



The University of Texas at Tyler

College of Education and Psychology

Department of Educational Leadership and Policy Studies

The School Superintendent

EDLR 5360

Instructor Information

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Course Description

This course focuses on an examination of the role of the school superintendent in the public schools. Special attention is given to the leadership responsibility of the school superintendent.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas:

| Objective | Texas Superintendent Standard |
|--|--------------------------------------|
| Act with integrity, fairness, and in an ethical manner to promote the success of all students. | Standard I |
| Shape district culture by facilitating the development and implementation of a shared vision. | Standards II & VIII |
| Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources. | Standard V |
| Influence political and cultural context to achieve the district's educational vision. | Standard IV |

| | |
|---|--------------------------|
| Facilitate planning of strategic plans, align curriculum, and promote the use of varied assessment for student performance. | Standard VII |
| Implement staff evaluation to improve performance. | Standard III |
| Exhibit effectiveness in budget, resources, personnel, and technology. | Standards III-VII |
| Apply leadership of the physical plant. | Standard VI |
| Apply strategies to facilitate positive change in varied contexts. | Standards I-VIII |
| Advocate district culture conducive to student learning and professional growth. | Standards II, III & VIII |

Students will be encouraged to take ownership of their own learning through critical and reflective thinking regarding the roles and responsibilities of effective superintendents. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5360 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5360 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Superintendent's Certificate.

Evaluation and Grading

Introduction Video – Upload an introductory video.

Superintendent quizzes – The student will complete quizzes that are intended to check for understanding of particular roles of a superintendent.

Simulations – The student will respond to topical assignments to exhibit a depth of understanding about the subject.

Law quizzes – The student will complete quizzes related to videos and other documents.

Superintendent Competency Analysis – The student will complete questions based superintendent competencies.

Current Events – The student will watch videos on current events and complete related quizzes.

Grading:

| | |
|---------------------------------------|----------------------|
| Introduction Video | 10 points |
| Superintendent Quizzes | 5 to 10 points each |
| Simulations/ Responses to Simulations | 10 points each |
| Law quizzes | 1 point per question |
| Current event quizzes | 1 point per question |
| Superintendent competency analysis | 4 points/quiz |
| Final exam | 50 points |

Course Grading

90% - 100% of points = A

80% - 89% of points = B

70% - 79% of points = C

All assignments must be completed by **midnight** on **Sunday night**. All assignments are expected to be completed at a graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate-level quality and require the student to redo and resubmit may be subject to grading adjustment penalty of 10%.

Late assignments will only be accepted with prior permission of the instructor and may be subject to a grade penalty for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

Teaching Strategies

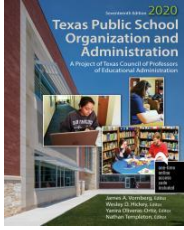
EDLR 5360 utilizes 100% online instruction through our Learning Management System. The instructor uses a lecture module format and a constructivist learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge and skills for the successful completion of the practicum experience. The course will be taught using lecture, group discussion, presentations, and Canvas assignments.

Related Field Experiences

The course does not have a formal field experience component, but it is expected that the student utilizes their personal educational experience to bring unique perspectives to the discussions.

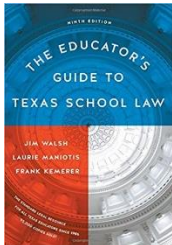
Required Text and Related Readings

Textbooks:



Vornberg, J. A., Hickey, W. D., Oliveras-Ortiz, Y., & Templeton, N. (2020). *Texas public school organization and administration: 2020* (17th ed.). Dubuque, IA: Kendall Hunt Publishing.

ISBN: 978-1-5249-9357-3



Walsh, J., Kemerer, F., & Maniotis, L. (2018). *The educator's guide to Texas school law* (9th ed.). Austin, TX: University of Texas Press.

ISBN: 978-0292760844

Wilmore, E. L. (2010). *Passing the superintendent TExES exam*. Thousand Oaks, CA: Corwin Press.

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Web Sites:

American Association of School Administrators at www.aasa.org.

Texas Association of School Administrators at www.tasanet.org.

Texas Association of School Boards at www.tasb.org

Texas Education Agency at www.tea.texas.gov

TExES Preparation Materials, Registration and Test Dates at <http://cms.texes-ets.org/texes/>

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up missed work.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive a superintendent certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a superintendent, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

For more information, see [Preliminary Criminal History Evaluation](#).

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a

handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade-point average. Undergraduates are eligible to exercise grade replacement for only three-course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

University Withdrawal Dates:

Last day to withdraw to receive a W or Q is November 4, 2022.

Students may not officially withdraw from a course after the "Last Day to Withdraw," as listed on the Academic Calendar. Late submissions will not be processed. Students who miss the withdrawal deadline or cease to complete work toward their courses after this point will automatically receive an F, or whatever grade they would earn based on their already completed work in the course.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by the University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- “Cheating” includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

College of Education and Psychology (CEP) Vision and Mission

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contribute to knowledge through scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

TEXAS ADMINISTRATIVE CODE STANDARDS FOR SUPERINTENDENT PREPARATION PROGRAMS

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 242

242.15. Superintendent Certificate Standards

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).

Superintendent Standard I

Learner-Centered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

- (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.

Superintendent Standard II

Learner-Centered Leadership and School District Culture:

A superintendent is an educational leader who promotes the success of all students and shapes

school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- (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.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

- (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 ongoing assistance and support to personnel.

Superintendent Standard IV

Learner-Centered Policy and Governance:

A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

- (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.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

- (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.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

- (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.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

- (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.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

- (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.

DOMAINS AND COMPETENCIES

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

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

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II – Instructional Leadership

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

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

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

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 *Purpose and Scope; Definitions*

(b) 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 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

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

(2) Ethical Conduct Toward Professional Colleagues.

(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.

(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;

(vi) 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

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