



## Public Comments on the Proposed Review of 19 TAC, Chapter 242, Superintendent Certificate

September 24, 2018

The Association of Texas Professional Educators appreciates this opportunity to comment on the proposed review of 19 TAC, Chapter 242, Superintendent Certificate. We support maintaining the current rule to ensure candidates for the Superintendent Certificate obtain the knowledge and skills necessary to meet the learner-centered standards outlined and adopted by the State Board for Educator Certification (SBEC).

ATPE members, who make up roughly 100,000 educators across the state, strongly believe that classroom teaching experience, in addition to managerial experience and a strong educational background, is a critical contributing factor to the success of an administrator. The ATPE Legislative Program, written and adopted by our members each year, recommends that administrators have at least *five* years of classroom experience prior to becoming an administrator. ATPE is especially opposed to alternative pathways that allow individuals to become superintendents without first obtaining experience in public education.

SBEC's own Superintendent standards, outlined in 19 TAC 242.15 also reflect an understanding that superintendents require a learner-centered knowledge and skill base. They state:

- 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 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 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 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 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 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 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 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.

To be the fully prepared educational leader defined above, ATPE stresses the importance of prior knowledge and experience obtained through time as a teacher in the classroom and the manager of a public school. We encourage SBEC to preserve its mission of “upholding the highest level of educator preparation” by maintaining 19 TAC, Chapter 242, Superintendent Certificate in its current form.