

Superintendent Certificate

DISCUSSION AND ACTION

SUMMARY: Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of the review of 19 Texas Administrative Code (TAC) Chapter 242, Superintendent Certificate. The rules being reviewed provide requirements relating to the certification of superintendents.

STATUTORY AUTHORITY: Statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 242 is the Texas Education Code, §§21.003(a), 21.040(4), 21.041(b)(2)-(4), and 21.046(a).

PREVIOUS BOARD ACTION: The SBEC last adopted the review of 19 TAC Chapter 242 in March 2015, finding that the reasons for initially adopting the rules continue to exist. Subsequent to the rule review, §242.20 was amended effective February 28, 2016.

At the August 3, 2018 meeting, the SBEC voted to publish the proposed rule review of 19 TAC Chapter 242, Superintendent Certificate, in the Texas Register.

FUTURE ACTION EXPECTED: Any proposed rule changes resulting from the rule review process will also be presented to the SBEC for consideration at a future meeting.

BACKGROUND INFORMATION AND JUSTIFICATION : The SBEC rules in 19 TAC Chapter 242 establish requirements for the issuance and renewal of the superintendent certificate.

The rules currently in effect in 19 TAC Chapter 242 are shown in Attachment II.

ANTICIPATED REVISIONS TO RULES: No changes to rules in 19 TAC Chapter 242 are anticipated at this time.

RULE REVIEW: The notice of proposed review of 19 TAC Chapter 242, Superintendent Certificate, was filed with the Texas Register following the August 2018 SBEC meeting. If authorized by the SBEC, the notice of adopted review will be filed with the Texas Register following the October 2018 meeting. The notice of adopted review will state that the SBEC finds that the reasons for adopting 19 TAC Chapter 242 continue to exist. Any comments received during the review of 19 TAC Chapter 242 will be addressed.

The filing of the notice of proposed review stating that the reasons for adoption continue to exist would not preclude any amendments that may be proposed at the same time or at different times through a separate rulemaking process.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: The review of 19 TAC Chapter 242 will result in the continuation of requirements relating to admission to a superintendent preparation program, preparation program requirements, standards required for the superintendent certificate, issuance and renewal of the standard superintendent certificate, and requirements for the first-time superintendent in Texas.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: The public comment period on the proposed rule review began August 24, 2018, and ended September 24, 2018. Any comments received will be provided to the SBEC under separate cover prior to the October 5, 2018 meeting. The SBEC will take registered oral and written comments on this item at the October 5, 2018 meeting in accordance with the SBEC Board operating policies and procedures.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Adopt the review of 19 TAC Chapter 242, Superintendent Certificate.

Staff Member Responsible:

Tam Jones, Director, Educator Preparation

Attachments:

- I. Statutory Citations
- II.

ATTACHMENT I

Statutory Citations Relating to Review of 19 TAC Chapter 242, Superintendent Certificate

Texas Education Code, §21.046, Qualifications for Certification As Superintendent or Principal (excerpt):

- (a) The qualifications for superintendent must permit a candidate for certification to substitute management training or experience for part of the educational experience.

ATTACHMENT II
Text of 19 TAC

Chapter 242. Superintendent Certificate

Statutory Authority: The provisions of this Chapter 242 issued under the Education Code, §§21.00(a), 21.041(b)(2)–

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

§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 individual applying for a superintendent certificate. The standards are:

(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

- (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 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
 - (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, C, c722.018, -t(pl)2J .7 (i12 ul.0(r)2)2.9ml.002 Tc 0 (a)4.2 i.0(r)2saaa35 2.8 (8)3n0.002 Tc.(rs04

- (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;
 - (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, 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 climate for learning;
 - (10) create an environment in which all students can learn.

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

§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); and
- (2) successfully complete a State Board for Educator Certification-approved superintendent preparation program and be recommended for certification by that program; and

- (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;
- (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country;
- (5)