



Superintendent Program Handbook

2024-25

Revised August 2024

Table of Contents

BOARD OF DIRECTORS	3
SUPERINTENDENT PROGRAM STAFF	4
GENERAL PROGRAM GUIDELINES	6
ADMISSION REQUIREMENTS	6
CRIMINAL HISTORY	7
ATTENDANCE	7
CURRICULUM	8
COURSEWORK COMPLETION TIMELINE	9
TEXES (195) EXAM	9
ONLINE COURSEWORK	9
ACADEMIC INTEGRITY	9
CERTIFICATION	10
PROGRAM FEES	10
ROLES AND RESPONSIBILITIES	Error! Bookmark not defined.
Program Fees	13
APPENDIX A	15
EDUCATOR CODE OF ETHICS	15
APPENDIX B	19
TEXAS ADMINISTRATIVE CODE	19
ADMINISTRATOR STANDARDS §242.15	19
APPENDIX C	27
COMPLAINT/GRIEVANCE POLICY	27



BOARD OF DIRECTORS

Dr. Larry Blair	Chairperson
Dr. Jay Thompson	Vice-Chair
Dennis Hughes	Secretary
Dr. Kevin Rogers	Member
Dr. Jeff Hanks	Member
Dr. Jeff Turner	Member
Dr. Karen Rue	Member
Natalie Texada	Member
Dr. Clyde W. Steelman, Jr.	Executive Director

Vision

To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.

Mission

To Support stakeholders in preparing all learners for tomorrow's opportunities.

Beliefs

Collaboration — Fosters an environment of team support, loyalty, and care for one another.

Integrity — Happens when we align everything to positive ethical values.

Quality Service — Is listening to our customers, anticipating their needs, and creating value that exceeds expectations.

The Education Service Center does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.

SUPERINTENDENT PROGRAM STAFF

Dr. Deborah Cron, Certification Specialist
Email: dcron@esc11.net

Candace Walker, Certification Technician
Phone: 817-740-7534
Email: cwalker@esc11.net

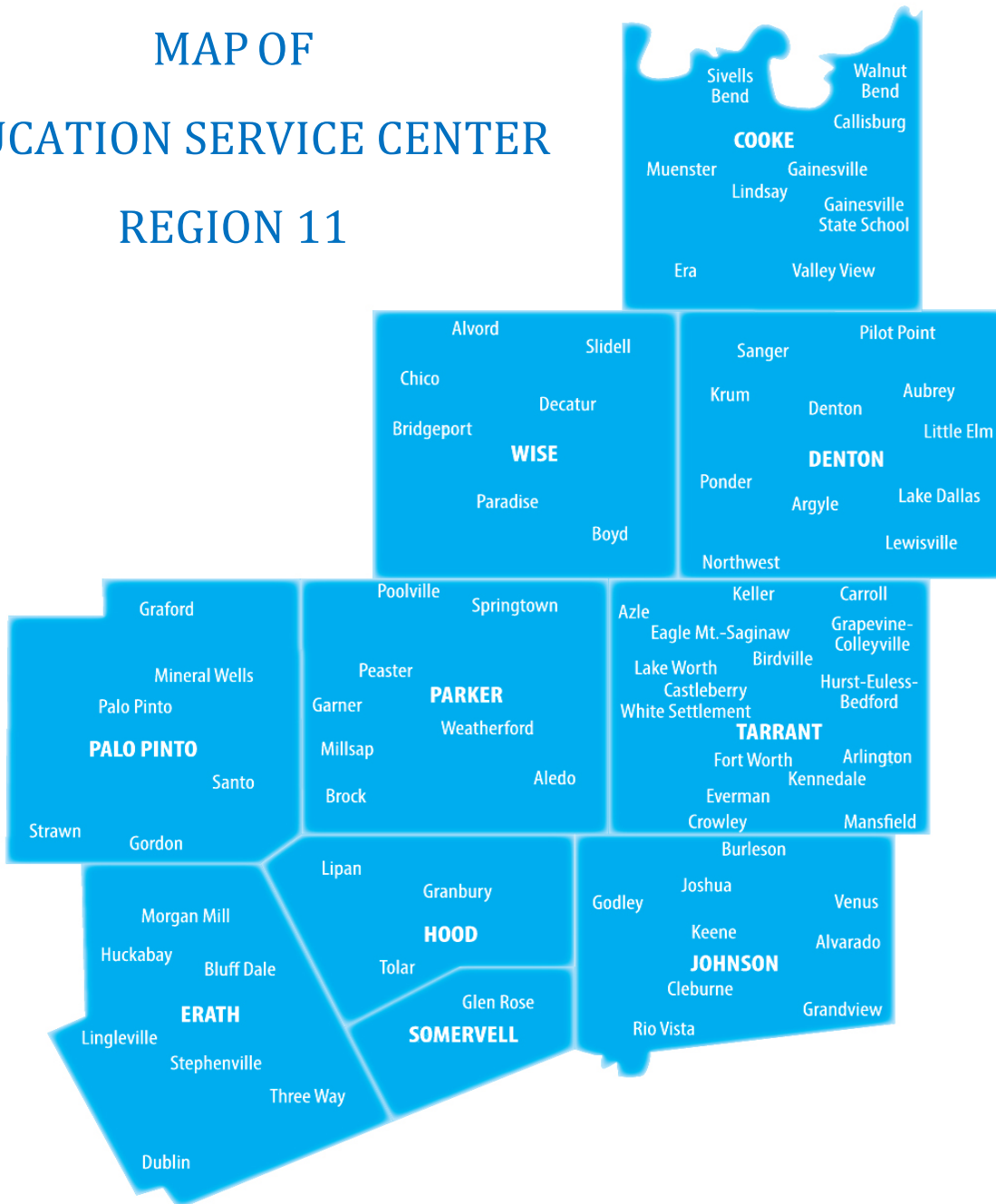
TBA, Certification Assistant
Phone: 817-740-3645
Email:

Jincy Ross, Coordinator - Certification Programs
Phone: 817-740-7617
Email: jross@esc11.net

The GoLead11 Superintendent Certification Program through Education Service Center Region 11 provides a one-year superintendent preparation program for candidates who have previously earned a master's degree. We allow candidates to enter the program any time throughout the year. Through the GoLead11 Superintendent Certification Program, candidates complete 200 hours of training and coursework, in addition to a 160-hour practicum. The program not only prepares candidates to be successful on the TExES (195) Superintendent exam, but it also prepares them for a position as a district administrator.

For issues or complaints about this educator preparation program, visit [THIS WEBSITE](#).

MAP OF EDUCATION SERVICE CENTER REGION 11



*GoLead11 Candidates are NOT required to be employed by districts, charters, or private schools within ESC Region 11.

GENERAL PROGRAM GUIDELINES

ADMISSION REQUIREMENTS

To be considered for the GoLead11 Superintendent Certification Program, the applicant must satisfy the following requirements:

- Have at least three creditable years of managerial experience in a public school district. The managerial experience must include responsibility for:
 - supervising or appraising faculty or staff;
 - conducting district-level planning and coordination of programs, activities, or initiatives;
 - and creating or maintaining a budget.
- Hold a minimum of a Master's Degree from an accredited college or university
- Hold a valid Texas Standard Teaching Certificate and Texas Standard Principal Certificate (or receive approval from TEA for managerial experience)
- Have a GPA of 3.0 or higher on Master's Degree
- Receive recommendation from current district or charter
- Perform acceptably on a writing sample (part of the application process) and a video "interview."

*Individuals in ISDs, charter schools, and private schools are eligible for entry into the GoLead11 Superintendent Certification Program. The ISD, charter school, or private school does NOT have to be within ESC Region 11.

The following documents are required for admission into the GoLead11 Superintendent Certification Program and will be submitted as part of the application process.

- Official Transcripts from each college or university from which applicant received credit (Bachelors, Masters, and Doctorate, if applicable)
- Two Professional Recommendations
- Complete Service Record
- SBEC Certificate
- Resume
- District Agreement
- Site Supervisor (Mentor) Agreement

Only complete applications will be evaluated. Applications submitted with all transcripts received by the program and at least two recommendations are considered complete.

After all admission requirements have been completed, the applicant will receive an acceptance or denial letter. A denial letter will be issued in the following situations:

- No Texas Standard Teaching Certificate or Principal Certificate (or no TEA approval substituting managerial experience)
- GPA below 3.0
- An unacceptable score on the writing sample and/or video
- Not currently employed as a teacher or administrator in a Texas LEA

*Note: GoLead11 is not an institute of higher education and as such, we cannot provide 1098

documents for tax purposes.

The GoLead11 Superintendent Program does not accept training or coursework from any other educator preparation program and does not substitute prior experience in education toward any of the program requirements. The GoLead11 program must be completed in its entirety.

CRIMINAL HISTORY

All Texas school districts, charters, and TEA are authorized to obtain any criminal history information relating to an applicant for employment (TEC 22.083). Conviction of a crime is not an automatic bar to employment. All districts will consider the nature, date, and relationship of the offense to the position for which an applicant is applying. Acceptance into the GoLead11 Program does not guarantee employment or certification. If a superintendent candidate has been convicted of a felony, misdemeanor, or an offense involving moral turpitude (including, but not limited to theft, rape, murder, swindling, and indecency with a minor) and/or received probation or deferred adjudication -OR- if a superintendent candidate is concerned about the existence of a criminal record and meets the eligibility criteria for an evaluation, as outlined on the website indicated below, the GoLead11 Program advises that the superintendent candidate request a Preliminary Criminal History Evaluation. This is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history by TEA's educator investigation staff. The evaluation is a service provided to the requestor for a non-refundable fee. The requestor will receive a preliminary criminal history evaluation letter by email from the agency providing a determination of potential ineligibility for educator certification. The evaluation is based solely on the information that is provided by the requestor. Individuals may access more information about this criminal history evaluation from TEA's website, <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>.

ATTENDANCE

Attendance in all training sessions is required for successful program completion. Because of the limited time frame for training, if a superintendent candidate misses more than two training sessions, the superintendent candidate may be dismissed from the program. If a superintendent candidate cannot attend training for any reason, the GoLead11 specialist is to be notified of the reason **prior** to the training.

Attendance will be taken during each training session. For live (face-to-face) training, signing in on the attendance sheet is required. For Zoom sessions, all candidates must login as themselves and remain in the session with the camera on them to ensure credit is received for attending the session.

Superintendent candidates are expected to attend training sessions in their entirety. Partial

credit will not be awarded if the entire session is not attended. It is expected that superintendent candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Superintendent candidates are expected to be active participants during training.

CHILDREN: Due to limited space, safety concerns, and the need for superintendent candidates to focus on the training, children are not permitted in training or in the hallways or lobby areas of the Education Service Center Region 11. Candidates should make other arrangements for them.

DRESS: Dress for sessions may be casual, but respectful. Remember, every encounter provides an opportunity that may lead to a future interview. Sessions are designed as professional leadership training, and presenters are sometimes from area districts.

ELECTRONIC DEVICES: For Zoom sessions, appropriate technology is required. Participants should access Zoom sessions using a desktop or laptop computer. The use of cell phones for Zoom meetings is discouraged because of the difficulty of class participation. In face-to-face sessions, candidates may use laptops and/or iPads to view handouts and take notes. Candidates must place cell phones on silent during training and should not access them during class. For emergency situations, candidates should discuss the need with the presenter/facilitator. Breaks will be provided during sessions to allow time for phone calls.

INCLEMENT WEATHER: In case of inclement weather or other event that may cause the closure of ESC Region 11, information will be posted on the website at www.esc11.net.

Additionally, a phone message will be available at (817) 740-3600. It is possible that Zoom sessions may be cancelled during inclement weather as well. The GoLead11 specialists will communicate any changes in sessions with the participants as soon as decisions are made.

CURRICULUM

The GoLead11 Superintendent Program offers a curriculum that is rich in scientifically based research and education best practices, which is delivered through Zoom and/or face-to-face instruction and online courses. The Texas Education Agency requires a minimum of 200-clock-hours of coursework and/or training that is directly aligned to the educator standards (TAC §228.35). A practicum of an additional 160 clock hours is also required in TAC.

The TAC Rule/GoLead11 Curriculum Alignment may be accessed [HERE](#).

In addition to training/coursework that is aligned to the educator standards, the GoLead11 Superintendent Program curriculum includes instruction in the following topics as required in Texas Administrative Code §228.30:

- Texas Code of Ethics
- Youth Mental Health
- Detection and education of students with dyslexia
- Framework for teacher, principal, and superintendent evaluation
- Appropriate relationships, boundaries, and communication between educators and students
- Instruction in digital learning

The GoLead11 Superintendent Program Certification Plan is available from the Superintendent Certification Specialist and Certification Technician.

Coursework Completion Timeline

It is an expectation of the GoLead11 Superintendent Certification Program staff that candidates complete all required coursework, attend all required training, and pass the Superintendent TExES (195) exam within the one-year timeframe. If any of the requirements are not met by the end of the cohort, the candidate must apply for an extension, at which point the candidate may be required to meet with the program coordinator, the program specialist, and/or the candidate's field supervisor. If an extension is granted, an extension fee of \$200 per month will be assessed. A Standard Superintendent Certificate will not be recommended until all requirements are met and all program fees are paid in full.

TExES (195) Exam

Candidates are required to take and pass the TExES (195) exam during the course of the year. The GoLead11 Superintendent Certification Program offers preparation for the exam. Successful completion of the TExES (195) preparation and practice exam are required before a candidate will be approved to register for the exam.

If the candidate is unsuccessful on the TExES (195) exam, the GoLead11 Superintendent Certification Program requires that the candidate successfully complete another form of preparation at the candidate's expense.

ONLINE COURSEWORK

The GoLead11 Superintendent Certification Program uses Canvas as the learning management system for the online courses. It is the superintendent candidate's responsibility to ensure all coursework is completed by the deadline set by program staff and that all assignments are submitted into Canvas as required by the course.

ACADEMIC INTEGRITY

Academic integrity is an expectation of the GoLead11 Superintendent Certification Program staff. All coursework and assignments must be completed by the candidate. Occasionally, an

assignment may require working with a partner/group, but if it is not explicitly stated in the assignment instructions, group work is not allowed. Plagiarism in any form may be cause for dismissal from the program.

CERTIFICATION

The GoLead11 Superintendent Certification Program offers two kinds of certificates:

Standard Certificate: Candidates are eligible for Standard Superintendent Certification when the candidate has

- Successfully completed all coursework and trainings
- Successfully completed the practicum
- Received a passing score on the TExES (195) exam
- Received the recommendation of the Site Supervisor and the Field Supervisor
- Paid all program fees in full

Temporary Certificate: A candidate who is admitted to the GoLead11 Superintendent Certification Program and is employed in a professional capacity requiring superintendent certification may request recommendation from the ESC 11 Certification Department to the Texas Education Agency for a temporary superintendent certificate. If the Certification Department approves the request, sends the recommendation to TEA, and the candidate receives TEA approval, the candidate will complete the GoLead11 Certification Program within one year. Requirements for obtaining temporary certification include:

- Enters the GoLead11 Superintendent Certification Program
- Has been hired as a superintendent by a public school district or charter
- Has obtained a letter of request from school board president for candidate's need of the temporary superintendent certificate
- Receives recommendation from ESC 11 Certification Department to the Texas Education Agency for temporary superintendent certification
- Obtains approval from TEA for temporary superintendent certificate

NOTE: The temporary superintendent certificate is valid for only one year. Thus, candidates must successfully complete the GoLead11 Superintendent Certification Program in that year to be formally certified.

After meeting the above requirements, the candidate will complete a *Final Checklist*. This document will be sent in the final month of the program through Adobe Sign.

PROGRAM FEES

The GoLead11 Superintendent Certification Program fees are located on a chart at the end of this document. All superintendent candidates will complete a Financial Arrangement Form (FAF) documenting the manner in which the program fee will be paid. This form is to

be returned to the Certification office by the date requested. Superintendent candidates are expected to remain current with payments. The complete program fee and/or any extension fees assessed must be paid prior to being recommended for the Standard Superintendent Certificate. If payroll deduction is used, candidates must make arrangements with their school district to ensure that the payment is being deducted from the candidate's paycheck.

If a candidate withdraws from the program or is withdrawn from the program, all program fees due to that date shall be paid.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of each of the parties involved in the success of the GoLead11 superintendent candidate are defined below:

The Superintendent Candidate

- Observes and works with an outstanding mentor superintendent or designee where high student academic achievement and the building of a learning community are the primary goal.
- Brings to the school and to the program a commitment to learning how to function as an effective leader.
- Plans practicum activities with the site supervisor.
- Meets every two weeks with the site supervisor for a session with candid appraisal, coaching/training, and feedback on the candidate's performance.
- Works continually toward completion of Practicum hours.
- Carries out the Practicum activities in a conscientious, ethical manner.
- Attends all GoLead11 Superintendent Certification Program training sessions.
- Completes all coursework on time and at a quality level.
- Completes two Skills Development Projects of 12 hours each (or one Skills Development Project of 24 hours).
- Serves as a role model for staff and students.
- Maintains a positive, cooperative attitude with the site supervisor, field supervisor, and other school personnel.
- Maintains complete academic integrity. Plagiarism will not be tolerated.
- Completes three on-the-job recordings of 45-minutes each for observation feedback and six informal on-the-job recordings of 15 minutes each for feedback (three in each semester).
- Ensures all program payments are made.

The GoLead11 Superintendent Program Staff/Field Supervisor

- Monitors the superintendent candidate's progress.
- Plans and conducts the program classes.
- Evaluates the candidates' formal and informal observations and provides written

feedback.

- Recommends programmatic modifications as needed.
- Collects documents on all program benchmarks.
- Maintains the superintendent candidate's documentation folder for certification.

The Site Supervisor (Mentor)

- Completes online Site Supervisor training. This training and mentoring may be counted toward professional development requirements for certification renewal. At the end of the program year, the Site Supervisor will be awarded 60 CPE hours and will receive a certificate from ESC Region 11.
- Works with the superintendent candidate to select appropriate Skills Development Projects, which address and attempt to resolve a significant problem/challenge in the school district that influences instructional practice and student learning.
- Allows the superintendent candidate to demonstrate skills while establishing and supporting effective and continuous professional development with identified staff members.
- Encourages the superintendent candidate to demonstrate an ability to facilitate building or growing a collaborative team (example: PLC) within the school to improve instruction, student achievement, and the school culture.
- Works with the superintendent candidate to complete other activities such as shadowing superintendent/assistant superintendents, appraising teachers, and attending district-level superintendent meetings as appropriate.
- Communicates at least every two weeks with the superintendent candidate to provide information, guidance, and feedback.
- Communicates with GoLead11 Superintendent Certification Program staff as needed during the candidate's program.
- Notifies the GoLead11 Superintendent Certification Program staff immediately of concerns related to the superintendent candidate's performance when efforts to remediate campus problems have not been successful.
- Makes a recommendation for the candidate's standard superintendent certification at the end of the candidate's certification program.

EXIT POLICY

In accordance with Texas Administrative Code (19 TAC §228.20(h)), effective October 15, 2020, all Educator Preparation Programs must have a published exit policy for the dismissal of candidates, which must be reviewed and signed by candidates upon admission.

A GoLead11 candidate may request a status change at any time during the program. If the candidate

wishes to return to the program later, complete courses will be valid for up to two years. Incomplete courses will be lost and must be completed upon return. A candidate who drops the program will be required to reapply. Candidates can apply a total of three times. If the candidate wishes to drop the program, he/she will be responsible for the program payments for the number of months he/she was in the program.

DISMISSAL

A GoLead11 candidate may be dismissed from the program under these circumstances:

- Failure to complete coursework and/or attend training sessions during the admitted cycle without communication with the program specialist.
- Failure to communicate with the GoTeach11 staff.
- Continual tardiness to training sessions.
- Continually creating distractions during training sessions.
- Plagiarizing coursework.
- Candidates who are inactive two years from their admittance date will be dismissed from the program by the Coordinator of Certification.

Program Fees

GoLead 11 Superintendent Program Fee	\$6500	50% of tuition (\$3250) due upon program acceptance (non-refundable after 30 days)
State Technology Fee (required by TEA)	\$35.00	Due upon program acceptance
Texas Examination of Educator Standards (TExES 195 Exam)	\$116 (Set by TEA; subject to change)	Paid to Pearson at the time of test registration

GoLead 11 Superintendent Program Fee	\$6500	50% of tuition (\$3250) due upon program acceptance (non-refundable after 30 days)
Application for Standard Superintendent Certification	\$78.00	Paid to SBEC after Completion of Program (subject to change)
Exam Prep Fee (If Candidate Does Not Pass 195 Exam on First Attempt)	\$100	Paid to Certify Teacher
Program/Exam Extension Fee	\$100 per Month until Program Requirements are Complete	Assessed if Candidate Does Not Complete the Program Requirements, including Coursework, Sessions, and/or Exam
Test Waiver Support Provided by Specialist (Needed if Candidate Fails Exam More Than 5 Times)	\$1000 for Six Months of Support	Specialist Will Create 16 Tutoring Activities/Sessions and Will Submit TEA Required Paperwork for Waiver
Re-Enrollment Fee	\$250	Required if Candidate Drops Program and Desires to Re-Enroll

Candidates must pay all fees prior to being recommended for superintendent certification. All fees are non-refundable and subject to change.

Should a candidate drop the program at any point before completion, the candidate is responsible for all money owed up to the time of the resignation or drop date.

Candidates have the following options to make monthly payments:

- **Payroll deduction--if employed by a district, private school, or charter, the employee must submit a payroll deduction form. The form will be sent to you by the Certification Department.**
- **Credit card/Debit card submitted to ESC 11, drafted on the same day of each month.**
- **[Payment link](#)**



APPENDIX A

Educator Code of Ethics

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

(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 personal 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.



APPENDIX B

Texas Administrative Code Administrator Standards §242.15

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

§242.15. Standards Required for the Superintendent Certificate.

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

(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;

(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;

(5) maintain personal physical and emotional wellness; and

(6) demonstrate the courage to be a champion for children.

(c) **Learner-Centered Leadership and School District Culture.** A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;

(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;

(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;

(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;

(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;

(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;

(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;

(8) demonstrate an awareness of emerging issues and trends affecting the education community;

(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and

(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

(d) **Learner-Centered Human Resources Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements

appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
- (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
- (4) deliver effective presentations and facilitate the learning of both small and large groups;
- (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
- (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
- (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
- (8) demonstrate and apply knowledge of certification requirements and standards; and
- (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

(e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:

- (1) define and apply the general characteristics of internal and external political systems to the educational organization;
- (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
- (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
- (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;

- (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
- (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
- (7) apply laws, policies, and procedures fairly, wisely, and considerately; and
- (8) access state and national political systems to provide input on critical educational issues.

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

- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
- (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
- (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
- (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
- (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
- (7) use effective consensus-building and conflict-management skills;
- (8) articulate the school district's vision and priorities to the community and to the media;
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
- (10) communicate an articulate position on educational issues; and
- (11) demonstrate effective and forceful writing, speaking, and active listening skills.

(g) **Learner-Centered Organizational Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization,

operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
- (2) implement processes for gathering, analyzing, and using data for informed decision making;
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
- (6) apply legal concepts, regulations, and codes for school district operations;
- (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
- (8) acquire, allocate, and manage resources according to school district vision and priorities;
- (9) manage one's own time and the time of others to maximize attainment of school district goals; and
- (10) use technology to enhance school district operations.

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

- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
- (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
- (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

- (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
- (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
- (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
- (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
- (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(i) **Learner-Centered Instructional Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:

- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
- (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
- (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
- (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and

(10) create an environment in which all students can learn.

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; and
- (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country; or
- (5) have at least three creditable years of managerial experience in a public school district.

(A) The managerial experience must include responsibility for:

- (i) supervising or appraising faculty or staff;
- (ii) conducting district-level planning and coordination of programs, activities, or initiatives; and
- (iii) creating or maintaining a budget.

(B) The candidate must submit an application to Texas Education Agency (TEA) staff for the substitution of managerial experience as defined in this paragraph. The TEA staff will review the application and will notify the applicant, in writing, of approval or denial within 60 calendar days from date of receipt.

Source: The provisions of this §242.20 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective April 28, 2002, 27

TexReg 3354; amended to be effective July 13, 2004, 29 TexReg 6646; amended to be effective October 25, 2009, 34 TexReg 7202; amended to be effective February 28, 2016, 41 TexReg 1246.



APPENDIX C

Education Service Center Region 11 Educator Preparation Program Complaint/Grievance Policy

COMPLAINTS	In this policy, the terms “complaint” and “grievance” shall have the same meaning. Program participant complaints shall be filed in accordance with this policy.
NOTICE TO PROGRAM PARTICIPANTS information by posting in	The GoLead11 Superintendent Program staff (GL11 Program) shall inform program participants of this policy program handbooks, in the physical facility, on the website or, upon request, written information.
GUIDING PRINCIPLES INFORMAL PROCESS	<p>The GL11 Program encourages program participants to discuss their concerns with the appropriate Program employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level.</p> <p>Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.</p>
FORMAL PROCESS	<p>A program participant may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, program participants are encouraged to seek informal resolution of their concerns. A program participant whose concerns are resolved may withdraw a formal complaint at any time.</p>

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or GL11 Program policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**FREEDOM FROM
RETALIATION**

Neither the GL11 Program nor any Certification Program employee shall unlawfully retaliate against any program participant for bringing a concern or complaint.

**GENERAL PROVISIONS
FILING**

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate Certification Program employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if postmarked by the U.S. Mail on or before the deadline and received by the appropriate Program employee no more than three days after the deadline.

**SCHEDULING
CONFERENCES**

The G11 Program shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a program participant fails to appear at a scheduled conference, the GL11 Program may hold the conference and issue a decision in the program participant’s absence.

RESPONSE

At Levels One and Two, “response” shall mean a written communication to the program participant from the appropriate Certification Program employee. Responses may be hand-delivered, sent by electronic communication to the program participant’s e-mail address of record, or sent by U.S. Mail to the program participant’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

DAYS

“Days” shall mean Certification Program business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

REPRESENTATIVE

“Representative” shall mean any person or organization that is designated by the program participant to represent the program participant in the complaint process.

The program participant may designate a representative through written notice to the Certification Program at any level of this process. If the program participant designates a representative with fewer than three days' notice to the Program before a scheduled conference, the conference or hearing may be moved to a later date, if desired, in order to include the Certification Program's counsel. The Certification Program may be represented by counsel at any level of the process.

**CONSOLIDATING
COMPLAINTS**

Complaints arising out of an event or series of related events shall be addressed in one complaint. A program participant shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the program participant, at any point during the complaint process. The program participant may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such an appeal shall be limited to the issue of timeliness.

COST INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

**COMPLAINT AND APPEAL
FORMS**

Complaints and appeals under this policy shall be submitted in writing on a form provided by the Certification Program.

Copies of any documents that support the complaint should be attached to the complaint form. If the program participant does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the support unless the program participant did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the program participant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the Coordinator of Certification who has the authority to remedy the alleged problem.

If the complaint is about the Coordinator of Certification, the complaint may begin at Level Two with the Director.

The Coordinator of Certification shall investigate as necessary and schedule a conference with the program participant within ten days after receipt of the written complaint. The Coordinator of Certification may set reasonable time limits for the conference.

Absent extenuating circumstances, the Coordinator of Certification shall provide the program participant a written response within ten days following the conference. In reaching a decision, the Coordinator of Certification may consider information provided at the Level One conference and any other relevant documents or information the Coordinator of Certification believes will help resolve the complaint.

LEVEL TWO

If the program participant did not receive the relief requested at Level One or if the time for a response has expired, the program participant may request a conference with the Program Director or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the Certification Program, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One decision.

After receiving notice of the appeal, the Coordinator of Certification shall prepare and forward a record of the Level One complaint to the Program Director or designee. The program participant may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.

2. All other documents submitted by the program participant at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Coordinator of Certification in reaching the Level One decision.

The Program Director or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the program participant may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program Director or designee may set reasonable time limits for the conference.

The Program Director or designee shall provide the program participant a written response within ten days following the conference.

In reaching a decision, the Program Director or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Program Director or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the complaint is about the Program Director, the complaint may begin at Level Three with the Deputy Executive Director of Instructional Services.

LEVEL THREE

If the program participant did not receive the relief requested at Level Two or if the time for a response has expired, the program participant may request a conference with the Deputy Executive Director of Instructional Services or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the Certification Program, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two decision.

After receiving notice of the appeal, the Program Director shall prepare and forward a record of the Level Two complaint to the Deputy Executive Director of Instructional Services or designee. The program

participant may request a copy of the Level Two record.

The Level Two record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program participant at Level One and Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the Program Director in reaching the Level Two decision.

The Deputy Executive Director of Instructional Services or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the program participant may provide information concerning any documents or information relied upon by the Program Director for the Level Two decision. The Deputy Executive Director of Instructional Services or designee may set reasonable time limits for the conference.

The Deputy Executive Director of Instructional Services or designee shall provide the program participant a written response within ten days following the conference.

In reaching a decision, the Deputy Executive Director of Instructional Services or designee may consider the Level Two record, information provided at the Level Three conference, and any other relevant documents or information the Deputy Executive Director of Instructional Services or designee believes will help resolve the complaint.

Recordings of the Level Two and Level Three conferences, if any, shall be maintained with the Level Two and Level Three records.

If the complaint is in regard to the Deputy Executive Director of Instructional Services, the complaint may go directly to Level Four.

LEVEL FOUR

If the program participant did not receive the relief requested at Level Three or if the time for a response has expired, the program participant may request a conference with the Executive Director of ESC Region 11 or designee to appeal the Level Three decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level Three response

or, if no response was received, within ten days of the Level Three decision.

After receiving notice of the appeal, the Deputy Executive Director of Instructional Services shall prepare and forward a record of the Level Three complaint to the Executive Director of ESC Region 11 or designee. The program participant may request a copy of the Level Three record.

The Level Three record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program participant at Level One Two, and Three.
3. The written response issued at Level Three and any attachments.
4. All other documents relied upon by the Deputy Executive Director of Instructional Services in reaching the Level Three decision.

The Executive Director of ESC Region 11 or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Three. At the conference, the program participant may provide information concerning any documents or information relied upon by the Deputy Executive Director of Instructional Services for the Level Three decision. The Executive Director of ESC Region 11 or designee may set reasonable time limits for the conference.

The Executive Director of ESC Region 11 or designee shall provide the program participant with a written response within ten days following the conference.

In reaching a decision, the Executive Director of ESC Region 11 or designee may consider the Level Three record, information provided at the Level Three conference, and any other relevant documents or information the Executive Director of ESC Region 11 or designee believes will help resolve the complaint.

COMPLAINTS TO THE
TEXAS EDUCATION
AGENCY

If the program participant is not satisfied with the complaint process or outcome, the program participant may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found [HERE](#).