



**Department of Organization & School Leadership
Superintendent Certification
Program Handbook**

The logo for UTRGV is centered on the page. The letters 'UT' are in orange, and 'RGV' are in grey. The logo is overlaid on a background of three thick, curved lines: a teal line that dips in the middle, an orange line that rises from left to right, and a yellow line that rises from bottom-left to top-right.

UTRGV

2020-2021

WELCOME

Welcome to the Department of Organization and School Leadership in the College of Education and P16 Integration. The Department of Organization & School Leadership is proud to offer the Superintendent Certification Program for the preparation of district level school leaders, more specifically Superintendents. This program is recognized as a leader in preparing superintendents and other district level leaders. Numerous alumni now serve as Superintendents, Assistant Superintendent and Director level positions in South Texas and across Texas.

The purpose of this handbook is to provide important program information plus UTRGV and Texas Education Agency certification guidelines, policies, procedures, requirements and processes. Read it carefully and ask program faculty for clarification when warranted.

Thank you for choosing UTRGV and for allowing us to be a part of your educational preparation experience. We look forward to working with you to meet your specific learning needs by providing meaningful instruction that links theory to practice. The Superintendent's Practicum course is specifically designed to engage you in field based experiences that will immerse you in challenges and opportunities encountered by practicing superintendents and district school leaders. We appreciate your commitment to education and are fully committed to support you in your journey to becoming a district superintendent!

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DEPARTMENT OF ORGANIZATION & SCHOOL LEADERSHIP

Mission

The mission of the Department of Organization & School Leadership is to continuously improve leadership development through teaching, research, and service that includes the cultural and linguistic history of the Texas-Mexico border.

Vision

The Department of Organization & School Leadership will be nationally recognized in the preparation of public school superintendents who will transform schools into culturally responsive learning communities.

Program Overview

The Department of Organization & School Leadership offers a Doctor of Education (Ed. D.) in Educational Leadership, a Master of Education (M.Ed.) in Educational Leadership, a Principal's Certificate Program, and a Superintendent's Certificate Program. All students pursuing the Superintendent Certificate must meet University, College of Education and Department graduate admission requirements. After successfully completing all course requirements, students must pass the Texas TExES Exam in order to be fully eligible for the Superintendent Certificate.

Superintendent Certification Program

Admission Requirements

1. Master's or higher 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. (TAC S 242.5)
2. Candidate Screening (TAC s 227.10) and Additional Admission Requirements (TAC s 242.5)
 - 2.1 Official Transcript
Rationale: This allows the department to evaluate courses for the principal certificate, as well as courses from other universities which may be eligible for credit transfer.
 - 2.2 Two (2) years of Administrative Experience
Rationale: Applicants must have Administrator experience in order to better connect and understand the global roles and responsibilities of the Superintendent position.
 - 2.3 Two (2) letters of recommendation (at least one from a superintendent or assistant superintendent)

Rationale: For the first letter, the applicant is required to approach a superintendent or an assistant superintendent to inform the district of his/her intent to enroll in the Superintendent Certification Program. The second letter is to establish, from a third party, the applicant's potential to succeed in the program.

2.4 Curriculum Vita or Resume

Rationale: This helps the department determine the applicant's leadership experience in and out of education and documents the two years of experience in administration.

2.5 Statement of Leadership and Career aspirations

Rationale: This allows faculty to evaluate the applicant's writing potential, as well as the applicant's ability to articulate his/her leadership vision and professional growth plan.

2.6 Photocopy of Texas Educator Certificate

Rationale: This provides proof that the applicant has a Principal Certificate, which is a primary requirement for admission eligibility.

2.7 Photocopy of Student's Teacher Service Record

Rationale: This provides proof that the applicant has at least 2 years of administrative experience.

2.8 Personal Interview with the program coordinator

Rationale: This is a TEA requirement and provides faculty an opportunity to evaluate the applicant's verbal ability to communicate their professional background, vision and plan of action; and, for the interviewer to explain the program and answer any questions the applicant may have.

2.9 Criminal Background Check

Criminal History Acknowledgement:

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

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

For more information on Preliminary Criminal History Evaluation:

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

Methods of evaluating out of country applicants

<p>(TAC S 245) Methods of evaluating out of country applicants</p>	<ol style="list-style-type: none"> 1. English Proficiency Exam (TOEFL or IELTS): International students: Minimum language proficiency requirement of 550 on the paper-based TOEFL (213 computer-based, 79 internet-based or 6.5 IELTS) or successful completion of the highest level of the UTRGV Language Institute. 2. Foreign transcript(s) 3. Foreign transcript evaluation (FCSA or other agency recognized by NACES) 4. Foreign transcript English translation 5. Financial documentation 6. Copy of passport 7. Visa, or I-94 8. If student already in the U.S. we need F-1 Visa: Copy of I-20, SEVIS transfer request 9. PASE form required for Mexican nationals if seeking reduction of financial requirements 10. Official GRE/GMAT scores 	<p>As per “Ciber” checklist</p>
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English language proficiency:

<p>(TAC S 230.413) English language proficiency</p>	<ol style="list-style-type: none"> 1. English Proficiency Exam (TOEFL or IELTS): International students: Minimum language proficiency requirement of 550 on the paper-based TOEFL (213 computer-based, 79 internet-based or 6.5 IELTS) or successful completion of the highest level of the UTRGV Language Institute. 	<p>As per Ciber checklist</p>
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Once admitted, students will be required to purchase software to store key documents, field based work and assessments.

Application Deadlines

All application materials must be submitted by the following deadlines:

To begin coursework in...	A complete application must be submitted by...
the fall semester	July 15
the spring semester	November 15

Once the application is complete, the program coordinator and faculty will review the file and make admission decisions. Prospective students will be informed of the decisions as soon as possible after the application deadline has passed.

Superintendent Certification Plan (15 hrs.)

- EDUL 7312 Socio-Political Problems and the Superintendent
- EDUL 7313 Ethics and Decision Making
- EDUL 7314 The Superintendent
- EDUL 7315 Texas School Finance and Facilities Administration
- EDUL 7398 The Superintendent Practicum (Internship)

Order of course offerings

Generally, students will move through the certification plan in cohorts. Students will generally take the courses in the order shown below.

- EDUL7312 Socio-Political Problems and the Superintendent (**Spring of even numbered years**)
- EDUL7313 Ethics and Decision Making (**Spring of odd numbered years**)
- EDUL7314 The Superintendent (**Fall of even numbered years**)
- EDUL7315 Texas School Finance and Facilities Administration (**Fall of odd numbered years**)
- EDUL7398 The Superintendent Practicum (**During the last semester of coursework**)

Changes to the Certification Plan

Any deviations from the Certification plan must be approved by the program coordinator, the department chair and the dean of the college. Students must complete a *Petition to Change Certification Plan* form and submit it to the program coordinator for processing. The plan change is NOT approved until the petition has been signed by the program coordinator, the department chair and the dean.

Transfer Courses

Up to six hours of course credit may be given for classes completed in other accredited universities upon approval of the program coordinator, the department chair and the dean of the college. The content of the courses to be considered for credit must be closely matched to the course content and the State Standards for Superintendent Certification. The student must

provide a copy of the University's course catalog, course description, and/or the course syllabus for the courses being considered.

Course Descriptions

EDUL 7312: Socio-Political Problems and the Superintendent

The course examines the interrelationships of local districts with other local political subdivisions through: a study of the impact of power structures upon local education; a review of the influence of professional and non-professional organizations; a study of the influence of community power structures; an analysis of internal forces; and an analysis of board / superintendent governance issues on educational decision making. School-community relations are also emphasized.

EDUL 7313: Ethics and Decision Making

The course analyzes the decision-making issues and dilemmas that confront the school superintendent in today's society. Students are immersed in the decision-making process through the use and development of case studies and other simulations that demonstrate how the personal values and ethics of school leaders impact their decision-making process.

EDUL 7314: The Superintendent

The course includes a global study of the complex role of the school superintendent. The course focuses on strategic planning, policy development, staff/superintendent/board relations, curriculum and instruction, legal issues, finance, budgeting, and problem solving and decision making in the day to day life of the superintendent.

EDUL 7315: Texas School Finance and Facilities Administration

The course examines the basic concepts of Texas School Finance including issues involving federal, state and local financial support of education, state financial systems, taxation, budgeting and fiscal management. The course also focuses on the finance of capital programs and includes the planning, maintaining and management of public school facilities; and the organizational management, leadership and decision making processes for effective and efficient finance and operations.

EDUL 7398

The Superintendent Practicum

The course offers the student, field based, on-the- job training experiences under the guidance and mentorship of a practicing school superintendent and his/her upper level leadership team; and the supervision of a member of the university faculty, preferably, one who has served as a superintendent.

Practicum Requirements: The Superintendent Practicum is a field based course which complies with the Texas Education Agency and UTRGV requirements and guidelines. The information that follows provides students with those requirements and guidelines. This will help students make an informed decision prior to course enrollment and will ensure their commitment to the time and rigor of the course requirements. In this course, students put into practice competencies and theories as they assume responsibilities associated with superintendent level positions, under mentor supervision in local school districts.

Students must apply for the Practicum and be admitted to the Superintendent Certification Program before enrolling in the Superintendent Practicum course. The Practicum will be taken as the last course in the superintendent certification program. It may be taken concurrently with the fourth class of the four other classes required in the program.

Course Overview: The Superintendent Practicum is designed to introduce students to the problems, issues and challenges they will encounter as school leaders. Superintendent Program students are required by the Texas Education Agency to complete an internship experience for public school superintendent certification. The internship, involving a total of 160 logged hours of observation and practice, allows students to engage in actual experiences related to the practical side of school administration with the help and guidance of a fully certified field mentor (usually the district superintendent and/or designee), the UTRGV Supervisor (a department faculty member certified as a superintendent) and others as appropriate. The UTRGV Field supervisor and District/Site supervisor will help interns connect the academic content of superintendent preparation with the practice of superintendent level administration in school settings.

Mentorship: Each student intern will select a site mentor with whom he/she will work during the practicum. In the site mentor selection process, students should consider the following:(a) the willingness of the site mentor to participate in a UTRGV mentor training session; (b) the willingness of the site mentor to allow the intern time to be observed by the supervisor three times per semester; (c) commitment to school and district personnel policies governing the operation of field experiences; (d) the willingness of the site mentor to collaborate on a set of required experiences for the duration of the internship; (e) the likelihood that the site mentor will make significant positive contributions to the knowledge and practical expertise of the student; and (f) logistics of time and place for the internship experience. The relationship between the intern and the site mentor is of critical importance to the success of the internship experience. The UTRGV Supervisor serves primarily as an academic resource and a manager of the total internship experience.

It is strongly recommended that as interns finalize the selection of the site mentor, they meet with the site mentor to assure these commitments. Also, interns may begin/complete a maximum of 30 log hours of core administrative activities approved by the UTRGV field supervisor and site mentor one month (August or January) prior to the semester of the enrollment at UTRGV.

The Texas Education Agency requires that site mentor be trained by the UTRGV supervisor at their respective work site prior to the intern's first observation. This training will focus on the site mentor's commitment and responsibility to support the intern in completing the field work component of the course.

The 160 hour log in this Practicum is comprised of field experiences conducted independently or with the site mentor outside of regularly organized classes. Class meetings, as scheduled, will be occasions to learn from academic and practitioner experts on the problems and issues in the field, to obtain direction and support to fulfill course requirements, discuss the experience with colleagues and to address final preparation strategies for the Superintendent TExES Exam (195).

Core activities are selected to enhance the intern's administrative skills and leadership role. These are also designed to prepare the intern for the TExES exam. These core activities include but are not limited to: dialogues with superintendent/mentor, central office administrative tasks or projects, administrator/personnel interviews, attendance at key meetings, conducting staff development presentations, key policy reviews, shadowing activities, campus improvement planning, and other administrative activities. Guidance on core activities and time management to complete logs and class assignments will be provided by the UTRGV Supervisor.

Required observations: The Texas Education Agency requires that the field supervisor shall collaborate with the candidate and site mentor supervisor throughout the practicum experience.

- (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- (2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.
- (3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
- (4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

The core activity to be observed and time and location for such observation shall also be approved by the UTRGV supervisor. These observations may require the Intern to be relieved of regular assigned duties during the semester and these observations must be scheduled accordingly.

Class Meeting Times: Classes usually meet on Tuesdays, Wednesdays, or Thursdays. All interns **MUST** attend all classes as scheduled by the Professor.

Required Documents For Practicum Accountability Purposes:

Prior to UTRGV recommending a student to TEA for certification, in addition to a complete file of application and admission documents, the following documents must be on file in the Educational Leadership office. This is for accountability and certification purposes and to comply with all TEA standards and rules:

- Superintendent (mentor) Letters
- Mentor Commitment Form
- Official Signed Log (160 hrs.)
- Three completed observation forms (signed)
- TEA Compliance Form (Certification)
- A Plan of Preparation for the TExES Exam

Incomplete grades: These may not be issued for this course, unless approved by the professor, the program coordinator, the department chair and the dean of the college prior to the issuance.

Superintendent Benchmark and TExES Exam: Students will be required to take the Benchmark exam prior to the Texas State Exam (TExES). Benchmark Exams will be acceptable for one year before the TExES is taken. Further, students are required to participate in a review session of the Benchmark with a professor, prior to being allowed to register for the TExES Exam. Finally, in addition to completing all required coursework, students must pass the TExES Exam prior to being recommended by UTRGV to TEA for superintendent certification.

Certification Procedures:

Students who have passed the TExES Exam, completed the Superintendent Practicum Course (EDUL 7398) and met all other program requirements should contact the Office of Teacher Certification and Admission Services for more information regarding the certification process. It is the student's responsibility to pursue the certificate once they pass the TExES exam and complete all program requirements.

If a student delays taking the TExES exam for more than a year after completion of the practicum course, the student must contact the program coordinator for a new eligibility form. These students may be required to take additional test preparation sessions. If a student delays taking the exam for more than two years after completion of the program, the student may be required to retake one or more EDUL courses before being eligible to register for the TExES exam.

Probationary Certificate

The department will only recommend for probationary certificate, those students who are formally admitted to the program, and have been offered a position of superintendent by a school board. In order to hold the probationary certificate, the student must be enrolled in coursework, including the internship at UTRGV. The term of the Probationary Certificate is for a one year period, renewable for a total of two years.

Superintendent Program Faculty Directory

College of Education and P16 Integration, Dean
Dr. Alma Rodriguez
Edinburg, EEDUC 3.102
956-665-2530
alma.rodriquez@utrgv.edu

Organization & School Leadership, Chair
Dr. Federico Guerra
Edinburg, EEDUC 1.510A
956-665 - 7333
federico.guerra@utrgv.edu

Assistant Professor/Program Coordinator
Dr. Roberto Zamora
Edinburg, EEDUC 1.606
956-665-7831
roberto.zamora@utrgv.edu

Assistant Professor in Practice
Dr. Juan O. Garcia
Edinburg, EEDUC 1.618
956-665-3436
juan.o.garcia@utrgv.edu

Assistant Professor
Dr. George Padilla
EEDUC 1.612
956-665-3462
george.padilla02@utrgv.edu

University Policies for Graduate Students

Student Conduct Code

UTRGV graduate students are expected to behave responsibly and with integrity. All students should be familiar with the Student Code of Conduct.

Academic Honesty and Plagiarism

Academic honesty and integrity is expected of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or in part for another course and/or instructor without obtaining permission; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams or quizzes.

Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

University Email

University policy requires all electronic communication between the University and students be conducted through the official University supplied systems (UTRGV for email or Blackboard for course specific correspondence). Use your assigned UTRGV Email or Blackboard account for all correspondence with UTRGV faculty and staff.

Disability Services

Students with disabilities are encouraged to contact the Disability Services office for a confidential discussion of their individual needs for academic accommodation. It is the policy of the UTRGV to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Student Accessibility Services, University Center #108, 665-7005 or sas@utrgv.edu

Sexual Harassment Policies

The University condemns sexual harassment of or by its students, staff, and faculty. The University is committed to the principle that the learning and working environment of its students, employees and guests should be free from sexual harassment and inappropriate conduct of a sexual nature. Sexual harassment is a form of sex discrimination and is illegal. Sexual misconduct and sexual harassment are unprofessional behaviors. Such conduct is prohibited as a matter of institutional policy and will be subject to disciplinary action.

Students who believe they are victims of sexual harassment or sexual misconduct are encouraged to immediately report the incident to the Dean of Students, the EO/AA Officer, or the supervisor of the accused individual. The Dean of Students, or his or her designee, will work in consultation with the EO/AA Officer to resolve the complaint.

Academic Appeals

Students wishing to appeal final grades or misunderstandings in academic standards should first discuss the matter with the individual instructor of the class. If no resolution occurs, and the student wishes to pursue the matter further, he or she should appeal in writing to the department chair involved within one year after the disputed grade is issued or the misunderstanding occurred. The department chair will respond in writing to the student within ten class days of the receipt of the student's written appeal. Pursuant appeals will be written and directed within ten class days of the date of the department chair's decision to the school, college, or division Academic Appeals Committee. The committee will consist of a panel of three faculty members, two of whom may not be from the department in which the appeal originated. The dean/director will appoint the panel members upon receipt of the written appeal and notify the student in writing of the date, time, and location of the hearing and the names of the members of the panel. The hearing will take place within ten class days of the dean's/director's receipt of the student's written appeal. The student and the faculty member involved may appear in person before the panel and present evidence and/or witnesses. The hearing will be closed to the public and no person other than the student, the faculty member involved, and panel members may be present. No person may represent the student or the faculty member.

After the Academic Appeals Committee has heard the appeal, it will deliberate and come to a decision. The committee's decision will be written and mailed or delivered in person to the student and faculty member within ten class days of the close of the hearing.

The student may appeal in writing within ten class days to the dean/director. The dean's/director's decision will be final and must be mailed or delivered in person to the student within ten class days of the receipt of the student's written appeal.

Academic Probation and Suspension

If a graduate student makes less than a B average in a given semester, the student will be placed on academic probation and warned that continuance in the program is in jeopardy. Graduate students on academic probation must, during the following regular semester (or summer school), recoup a cumulative graduate grade point average of 3.0 or higher. Those who do not will be suspended.

A suspended graduate student may petition for readmission. The petition includes submitting a written request through the Director of the Graduate Program to the Dean of the College. The Dean may approve or deny admission to the graduate program. If the Dean of the College recommends readmission to the graduate program for a suspended graduate student, the Dean forwards the student's petition to the Vice Provost for Graduate Studies for final approval.

Incomplete Grades Policy

An Incomplete Grade (“I”) is a temporary grade given only during the last one-fourth of a term/semester and only if a student: (1) is passing the course to date, and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule.

The student must arrange with the instructor to finish the course within one year by completing specific requirements. These requirements must be listed on a form signed by the instructor, student, department chair and Dean. This form must be received by the Office of the Registrar by the published deadline for faculty to enter grades. Grades of “I” assigned to a course at the end of a regular semester will default to an “F” at the end of one year unless the student completes the requirements, and the faculty member processes a grade change for the course.

Faculty Concerns about a Student

When a faculty or staff member sees student behavior that is concerning, disruptive, or threatening, they will refer the matter to the Student Concern Intervention Team (SCIT). SCIT will assess the situation and coordinate a response that protects the safety and rights of everyone within the university community.

If faculty or staff members receive a credible report that a student has engaged in or threatened suicidal behaviors, that student will be referred to the Office of the Dean of Students.

Appendix A

Texas Superintendent Certification Standards

State Superintendent Certificate Standards, TAC §242.15

Superintendent Certification Program Coursework

Superintendent Standards COURSES

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(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; | X |
| (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); | X |
| (3) serve as an articulate spokesperson for the importance of education in a free democratic society; | X |
| (4) enhance teaching and learning by participating in quality professional development activities, study of current | X |
| (5) maintain personal physical and emotional wellness; and | X |
| (6) demonstrate the courage to be a champion for children. | X |

(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:

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|---|---|
| (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance; | X |
| (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning; | X |
| (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies; | X |
| (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making; | X |
| (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; | X |
| (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals; | X |
| (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision; | X |
| (8) demonstrate an awareness of emerging issues and trends affecting the education community; | X |
| (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and | X |
| (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community. | X |

(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:

X

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(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;

X

(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;

X

(4) deliver effective presentations and facilitate the learning of both small and large groups;

X

(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;

X

(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;

X

(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;

X

(8) demonstrate and apply knowledge of certification requirements and standards;
and

X

(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

X

(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;

X

X

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(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;

X

(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;

X

(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;

X

(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

X

(7) apply laws, policies, and procedures fairly, wisely, and considerately; and

X

X

(8) access state and national political systems to provide input on critical educational issues.

X

(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;

X

(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;

X

(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;

X

(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;

X

(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;

X

X

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- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community; X
- (7) use effective consensus-building and conflict-management skills; X
- (8) articulate the school district's vision and priorities to the community and to the media; X
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision; X
- (10) communicate an articulate position on educational issues; and X
- (11) demonstrate effective and forceful writing, speaking, and active listening skills. X

(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; X
- (2) implement processes for gathering, analyzing, and using data for informed decision making; X
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills; X
- (4) develop, implement, and evaluate change processes for organizational effectiveness; X
- (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; X
- (6) apply legal concepts, regulations, and codes for school district operations; X

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(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;

X

(8) acquire, allocate, and manage resources according to school district vision and priorities;

X

(9) manage one's own time and the time of others to maximize attainment of school district goals; and

X

(10) use technology to enhance school district operations.

X

(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;

X

(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;

X

(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

X

(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;

X

(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;

X

(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

X

(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

X

X

**Superintendent Standards
COURSES**

7312 7313 7314 7315 7398

(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; X
- (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; X
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice; X
- (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; X
- (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); X
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results; X
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services; X
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning; X
- (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and X
- (10) create an environment in which all students can learn. X

Appendix B

**University of Texas Rio Grande Valley
College of Education PK-16 Integration
Department of Organization and School Leadership**

LEADERSHIP FITNESS and DISPOSITION CERTIFICATION PROGRAM

**The University of Texas Rio Grande Valley
Department of Organization and School Leadership
Policy and Guidelines for Professional Dispositions of
Superintendent Certificate Candidates
Approved by the Graduate Council on May 4, 2018**

CONTENTS

- I. Professional Dispositions Statement
- II. Professional Dispositions Guidelines
- III. Disseminating Professional Dispositions Statement, Guidelines, and Information
- IV. Procedures for Addressing Digressions from OSL Professional Dispositions Policy
- V. Evaluation Form for Use in Cases of Digressions from OSL Professional Dispositions Guidelines
- VI. References

I. PROFESSIONAL DISPOSITIONS STATEMENT

Students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Leadership and Fitness Dispositions (LFD) policy as an element of student's performance in the program. The purpose of the LFD review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as school leaders. Students who do not comply with the LFD policy may be removed from the program. [Click here to view the full policy.](#)

The Department of Organization and School Leadership in the College of Education PK-16 Integration offers a traditional field-based Superintendent Certification. Students who concurrently enroll in the Educational Leadership Doctoral Program may earn up the 15 hours required for the certificate. Students who enroll in the Superintendent Program prior to admissions to the Doctoral Program may earn credit for up to 9 hours towards the doctoral degree. This Superintendent Certification Program leads to superintendent certification upon completion 12 hours and the Practicum course plus passing of the Texas Superintendent Certification TExEs exam. The Practicum course includes a supervised practicum in an accredited public school or other school approved by TEA for offering the superintendent practicum. However, satisfying the degree and program requirements alone do not make a candidate eligible for recommendation by the University of Texas Rio Grande Valley (UTRGV) as a candidate for Texas Superintendent certification. The practicum provides candidates opportunities to work with mentors who will help them gain knowledge, skills and dispositions essential for district level leadership. The successful completion of university coursework, successful field experiences, and the demonstration of required professional skills are expected to prepare candidates for district leadership positions.

General Provisions of 19 TAC Chapter 242 issued by the Texas Education Agency state:

- (a) Due to the critical role the superintendent plays in school district effectiveness and student achievement, the rules adopted by the State Board for Educator Certification ensure that each candidate for the Superintendent Certificate is of the highest caliber and possesses the knowledge and skills necessary for success.
- (b) As required by the Texas Education Code, §21.046(b) (1)-(6), the standards identified in §242.15 of this title (relating to Standards Required for the Superintendent Certificate) emphasize instructional leadership; administration, supervision, and communication skills; curriculum and instruction management; performance evaluation; organization; and fiscal management.

Furthermore, “the holders of a superintendent certificate under provisions of this chapter may serve as superintendent, principal or assistant principal in a Texas Public school”.

The Department of Organization and School Leadership also believes in a set of core values for all leadership candidates which includes honesty, authenticity, the vital importance of relationships, and intellectual, moral and ethical integrity.

A. Program Description

Students must apply for admission into the superintendent certification program through the Department of Organization and School Leadership. Upon completion of three program courses, and enrollment in the fourth program course, attainment of a score of 240 or more in the TExES Benchmark, and attainment of an acceptable or higher score in the Leadership Fitness and Disposition Program Criteria provided in Sections II and III below, candidates will become eligible to take the TExES Superintendent Certificate Examination. Upon completion of four Superintendent Certificate Program courses (EDUL7312: Socio Political Problems and the Superintendent; EDUL 7313: Ethics and Decision Making; EDUL 7314: The Superintendent; and EDUL 7315: Texas Public School Finance and Facilities Administration) and fulfilling the Leadership Fitness and Disposition Certification Program Criteria, the graduate will be eligible to enroll in EDUL 7398: The Superintendent Practicum. After completion of all course requirements and successful passing of the TExES Superintendent Examination and fulfilling the Leadership Fitness and Disposition Certification Program Criteria, candidates will be eligible to apply for certification.

II. Leadership Fitness and Disposition Program Criteria

In addition to meeting the acceptance requirements addressed in the UTRGV catalog and other program information provided, all superintendent candidates will be screened throughout their program (coursework) according to the Professional Disposition Program criteria addressed in this document which are aligned to state and national accreditation Superintendent Certification standards. If all criteria are not met satisfactorily, superintendent candidates may be denied enrollment into the EDUL 7398: The Superintendent Practicum course and completion of the program. Without successful completion of the practicum, the University will not recommend candidates for the Texas Superintendent Certificate.

A. Academic Requirements

1. Scholastic Integrity

The superintendent candidate must demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials. (See HOP policy)

2. Communication Skills

The superintendent candidate must demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a. **Written:** Writes clearly, uses correct grammar and spelling. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments as specified by faculty.
- b. **Oral:** Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

III. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in the Department of Organization and School Leadership. The standards referenced are those of the Chapter 242: The Superintendent Certificate issued under provisions of the Texas Education Code, 2011 Educational Leadership Constituent Council (ELCC) District Level standards, District Level National Educational Leadership Preparation Standards (NELPS), Council for the Accreditation for Educational Preparation (CAEP), Professional Standards for Educational Leaders. Superintendent candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Dispositions

1. Required Professional Demeanor and Work Habit Dispositions

- a. Exhibits confidence in performance of daily tasks and leadership activities
- b. Exhibits initiative and creativity in performing daily tasks and in problem-solving situations
- c. Demonstrates a strong work ethic and completes tasks and projects efficiently and effectively
- d. Demonstrates effective organizational and management skills in performing tasks
- e. Exhibits commitment to the mission and vision of an organization
- f. Exhibits dedication and conscientiousness in leadership performance
- g. Models professional conduct appropriate for school leaders
- h. Demonstrates the ability to work as a team member and team builder to accomplish organizational tasks

2. Moral and Ethical Dispositions

- a. Believes that all children can learn and succeed regardless of student needs and varying abilities
- b. Treats individuals with equity, dignity and respect
- c. Models honest, genuineness, and ethical behaviors
- d. Exhibits responsibility for one's own actions
- e. Abides and implements school district mission, policies, procedures and programs
- f. Models ethical behavior and fairness
- g. Promotes social justice
- h. Safeguards the values of democracy, equity and promotes the values of diversity
- i. Evaluates moral and legal consequences of decisions
- j. Builds and sustains trustworthy relationships
- k. Works to serve others
- l. Maintains confidentiality

3. Intellectual Integrity/Cognitive Dispositions

- a. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior
- b. Abides by the Code of Ethics and Standard Practices for Texas Educators
- c. Serves an advocate for all children
- d. Articulates the importance of education in a free democratic society
- e. Seeks professional development, must be inquiring, a learner, intellectual curiosity
- f. Thinks analytically about educational issues
- g. Reflective about their practice
- h. Flexible, open to new ideas, willing and able to modify their beliefs and practices

4. Relationship Dispositions

- a. Communicates effectively in oral, written and electronic form
- b. Engages in a cooperative and collaborative manner
- c. Approaches situations with a positive outlook
- d. Practices effective listening skills
- e. Exhibits the ability to motivate, encourage and involve others toward shared leadership
- f. Builds relationships in a culturally appropriate manner.

1. *Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:*

http://tea.texas.gov/Texas_Educators/Investigations/Educators_Code_of_Ethics/

IV. DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION *

The following procedures will be used to educate and disseminate the OSL Professional Dispositions statement, guidelines, and information to all students and candidates.

- a. The ***I. Dispositions Statement*** and ***II. Professional Dispositions Guidelines*** are listed in the graduate catalog and on the College of Education and P16 Integration Website and the Graduate Admissions Website.
- b. At first point of contact in the OSL Department students/candidates are given the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document.
 - i. Transfer Students – given by graduate coordinator
 - ii. Graduate Students – given by graduate coordinator
 - iii. Academic Partnership (AP) Students – given by graduate coordinator
- c. After admitted, students/candidates will be provided the list of dispositions to agree to and sign. Students and candidates electronically ‘agree’ to the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the OSL Department. If they do not agree they cannot proceed in the program.
- d. The ***Professional Dispositions Statement*** will be placed in the Handbooks. The URL for accessing the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document will be placed in course syllabi.
- e. Students/candidates will complete a ***Dispositions Education Module*** within the first course taken in the program. Faculty will identify this module on the syllabi for completion of this module.

IV. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM OSL PROFESSIONAL DISPOSITIONS POLICY *

When digressions in Professional Dispositions Guidelines occur, the following procedures will be implemented.

- a. Official Digressions Report (shown in this document as, ***V. Digression Report for Use in Cases of Digressions from OSL Professional Dispositions Guidelines***) is completed by faculty (evaluation report is a check-box format), posted on website for faculty access.
- b. Faculty submits completed form to the chair.
- c. Student/candidate is notified by the chair that a Digressions Report has been completed and filed (chair posts form to designated file).

- d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.
- e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).
- f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.
- g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.
- h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty and/or administrators, will warrant a recommendation as to continuance in the program.
- i. Electronic letter on the outcome of the OSL Dispositions Committee will be submitted to student/candidate to the official UTRGV email account.
- j. The student/candidate has 14 days to appeal the decision, submitted to the OSL Dispositions Committee and College of Education and P16 Integration Graduate Associate Dean. The Associate Dean renders the final decision.
- k. The OSL Dispositions Committee will consist of OSL faculty.

V. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM OSL PROFESSIONAL DISPOSITIONS GUIDELINES*

The appropriate faculty and/or administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from OSL Department Professional Dispositions Guidelines.

This document indicates VIOLATIONS of the Organization and School Leadership Policy and Guidelines for Professional Dispositions (indicated by a check):

A. Required Professional Demeanor and Work Habit Dispositions

- Exhibits confidence in performance of daily tasks and leadership activities
- Exhibits initiative and creativity in performing daily tasks and in problem-solving situations
- Demonstrates a strong work ethic and completes tasks and projects efficiently and effectively
- Demonstrates effective organizational and management skills in performing tasks
- Exhibits commitment to the mission and vision of an organization
- Exhibits dedication and conscientiousness in leadership performance
- Models professional conduct appropriate for school leaders
- Demonstrates the ability to work as a team member and team builder to accomplish organizational tasks.

B. Moral and Ethical Dispositions

- Believes that all children can learn and succeed regardless of student needs and varying abilities
- Treats individuals with equity, dignity and respect
- Models honest, genuineness, and ethical behaviors
- Exhibits responsibility for one's own actions
- Abides and implements school district mission, policies, procedures and programs
- Models ethical behavior and fairness
- Promotes social justice
- Safeguards the values of democracy, equity and promotes the values of diversity
- Evaluates moral and legal consequences of decisions
- Builds and sustains trustworthy relationships
- Works to serve others
- Maintains confidentiality

C. Intellectual Integrity/Cognitive Dispositions

- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior
- Abides by the Code of Ethics and Standard Practices for Texas Educators (SEE Appendix 1)
- Serves an advocate for all children
- Articulates the importance of education in a free democratic society
- Seeks professional development, must be inquiring, a learner, intellectual curiosity
- Thinks analytically about educational issues
- Reflective about their practice
- Flexible, open to new ideas, willing and able to modify their beliefs and practices

D. Relationship Dispositions

- Communicates effectively in oral, written and electronic form
- Engages in a cooperative and collaborative manner
- Approaches situations with a positive outlook
- Practices effective listening skills
- Exhibits the ability to motivate, encourage and involve others toward shared leadership
- Builds relationships in a culturally appropriate manner

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

VI. References

Texas Administrative Code: Ethics and Standard Practices for Texas Educators (2010). Retrieved from:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

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

Ethics

Statement of Purpose

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

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Effective 11/22/10

http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

I. Professional Ethical Conduct, Practices and Performance.

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.

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.

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

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

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.

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

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

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

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

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

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.

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

II. Ethical Conduct toward Professional Colleagues.

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.

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

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.

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

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.

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

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.

III. Ethical Conduct toward Students.

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

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently 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.

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

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.

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

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

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

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

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.

Action Plan

Used as needed to develop a plan for the student/candidate to have an opportunity to remediate any digressions.

Date _____

Candidate	Last Name	First Name	UTRGV ID
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Department of Organization and School Leadership Instructor/Supervisor
Please include the following information if this issue is field-related:

Cooperating Teacher: Last Name *First Name*

School *District*

A conference has been called because of a **demonstrated deficiency** in one or more of the following Areas: (Please check all that apply.)

A. Required Professional Demeanor and Work Habit Dispositions

- Exhibits confidence in performance of daily tasks and leadership activities
- Exhibits initiative and creativity in performing daily tasks and in problem-solving situations
- Demonstrates a strong work ethic and completes tasks and projects efficiently and effectively
- Demonstrates effective organizational and management skills in performing tasks
- Exhibits commitment to the mission and vision of an organization
- Exhibits dedication and conscientiousness in leadership performance
- Models professional conduct appropriate for school leaders
- Demonstrates the ability to work as a team member and team builder to accomplish organizational tasks

B. Moral and Ethical Dispositions

- Believes that all children can learn and succeed regardless of student needs and varying abilities
- Treats individuals with equity, dignity and respect
- Models honest, genuineness, and ethical behaviors
- Exhibits responsibility for one’s own actions
- Abides and implements school district mission, policies, procedures and programs
- Models ethical behavior and fairness
- Promotes social justice
- Safeguards the values of democracy, equity and promotes the values of diversity
- Evaluates moral and legal consequences of decisions
- Builds and sustains trustworthy relationships
- Works to serve others
- Maintains confidentiality

C. Integrity/Cognitive Dispositions

- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior
- Abides by the Code of Ethics and Standard Practices for Texas Educators (SEE Appendix 1)
- Serves an advocate for all children
- Articulates the importance of education in a free democratic society
- Seeks professional development, must be inquiring, a learner, intellectual curiosity
- Thinks analytically about educational issues
- Reflective about their practice
- Flexible, open to new ideas, willing and able to modify their beliefs and practices

D. Relationship Dispositions

- Communicates effectively in oral, written and electronic form
- Engages in a cooperative and collaborative manner
- Approaches situations with a positive outlook
- Practices effective listening skills
- Exhibits the ability to motivate, encourage and involve others toward shared leadership
- Builds relationships in a culturally appropriate manner

DOCUMENTATION:

(Describe the **deficiency (describe the incident)** and format for the documentation of these issues: email, meeting notes, phone conversation notes, other)

DISCUSSION:

(Summarize the conference.)

PLAN OF ACTION

(List what is to be done, the target completion date, who reviews remediation and what is acceptable and expected performance. Note: If the expectations are time sensitive, the date(s) for the expected performance and/or product must be included.)

NEXT STEPS

(State action to be taken if expectations are not met.)

OSL Program Coordinator Signature

Date:

OSL Program Coordinator Signature

Date

OSL Faculty signature:

Date

UTRGV Student Signature

Date

I have read and understood the Action Plan. I understand that failure to comply may result in removal from the

All Standard Alignment to Dispositions

Standards and Program Courses	TEC Ch.242	2011 ELCC	2016 NELS	2016 CAEP	EDUL 7312	EDUL 7313	EDUL 7314	EDUL 7315	EDUL 7398
1. Professional Demeanor & Work Ethic									
a. Exhibits confidence in performance of daily tasks and leadership activities	(b)(1) (b)(2)	E 5.1 E 5.2	NE 2.1 NE 2.2 NE 2.3	A1.1	x	x	x	x	x
b. Exhibits initiative and creativity in performing daily tasks and problem-solving situations	(c) (9) (g) (3) (h)(7)		NE 1.2 NE 1.3	A1.1	x	x	x	x	x
c. Demonstrates a strong work ethic and completes tasks and projects efficiently and effectively	(g)(6) (g)(8)	E 2.2 E 3.1 E 3.3	NE 7.3	A1.1	x	x	x	x	x
d. Demonstrates effective organizational and management skills in performing tasks.	(f)(7) (g)(1) (g)(7) (g)(9) (i)(5)	E 3.1 E 3.5 E 6.1	NE 6.1 NE 6.2 NE 6.3 NE 7.2	A1.1	x	x	x	x	x
e. Exhibits commitment to the mission and vision of an organization	(c)(2) (c)(5) (c)(6)	E 1.1	NE 1.1	A1.1	x	x	x	x	x

Standards and Program Courses	TEC Ch.242	2011 ELCC	2016 NELP	2016 CAEP	EDUL 7312	EDUL 7313	EDUL 7314	EDUL 7315	EDUL 7398
	(c)(7) (f)(8) (f)(9) (i)(1)								
f. Exhibits dedication and conscientiousness in leadership performance	(e)(3)	E 2.3 E 3.4	NE 6.3	A1.1	x	x	x	x	x
g. Models professional conduct appropriate for school leader	(b)(1)	E 5.2	NE 2.2	A1.1	x	x	x	x	x
h. Demonstrates the ability to work as a team member and team builder to accomplish organizational tasks.	(f)(1) (f)(2) (f)(3) (f)(4) (f)(5) (f)(6) (f)(7)	E 4.1 E 4.2 E 4.3 E 4.4	NE 2.2 NE 5.2 NE 5.3 NE 5.4	A1.1	x	x	x	x	x
2.Moral and Ethical Dispositions									
a. Believes that all children can learn and succeed regardless of student needs and varying abilities	(b)(3) (b)(6) (c)(1)	E 2.1 E 5.3 E 5.5	NE1.2N E2.4	A1.1	x	x	x	x	x
b. Treats individuals with equity, dignity and respect	(b)(1) (b)(2) (b)(3)	E.5.1 E 5.2 E 5.3 E 5.4 E 5.5	NE 2.1 NE 2.2 NE 2.3 NE 2.4	A1.1	x	x	x	x	x
c. Models honest, genuineness, and ethical behaviors	(b)(1) (b)(2) (b)(3)	E.5.1 E 5.2 E 5.3 E 5.4 E 5.5	NE 2.1 NE 2.2 NE 2.3 NE 2.4	A1.1	x	x	x	x	x
d. Exhibits responsibility for one's own actions	(b)(1) (b)(2) (g) (9)	E 5.2 E 5.3 E 5.4	NE 2.1 NE 2.2 NE 2.3	A1.1	x	x	x	x	x
e. Abides and implements school district mission, policies, procedures and programs	(b)(1)E 5.1 E 5.2	E 5.1 E 5.2	NE 2.1 NE 2.2	A1.1	x	x	x	x	x

Standards and Program Courses	TEC Ch.242	2011 ELCC	2016 NELP	2016 CAEP	EDUL 7312	EDUL 7313	EDUL 7314	EDUL 7315	EDUL 7398
f. Models ethical behavior and fairness	(b)(1) (b)(2)	E 5.1 E 5.2	NE 2.1 NE 2.2 NE 2.3	A1.1	x	x	x	x	x
g. Promotes social justice	(b)(3)	E 5.5	NE 2.4	A1.1	x	x	x	x	x
h. Safeguards the values of democracy, equity and promotes the values of diversity	(b)(3) (b)(6) (c)(1)	E 5.3 E 5.5	NE 1.2 NE 2.4	A1.1	x	x	x	x	x
i. Evaluates moral and legal consequences of decisions	(b)(2)	E 5.4	NE 2.3	A1.1	x	x	x	x	x
j. Builds and sustains trustworthy relationships	(c)(1) (e)(3)	E 2.1	NE 1.2 NE 2.1 NE 7.1	A1.1	x	x	x	x	x
k. Works to serve others	(b)(3)	E 5.3 E 6.1	NE 2.4	A1.1	x	x	x	x	x
l. Maintains confidentiality	(b)(1) (b)(2)	E 5.2 E5.4	NE 2.1 NE 2.3	A1.1	x	x	x	x	x
3.Intellectual Integrity/Cognitive Dispositions									
A. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior	(b)(1) (b)(2)	E 5.2 E5.4	NE 2.1 NE 2.3	A1.1	x	x	x	x	x
B. Abides by the Code of Ethics and Standard Practices for Texas Educators	(b)(1) (b)(2)	E 5.2 E5.4	NE 2.1 NE 2.3	A1.1	x	x	x	x	x
c. Serves an advocate for all children	(c)(1)	E 2.1 E 6.1	NE 1.2 NE 7.5	A1.1	x	x	x	x	x
d. Articulates the importance of education in a free democratic society	(b)(3)	E 5.3	NE 2.4	A1.1	x	x	x	x	x
e. Seeks professional development, must be inquiring, a learner, intellectual curiosity	(d)(1) (d)(2) (d)(3)	E 1.3 E 2.3	NE 4.2 NE 4.3 NE 6.3	A1.1	x	x	x	x	x

Standards and Program Courses	TEC Ch.242	2011 ELCC	2016 NELP	2016 CAEP	EDUL 7312	EDUL 7313	EDUL 7314	EDUL 7315	EDUL 7398
f. Thinks analytically about educational issues.	(e)(2) (h)(7) (h)(10)	E 4.1 E 6.2 E 6.3	NE 7.4	A1.1	x	x	x	x	x
g. Reflective about their practice	(f)(6)	E 5.2		A1.1	x	x	x	x	x
h. Flexible, open to new ideas, willing and able to modify their beliefs and practices	(c)(8) (c)(9) (c)(10)	E 6.3 E 5.5	NE 1.3 NE 3.3	A1.1	x	x	x	x	x
4.Relationship Dispositions									
a. Communicates effectively in oral, written and electronic form	(f)(1) (f)(4) (f)(5) (f)(8) (f)(10) (f)(11)	E 1.1 E 4.3	NE 5.1 NE 5.3 NE 5.4	A1.1	x	x	x	x	x
b Engages in a cooperative and collaborative manner	(h)(4) (i)(1)	E 1.1 E 2.1 E 2.2 E 4.1	NE 2.1	A1.1	x	x	x	x	x
c. Approaches situations with a positive outlook	(f)(3) (f)(4) (f)(5) (f)(7) (f)(9) (f)(10)	E 1.1 E 4.2 E 4.3 E 4.4 E 6.1 E 6.2	NE 5.1 NE 5.3 NE 5.4	A1.1	x	x	x	x	x
d. Practices effective listening skills	(f)(11)	E 6.1 E 6.2	NE 5.4	A1.1	x	x	x	x	x
e. Exhibits the ability to motivate, encourage and involve others toward shared leadership	(g)(1)	E 3.4	NE 6.1	A1.1	x	x	x	x	x
f. Builds relationships in a culturally appropriate manner	(c)(10) (i)(10)	E 5.5	NE 3.3	A1.1	x	x	x	x	x

Appendix C

Texas Administrative Code

TITLE 19

PART 7

CHAPTER 247

RULE §247.2

EDUCATION

STATE BOARD FOR EDUCATOR CERTIFICATION

EDUCATORS' CODE OF ETHICS

**CODE OF ETHICS AND STANDARD PRACTICES FOR
TEXAS EDUCATORS**

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

(B) Standard 1.2. The educator shall not 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 be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(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;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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