EDAD 628
School District CEO Leadership: The Superintendent
Spring 2026

Instructor Information

Instructor: Jose Parra, Ed.D.
Office Location: Frank Young Education North
Office Hours: Virtual upon request
Cell Phone: (830) 832-6230
Office Phone: (903) 886-5520 (EDAD Main Office at ETAMU)
Office Fax: 903-886-5507
University Email Address: jose.parra@etamu.edu
Preferred Form of Communication: Please use the University email address for all communication – jose.parra@etamu.edu
Communication Response Time: Email will typically be answered within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016*). Standards-based leadership: A case study book for the superintendency* (2nd Edition). Rowman & Littlefield Publishers: Maryland. ISBN 978-1-4758-2078-2

Mometrix Test Preparation – TExES Superintendent (195) Secrets Study Guide. (2022). ISBN 978-1-62733-178-4

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Suggested Books:

Cambron-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.texes.nesinc.com/

Description
The purpose of this EDAD 628 online 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, community relations, and relations with the school board. This course mirrors EDAD 611 and are taught concurrently.

Prerequisite: Principal certification and admission into the superintendent certification or doctoral program. Prerequisite courses are EDAD 620, EDA 627, and EDAD 651.

Co-requisite: Enrollment in EDAD 611
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 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 the components of a district improvement plan and illustrate the plans development and implementation.
6. Identify the elements of TAPR and other TEA Reports and demonstrate usage of this information.
7. Explain the elements of communication and collaboration and state how these are integrally important to the administration of a school district.
8. Demonstrate the ability to conduct a self-assessment and identify one's strengths and weaknesses.
9. Understand the governance model of working with school board Members and the communication, collaboration, and strategic conversations necessary for strong Superintendent/Board relations

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

Artificial Intelligence (AI) Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is an online course which uses a web-based learning management system. The course relies heavily on written responses, class participation and interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of in class discussions and presentations, online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises via face to face and online venues. Zoom meetings will be offered throughout the semester to assist students with the course expectations and course content.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model. Evaluation will be based upon successful completion of each of the performance expectations.

Course Topics

As an overview, the course will cover these topics.

<u>**Domain I — Leadership of the Educational Community**</u>

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.

<u>**Domain II − Instructional Leadership**</u>

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.

Superintendent Standards

Superintendent Standard I
Learner-entered 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.

Superintendent Standard II
Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

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

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

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

Superintendent Standard VI
Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

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

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

Assignments/projects:

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

Case Studies: These assignments will use five case studies selected from the Standards- Based leadership book. Students will write a reflective analysis of each case study within the framework of the major competencies and Texas Leadership Standards for the superintendent certification. Guiding questions for discussion posts will allow the student to demonstrate leadership level thinking, processing, and profound knowledge. The reflective analyses assignments will be uploaded as directed in the course module.

> Learning Outcomes- 1, 5, 7, and 9
> Various assignments will be used for evaluation

Texas Education Agency Data: Student will utilize TEA data for the following data tools:
School Report Card
School district accountability data
School district funding reports
Tax Rate data

TEA sources and data will be used to complete assignments. Students will demonstrate skills of data collection, synthesis, and presentation.

> Learning Outcomes- 2, 6, 7, and 9
> Various assignments will be used for evaluation

Leadership Activities: Using the Baldrige Organizational Profile for Self-Assessment and Action Planning, the District Improvement (Strategic) Plan, the Texas Academic Performance Reports (TAPR); prepare a vision statement and an action plan you would follow as the superintendent. In addition, five leadership development activities have been developed to deepen skills and provide real world application.

> Learning Outcomes- 2, 3, 4, 6, 7, and 8
> Assessment for Assignment
> District Governance
> School and Community Communication
> Leadership Development
> Texas University Interscholastic League policies and constitution/rule book which found on the UIL website https://www.uiltexas.org/

The instructor will utilize the Leadership Action Plan Rubric for the assessment. In addition, students will create a 90 Day Entry Plan for a vacant superintendent position using the knowledge and skills from the course.

Various assignments including discussions topics, journal, and in-depth written assignments are designed to synthesize the information from the Baldridge Leadership website, Superintendent vacancy websites, the TEA website and TEA documents.

Required Trainings

Students are required to complete TEA approved training in Dyslexia, Digital Literacy, and Mental Health (Supporting Mental Health in Schools), and Special Education. Each student is required to successfully complete each training and print a certificate showing successful completion of the training. This training is required as part of the certification process through TEA. If students need any or all of these courses, contact the course instructor.

These certificates must be loaded into TK20 during the second week of the course.

Discussion Board/Reflection:

Module 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 – 1 - 9
> Assessment for Discussion Board Assignment – the depth and complexity of the initial post and the responses will be evaluated for the discussion topics. The synthesis of information and application of course knowledge and skills will be expected in the initial posts and responses.

Exams/Quizzes: Learning Outcomes – 1 through 9

1. Students will complete three quizzes (midterm quiz, certification quiz and final quiz).

   Assessment for Assignment: Mid-term quiz is 80 points (Departmental Exam) The Departmental Exam is a practice exam to be taken in the first half of the course. The practice exam will be used to determine the students' strengths and areas that need improvement in terms of the certification exam for superintendency (TExES 195 exam).

   Assessment for the departmental practice test: One quiz at 80 points

2. The certification quiz is a 30 question quiz in Module 9. After the midterm quiz (departmental exam) and discussions regarding the exam, a short certification quiz is provided so the instructor can gauge students' progress/readiness prior to the Competency exam.

3. Competency Exam -
   Superintendent Certification Program Students are required to take a Superintendent Certification Competency Exam upon the completion of the superintendent certification program courses. The purpose of this competency exam is to assess the knowledge and leadership skills required for the superintendency. Students must pass the Superintendent Competency Exam with an 80% or higher score.

   Assessment for the Competency Exam – 100 pts

4. The final quiz/exam is 50 points. The final quiz is comprehensive and reflects the student's work and progress in the course.

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

Grading:

Grades will be determined on a total point basis as follows. NOTE - This list may be adjusted during the course. This list may be adjusted during the course.

Assignments and Discussion Topics	Assignments: 20 - 40 points depending on the assignment Discussion Topics – 5 – 10 points	410
Exams/Quizzes	Departmental Exam – 80 pts Midterm Quiz – 40 points Final Quiz – 50 points	170
Competency Exam	100 Points	100
Total		680

Final Grade will be calculated as follows:

90-100	648 - 720	A	Excellent
80-89	576 - 647	B	Good
70-79	504 - 575	C	Poor
60 - 69	432 - 503	D	Unacceptable
Below 60	431 and below	F	Unacceptable

NOTES -

1. All four certification trainings (Digital Literacy, Dyslexia, Mental Health in Schools, Special Education) must be successfully completed to pass and receive credit for EDAD 628.

2. A competency exam is required for this course. Students will take this 4-hour exam, consisting of 50 random questions from a test bank. Credit will be awarded with a passage score of 80% or higher. Any score less than 80% will require the student to meet with the course instructor to complete a remediation plan.

3. If a student fails to demonstrate mastery of the Superintendent Certification program knowledge and skills via the competency exam, he/she will be denied credit for the EDAD 628 course regardless of the grades accrued during the course. Know that permission to take that state certification exam is scheduled for completers of the Superintendent Certification Program which includes EDAD 628.

COURSE OUTLINE / CALENDAR

The course is divided into modules. Successful completion will require participation and submission of assignments each week. A course schedule will be posted in the course shell. The syllabus is subject to change. Any changes in the course outline and due dates will also be posted under the announcements.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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

- o Speakers or headphones.
- o *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

- Current anti-virus software must be installed and kept up to date.

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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/
  - o Apple Quick Time 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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

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
Velma K. Waters Library - Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) 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.