



EDAD 628. School District CEO Leadership: The Superintendent COURSE SYLLABUS: Fall 2016

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Harris, Sandra and Lowery, Sandra. (2003). *Standards-based leadership: A case study book for the superintendency*. Rowman & Littlefield Publishers: Maryland. ISBN 978-0-8108-4608-1

Wilmore, Elaine. (2010), *Passing the superintendent TExES Exam: Keys to certification and district leadership*. Corwin, Thousand Oak, Cal. ISBN-978-1-4129-5619-2

American Psychological Association. (2011). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Suggested Books:

Cambren-McCabe, Nelda, Cunningham, Lavern L., Harvey, James and Koff, Robert H., *Superintendent's Fieldbook: A Guide for Leaders of Learning*, Corwin Press, 2005, paperback. ISBN: 1-4129-0611-3.

Fairman, Marvin and McLean, Leon, *Enhancing Leadership Effectiveness: Strategies for establishing and Maintaining Effective Schools*, Joshua Publishing, Lenexa, Kansas, 2003, paperback. ISBN: 0-9745557-0-3.

Education Criteria for Performance Excellence, Baldrige National Quality Program. This and other publications on the Baldrige in Education Program are available for a free download at: www.quality.nist.gov/Education_Criteria.htm.

Goleman, Daniel, Bosnatis, Richard and McKee, Ann, Primal Leadership: Learning to Lead with Emotional Intelligence, Harvard Business School Publishers, 2002, paperback. ISBN: 1591391849.

Hoyle, John R., Bjork, Lars G., Collier, Virginia, Glass, Thomas, The Superintendent as CEO, Corwin Press, 2005, paperback. ISBN: 0-7619-3168-6.

Web Sites:

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

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

Texas Education Agency at www.tea.state.tx.us

TEXES Preparation Materials, Registration and Test Dates at <http://www.texas.nesinc.com/>

Description

The purpose of this EDAD 628 hybrid course is to study the basic functions, duties responsibilities and current problems confronting practicing school superintendents. Consideration is also given to administrative theories, organizational behavior, and relations with the school board. This course will cover the Fall Semester and Spring Semester and mirrors EDAD 611.

Prerequisite: Principal certification and admission into the superintendent certification or doctoral program.

Co-requisite: Enrollment in EDAD611

The course will be designed to meet the TExES Competencies for the Superintendent Certificate in three domains:

- Leadership of the Education Community
- Instructional Leadership
- Administrative Leadership

Student Learning Outcomes

This superintendent course provides opportunities to work with administrators and other student in the pursuit of learning school administration. This capstone course will afford the student the opportunity to enhance her/his knowledge and experiences, the opportunity to strengthen his or her qualifications, and the opportunity to prepare for the superintendent certification test. The student should be able to:

1. Demonstrate administrative skills, techniques, and theory by examining and evaluating case studies.
2. Identify leadership styles that will affect administration of a school district.

3. Identify the components of vision statement and the methods of vision casting.
4. Reveal their organization understanding and develop a professional action plan.
5. Identify test taking strategies and demonstrate these strategies by taking the superintendent practice test and enrolling to take the Texas Education Agency Superintendent Certification Test.
6. Identify the components of a district improvement plan and illustrate the plans development and implementation.
7. Identify the elements of AEIS Reports and demonstrate usage of this information.
8. Explain the elements of communication and collaboration and state how these are integrally important to the administration of a school district.
9. Demonstrate the ability to conduct a self-assessment and identify one's strengths and weaknesses.
10. Demonstrate the ability to identify the Standards of Leadership and the Competencies for each standard.

The content of the course will be organized to develop The Superintendent as CEO of a Learning Organization.

COURSE REQUIREMENTS

The student will access and follow all course instruction found in the units, which are located in the content area of the eCollege course. Additionally, the student will attend designated face-to-face meetings. Assignments are to be learning experiences for the students. As a graduate level course, the instructor expects quality work from each student. This work should be supported by adequate preparation and involvement. Learning will be achieved through readings, assignments, group interaction, and class participation. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Students are expected to weekly work on various combinations of assignments, activities, discussions, readings, projects, and class interaction. Evaluation will be based upon successful completion of each of the performance expectations.

Course Topics

As an overview, the course will cover these topics.

Domain I — Leadership of the Educational Community

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

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

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

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

Domain II – Instructional Leadership

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

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

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

Domain III — Administrative Leadership

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

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

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

Assignments/projects:

During the course of study, students will submit assignments/projects as follows:

Case Studies: Using the ten case studies for the superintendency presented in the Standards-Based Leadership book, write a reflective analysis of each case study within the framework of the major competencies and standards for the superintendency certification using the guiding questions for discussion demonstrating your systems thinking and profound knowledge. The reflective analyses are to be uploaded in Student Doc category, located in the Doc Sharing tab of the course shell.

Learning Outcomes- 1, 5, 7

Assessment for Assignment – 1 @ 10-points each Total of 100 points

Organizational Analysis: Complete an organizational analysis of the district in which you are interning. Prepare your perceptions of the alignment of the organization with the issues of the conceptual framework in Appendix A of your Enhancing Leadership Effectiveness book, prepare a flowchart showing the communications/decision making among the functional responsibilities including the superintendent AND prepare recommendations for developing the capacity to reconcile the organizational health issues according to the conceptual framework in Appendix A.

Learning Outcomes- 1, 2, 4, 8

Assessment for Assignment – 100 points

The instructor will utilize the Organizational Analysis Rubric for the assessment.

Hero/Self-Assessment Project: Select a hero (mentor or coach) and develop a profile as a benchmark based on the Texas standards, complete a self-assessment based on the same standards; and then develop your professional development plan for the next five years.

Learning Outcomes- 2, 4, 8, 9

Assessment for Hero Assignment – 100 points

Assessment for self-assessments – 50 points/assessment: 100 points

The instructor will utilize the Hero/Self-Assessment Rubric for the assessment.

Leadership Action Plan: Using the Baldrige Organizational Profile for Self-Assessment and Action Planning, and the District Improvement (Strategic) Plan and AEIS Reports; prepare a vision statement and an action plan you would follow as the superintendent to “preserve the core and stimulate progress” of the organization toward the vision.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Assignment – 100 points

The instructor will utilize the Leadership Action Plan Rubric for the assessment.

Discussion Board/Reflection:

Unit lesson includes learning activities that may include small and large group discussion, reflection activities, and individual learning activities, and written papers. In

order for this course to be beneficial, each student is expected to participate in online discussion, to ask relevant questions, and to share the results of their study and reflection. Consequently, each student is to be conscious of the class schedule and prepare to share with classmates in conversation and activities.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Discussion Board Assignment –10 points/assignment: 140 points

Assessment for Reflection papers – 50points/assignment: 150

The instructor will utilize a discussion rubric for the assessment.

Class Meetings/Seminars: Students are required to attend Saturday seminars and to complete test taking activities and group assignments. Students will be expected to analyze test questions, determine information that the actual question is seeking and provide an explanation or rationale for the determination of the most correct answer.

Learning Outcomes- 1, 2, 3, 4, 5, 6, 7, 8, 9

Assessment for Assignment – Class Participation: 50points/meeting: 150 points

Assessment Rubrics will be used for each project.

Exams: Student will complete the practice superintendent certification exams at a testing site or on campus. There is a TAMU-C testing fee of \$20 per exam.

Learning Outcomes – 1 through 9

Assessment for Assignment: Each exam and final exam: 200 points/exam: 600 points Students should prepare for the test using study guides as provided.

Exams are intended to address all the TEA Superintendent Domains and Competencies.

Other Assignments: Due to the nature of the course, other assignments may be assignment for student learning and assessment.

Grading:

FINAL GRADE:

A = 90 or more Points

B = 80-89 Points

C = 70-79 Points

D = 60-69 Points

F = 59 or less Points

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with

attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

The course is divided into units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the Doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.