

Sul Ross State University

College of Professional Studies

Department of Education

ED 7306 Superintendent Leadership – Fall 2015

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Office Hours: As this is a web class, I will do my best to respond to your email questions within 24 hours during the week. I do have an office at SRSU as noted above and should you be in town and need to meet with me in person, this option is available. If you need to talk to me via email or telephone, email a message or call and leave a message if I do not answer and I will return your call. Be sure to leave your name and a return phone number. An email message is best and I prefer that you use this mode of communication.

Course Description:

This is an on-line education course that critically examines the theory and practice of leadership and management in school administration in direct reference to the practicing superintendent. The behaviors, skills, attributes, beliefs, and attitudes for leadership and management will be researched and investigated. Special attention will be given to the difference between the concept of leadership and the concept of management in educational organizations.

Course Performance Standards, Knowledge and Skills:

The course is designed to prepare students to function as effective leaders and managers within an educational organization setting, especially in central office settings and in particular as a school district superintendent. Methods designed to provide an understanding of the process of leadership will be included. Emphasis will be placed on the study, analysis, development, and enhancement of effective leadership and empowering management behaviors. The learning, research, and assignments for this class will be based on the TExES Standards and Competencies for certification of Principals and Superintendents.

Superintendent Standards and Competencies for this Course

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

Learner Outcomes:

This course emphasizes each of the above standards as each is tested at the State level on the Superintendent TExES exams (195). To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences using a mixed delivery system of face-to-face and web-based environments.

Program Learning Outcomes

The completing student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Course Objectives:

Through the activities of this course, students will gain an overview of school administration in Texas. Students will be able to:

- Apply theory and practice to understand the job duties and role of the superintendent as an educational leader.
- Understand the role of the school leader as an instructional leader and understand the scope and impact of curriculum, instruction, and testing on the school environment.
- Understand the scope of human resources and how to develop sound hiring, retention, and professional development plans for the school.
- Understand and apply the theoretical and practical aspects of educational leadership in school organizations.
- Establish and develop the student's individual leadership skills.
- Study and understand the difference between leadership and management skills
- Understand and apply the superintendent competencies and standards for the Superintendent Certificate.
- Review and teach content which supports each of the list competencies.

Required Text:

Wilmore, E. (2008). *Superintendent Leadership*. Sage publications.
ISBN: 9781412955416

Recommended Reading:

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association. (This text will be valuable to you throughout your superintendent program. You are not required to purchase this book, but it will be valuable throughout your program.)

Internet Web Resources:

Here are some some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

TEA Website: <http://www.tea.state.tx.us>

Assignments:

Assignments are outlined in the Course Calendar found in Blackboard under "Syllabus and Calendar." Please review and follow this calendar.

Grading:

There are 100.0 points available:

90.0 – 100.0 = A
80.0 – 89.9 = B
70.0 – 79.9 = C
0 – 69.9 = F.

Discussions	12.0 Points (3 each)
Prelim. PAP	5.0 Points
Article Reviews	9.0 Points (3 Reviews, 3.0 points each)
Final Exam:	29.0 Points
Final PAP	15.0 Points
Portfolio	10.0 Points
Organizational Meeting Reports	15.0 Points
Book Critique:	<u>5.0 Points</u>
Total:	100.0 Points

Grading Policy:

1. Failure to participate in a Discussion Thread will cause you to lose **all points** from your grade for that discussion.
2. Any late assignment, without **prior** permission from the instructor, could cause you to lose **10% of the assignment value for each day it is late**.
3. As papers should be typewritten according to the American Psychological Association (APA) manual, 6th Edition, papers with APA errors will cause you to lose points from the grade on that paper.
4. Extra credit points are not available.
5. **There are no I's (incompletes) for this class.**
6. **12:00 am** on the date for every assignment due is considered the cutoff and papers submitted after this time could result in a lower grade for that assignment.
7. There are no optional assignments in this course.

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth. (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator, Grace Petty, located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.