current certificate

that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in TAC §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site-supervisor, assigned as required by §228 of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

The university field supervisor will provide guidance and direction to the candidate throughout the practicum and will work in collaboration with the university practicum professor, candidate, and site-supervisor to plan for meaningful and rewarding experiences. The site-supervisor should also serve as counsel and conciliator in the event of an issue for which the candidate requires support or intervention.

The Field Supervisor will:

- Supervise the candidate during the field experiences;
- Meet with the candidate on a regular basis;
- Review with the candidate the identified areas for growth, goals, and planned activities;
- Schedule and conduct three 45-minute observations and debrief with the candidate following the observations;
- Collaborate with the site-supervisor to ensure a meaningful and rewarding experience for the candidate;
- Review and discuss the candidate's progress with the site-supervisor throughout the practicum;
- Assist and guide the candidate as problems may arise in completing the specified field experiences;
- The field supervisor will follow the Code of Ethics and Standard Practices for Texas Educators and sign a Code of Ethics Agreement form; and
- Evaluate the candidate at the end of the practicum.

Role of the Site-Supervisor:

The site-supervisor serves as an executive coach to the candidate. For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being

pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

The guidance, support, and knowledge shared and the between the mentor and mentee strengthens the success of the practicum experience. The willingness of the mentor allows for the candidate to glean from their knowledge and expertise and provides for opportunities to observe and learn through meaningful experiences. The responsibilities of the superintendent are extensive, complex, and far-reaching. It is important for the candidate to understand intricacies of the superintendency.

The Site-Supervisor will:

- Review with the candidate the identified areas for growth, goals, and planned activities;
- Accommodate practicum experiences that will enhance the learning of the candidate;
- Facilitate opportunities for the candidate to meet and interact with key district leaders;
- Facilitate opportunities for the candidate to participate in significant planning and decision meetings;
- Provide ongoing support, guidance, recommendations, and feedback throughout the practicum experience;
- The site-supervisor will follow the Code of Ethics and Standard Practices for Texas Educators and sign a Code of Ethics Agreement form; and
- Collaborate with the university field supervisor to discuss progress throughout the practicum.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code Title 19: Education

Part 7: State Board for Educator Certification Chapter 247: Educator's Code of Ethics

Rule 247.2: [Code of Ethics and Standard Practices for Texas Educators](#)

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used 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.

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

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

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

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

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

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) 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.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) 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.

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

(G) 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.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

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

(B) 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.

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

(D) 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.

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

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

(G) 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.

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

(I) 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, email, 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:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) 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.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

UT TYLER EDUCATOR PREPARATION PROGRAM EXIT POLICY

Exit Policy for Certification Programs

Per 19 TAC §228.31(b), all educator preparation programs must have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates when they are admitted to the program.

Dismissal from the Educator Preparation Program

Initial and professional certification candidates may be removed from UT Tyler's Educator Preparation Program (EPP) when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
2. Failure to abide by policies and/or procedures established by the UT Tyler's EPP and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the UT Tyler EPP's Professional Dispositions Policy.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
5. Any action deemed a violation of the UT Tyler Student Code of Conduct; and/or;
6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.

Dismissal from the program is determined by a committee composed of the UT Tyler faculty members. Dismissal may occur at any time. Candidates who are dismissed from UT Tyler will be automatically dismissed from the EPP. All decisions of dismissal can be appealed following University policies. Information related to the appeal of decisions of dismissal can be found at <https://www.utt Tyler.edu/registrar/policies/appeals.php>

Withdrawal from the Educator Preparation Program

A candidate who voluntarily decides to withdraw from the EPP must send a written notice of that intent from a UT Tyler email account and include their UT Tyler student ID in that email. The candidate also must submit a signed Texas Education Transfer Form if they transfer to another EPP. Withdrawal from the University constitutes automatic withdrawal from the EPP.

Requirement for completion of program

A student has 5 years from admission to complete the program.

MILITARY SERVICE CONSIDERATIONS

In accordance with [19 TAC 228.35\(1\)](#), military service members or military veterans may be eligible to receive credit for verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator service requirements, provided that the military service, training, or education is directly related to the certification being sought. Contact the Director of Educator Certification & Program Accountability for additional information.

Effective September 1, 2015, TEA waives certain fees for eligible military service members, military veterans, and military spouses. For additional information, please see the [TEA website](#). There are some fee exemptions as well. Please see the [requirements](#) to obtain these fee exemptions.

Information regarding military service members, military spouses, and military veterans may be found in the [Texas Administrative Code 234](#).

Policies and Procedures (Military Considerations)

The program and curricula have been designed to effectively prepare candidates to be successful on certification examinations and in the profession. A review of military service, training, clinical and professional experience, or education can be requested by contacting the Director of Educator Certification & Program Accountability.

Any coursework credit considerations must include the following parameters, which have been developed in accordance with Texas Administrative Code (19 TAC 228.35 and 19 TAC 234) and under the discretion of the EPP:

- Service, training, clinical and professional experience or education must have been received within the last five years;
- Service, training, clinical and professional experience or education must be directly related to the grade level/content area of the certification being sought;
- There must be strong evidence that any credit considerations would be a replacement for the instruction/content and that candidate performance on certification examinations or professional experiences would not be negatively impacted;
- Certification exams may not be waived or credited;

***Additional considerations can be made for our military service members and military veterans on a case-by-case basis. Final determination will be communicated to the candidate by the Director of Educator Certification & Program Accountability.*

**REQUEST TO SUBSTITUTE PRIOR OR ONGOING SERVICE, TRAINING, OR
EDUCATION
(Non-Military)**

In accordance with 19 TAC 228.35, EPPs must develop and implement specific criteria and procedures that may allow candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.

Policies and Procedures (Non-Military Considerations)

Due to the design of the instruction and coursework, any substitutions will be rare and must meet all of the following criteria:

- Service, training or education must have been received by an approved Texas Educator Preparation Program or accredited institution of higher education within the last five years;
- Service, training, or education must be directly tied to the grade level/content area of the certification being sought;
- There must be strong evidence that any credit considerations would be a replacement for the instruction/content and that candidate performance on certification examinations or professional experiences would not be negatively impacted;
- Certification exams may not be waived or credited

***Additional considerations can be made on a case-by-case basis. Final determination will be communicated to the candidate by the Director of Educator Certification & Program Accountability.*