Welcome to the Sul Ross State University Superintendent Certification program. This handbook will serve as a guide for you throughout your program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. I am always happy to visit with you anytime.

Best of luck to you in this endeavor,

Galen Privitt, Ed. D.
Acknowledgment of Receipt

I, ____________________________, a student in the Sul Ross State University Superintendent Certification Program, do hereby acknowledge receipt of this program handbook, and to acknowledge that it is my responsibility to adhere to the requirements and that I have full understanding of the contents of this handbook. I further acknowledge that I have thoroughly read and do understand the contents of this handbook and agree to be in full compliance with the rules of the university and the State of Texas concerning superintendent certification.

__________________________________
Printed/Typed Name

__________________________________
Signature

__________________________________
Date of Acknowledgement and return to University

(NOTE: This form must be signed and returned to the program coordinator prior to beginning the program!)
Program Overview

The Superintendent Certification Program at Sul Ross State University is under the direction of the College of Professional Studies. Listed below are the people who will be important to you in the successful completion of your certification program:

Dr. Barbara Tucker, Dean of the College of Education and Professional Studies

Ms. Diana Rodriguez, Director of Teacher Education

Dr. Barbara Tucker, Chair of the Education Department

Dr. Galen Privitt, Professor, Superintendent Program Coordinator

Mr. Matthew Marsh, Certification Officer/Assistant Director of Teacher Education

Ms. Madison Owen, Education Department Secretary

The Superintendent Certification Program is designed to be completed online in a two semester format, including the required practicum. The program consists of 15 semester hours. You are expected to be enrolled in two courses each semester and a practicum course during the second semester of the program. The practicum should reflect real life activities associated with the courses you are taking in any given semester and should include approximately 40 clock hours of activities relating to each course and the superintendent standards taught in the course. That will reflect a total of 160 clock hours of practicum work. Currently, the courses are only taught in the Fall and Spring semesters. Students may begin the program at the beginning of any Fall or Spring semester and conclude the following semester. Courses are taught according to the following sequence:

**Fall Semester:**
ED 7306 Superintendent Leadership
ED 7308 The Superintendency
ED 7311 Superintendent Practicum (Second semester Students only)
**Spring Semester:**
ED 7321 Superintendent/School Board Relations  
ED 7322 Superintendent Finance Issues  
ED 7311 Superintendent Practicum (Second semester Students only)

**Requirements for Admission**
All students entering the program must have a Mid Management or Principal’s certification or be in the final stages of completing that certification. That certification must be completed prior to beginning the second semester of the Superintendent Certification program.

Additionally, to be eligible for entry, students must have indicated a propensity for success in a master’s degree program from an accredited university and must have at a minimum a master’s degree in hand with at least a 3.0 gpa prior to beginning the superintendent certification program.

Additionally, each student will be required to pay a fee of $35 for certification, which is just a pass through fee to TEA. You will pay that fee to Sul Ross State University at the beginning of your program and we will then pay that fee to TEA when you have completed your program of certification.

**Application Process**
Applicants should visit the Graduate Students webpage on the Sul Ross website at [http://www.sulross.edu/pages/3620.asp](http://www.sulross.edu/pages/3620.asp). Here you can access the Apply Texas online application and submit your application. If you have any question regarding applying to Sul Ross please contact the Graduate Department at (432) 837-8052 or e-mail [admissions@sulross.edu](mailto:admissions@sulross.edu).

Once you are accepted into the Graduate Program at Sul Ross, you will receive a letter outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the program coordinator. Once a degree plan has been developed, you will receive an email with a copy of the degree plan, as well as a Statement of Affirmation regarding the Educator Code of Ethics and a FERPA consent form. Both of these must be returned to the department as soon as possible. Refer to the Graduate Students website or the university catalog for specific admission criteria.
Practicum
The superintendent certification student will be involved in a field-based practicum the second semester he/she is enrolled in the superintendent certification program. During the course of the practicum your advisor will visit you and your practicum supervisor at your site and will discuss the progress you are making plus review evidence which indicates you are making satisfactory progress through your practicum. An evaluation will be completed by the university supervisor after completing each visit. Currently, a minimum of three visits is required for each superintendent intern student. As of January 2015, a university supervisor must spend a minimum of 135 minutes with the superintendent certification intern student and her/his supervisor in ascertaining that acceptable progress is being made in the intern’s practicum. These minimum minutes must be spread over three visits. One of those visits must be onsite and the others may be either onsite, via the Web, or via telephone.

Prior to beginning the practicum, each student must submit a letter from his/her mentor (onsite practicum supervisor) giving permission for the student to conduct his/her practicum in that district and agreeing to supervise the practicum. The mentor must be either a practicing superintendent or assistant/associate/deputy superintendent or retired school administrator currently working in a school district in Texas or retired from a Texas school district. He or she must have current superintendent certification in Texas.

Onsite practicum mentors must be willing at a minimum to assign tasks to each practicum student which are directly tied to the TExES Standards and Competencies for certification of superintendents for the courses in which the student is currently enrolled and has completed. The student must at a minimum gain 160 clock hours of work for the course, meaning 160 clock hours of practicum activities for the semester.

Concluding the Program and Testing for Certification
Each student who matriculates through the superintendent certification program is expected to successfully complete the program and the certification exam given by the State of Texas (195). To be fully prepared for the exam, students are expected to earn no less than a “B” in each course with a minimum GPA of 3.25 for the program. Upon concluding the academic and practicum portions of the program, students are then expected to purchase the “Certify Teacher” program to assist them with test
preparation. Once a minimum of 6 clock hours of test preparation is successfully completed, Certify Teacher will provide a certificate indicating that you have completed the required 6 hours. You must then submit a screen shot of the certificate to your advisor via Sul Ross State University email. You will not be allowed to test until you can produce the six hour completion certificate. At this point, you will need to complete the Certify Teacher Practice Exam and attain a practice test score report of at least 280 on the Certify Teacher scale. You must also provide this to your advisor. Once this is received by your advisor, it will be submitted to the certification officer for final processing, with a recommendation from your advisor that you be allowed to test for certification. It is important to note that we do not extend first time testing permissions to students between May 31 and September 1, so you will need to test in May or wait until September if you are attempting the exam for the first time.

**Certification**  
To be eligible to receive the standard Superintendent Certificate, a candidate must:
- a. complete the Superintendent Certification program;
- b. hold a valid Texas teaching certificate and a valid Mid Management or Principal certificate, or have a letter of permission from TEA waiving this requirement;
- c. hold an earned master's degree;
- d. complete a minimum of three years teaching in a TEA accredited school, or receive a letter of permission from TEA waiving this requirement;
- e. pass TExES Superintendent Certification (195) examination.

Upon successful completion of all program requirements you will apply and be recommended for your certificate by Sul Ross State University. At this point, you may become fully certified as a superintendent and can access your certificate from the Texas Education Agency website at:  

**Student Responsibilities**

**Confidentiality**  
Confidentiality is of utmost importance for the students enrolled in the Superintendent Certification program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore,
violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extends to discussions posted in Blackboard. There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis.

Class Attendance
Students are required to attend all classes. Students will be dropped for excessive absences defined by the university absence policy. Students should also review the Online Absence Policy which states students must attend 80% of classes. In the online format, this means that you should access blackboard a minimum of three times each week for no less than one hour.

Dress Code
Practicum students should present themselves as professional educators. As a minimum, students will follow their school district’s dress code policies for faculty and staff. Specific questions/concerns should be addressed to your practicum mentor.

Texas Educators’ Code of Ethics

Texas Administrative Code §247.2
EDUCATION
TITLE 19
STATE BOARD FOR EDUCATOR CERTIFICATION
PART 7
CHAPTER 247
EDUCATORS’ CODE OF ETHICS
RULE §247.2
Code of Ethics and Standard Practices for Texas Educators

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

(b) Enforceable Standards.
   (1) Professional Ethical Conduct, Practices and Performance.

   (A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (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 to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, 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 applicable 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.

   (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, sex, disability, or family status.

(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 under this chapter.

(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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Texas Administrative Code

| TITLE 19 | EDUCATION |
| PART 7 | STATE BOARD FOR EDUCATOR CERTIFICATION |
CHAPTER 242 SUPERINTENDENT CERTIFICATE
RULE §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; and
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.
State Board for Educator Certification

Texas Educators' Code of Ethics
Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

______________________________
Educator Candidate’s signature

______________________________
Date

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Division of Educator Standards
Practicum Site Mentor Acknowledgement

I, ________________________________, acknowledge that I meet the following criteria and have agreed through a letter of acknowledgment to Sul Ross State University to serve as the site supervisor/mentor for __________ __________, a student in the Sul Ross State University Superintendent Certification program:

1. I have a full active superintendent certification from the State of Texas
2. I am currently employed in the district in which the student noted above will complete his/her certification practicum, or I have sufficient access to the district such that I can provide meaningful tasks in the superintendent practice arena such that the student can learn through hands-on experiences the superintendent practice
3. I have discussed the student requirements with the person noted above and am fully aware of my requirements to provide activities for the student, and have viewed the power point presentation provided by the student which further states the site supervisor’s/mentor’s responsibilities to the student.
4. I will provide feed back to the professor who teaches the course and provides the grade for the student concerning the appropriate course grade for the student for the superintendent practicum course.

_________________________________  ______________________________________
Printed Name of Site Supervisor/Mentor  Date Signed

_________________________________
Signature of Site Supervisor/Mentor