

**Sul Ross State University**  
**College of Professional Studies**  
**Department of Education**

**ED 7321 Superintendent/School Board Relations**

**Spring 2016**

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**Office Hours:**

**Alpine:** Tuesday: 1:30 to 3:30 p.m.; Wednesday: 9:00 to Noon and 1:00 to 4:00;  
Thursday: 8:30 to 10:30

**Abilene:** Monday 9:00 to Noon and Friday 9:00 to Noon

**Email communication required:** [gprivitt@sulross.edu](mailto:gprivitt@sulross.edu)

Office Hours: As this is a web delivered class, I will do my best to respond to your calls and email questions within 24 hours during the week. If you need to talk to me, call or text and I will return your call if I am unavailable when you call or email and I will respond to your email as soon as possible. Be sure to leave your name and a return phone number if you are calling. **An email message is best and I prefer that you use this mode of communication.** However, your needs are occasionally urgent and a call may be warranted. The only part of this which perhaps may need clarification is that I will email with you only through your Sul Ross State University email. I will NOT use personal emails to discuss class business.

**Course Description:**

This is a web delivered course which will focus on the key responsibility of the superintendent to effectively manage the relationship between him/her and the school board members. Emphasis will be placed on developing skills and behaviors for treating the Board as a unique customer group, as well as creating and maintaining a value system when dealing with the trustees. In addition, clarification of the difference between the governance role of the board and the administrative role of the superintendent will be addressed.

**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. Methods designed to provide an

understanding of the process of leadership will be included. Emphasis will be placed on the relationship between the superintendent and the school board:

**Learner-Centered Policy and Governance.** A superintendent is an educational leader of educational leaders 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;
- (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;
- (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;
- (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
- (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
- (7) apply laws, policies, and procedures fairly, wisely, and considerately; and access state and national political systems to provide input on critical educational issues.

The learning, research, and assignments for this class will be based on the TExES Standards and Competencies for certification of superintendents.

### **Superintendent Standards and Competencies for this Course**

- **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 Outcomes:**

This course emphasizes each of the above standards as each is tested at the State level on the superintendent TExES exam. 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.

### **Course Objectives:**

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

- to recognize the importance of positive, effective board/colleague and board/superintendent relations
- to distinguish between the board's responsibility to govern and the superintendent's responsibility to administer
- to utilize effective communication skills to clarify the relationship between the board and the superintendent
- to recognize causes of superintendent/school board conflict and be able to apply techniques for conflict resolution
- to articulate essential roles of effective board leadership
- to conduct a formal comprehensive evaluation of the school trustees performance and to guide the trustees in conducting a similar evaluation of the superintendent, based upon performance standards and criteria, the established job description, and district goals
- to distinguish and relate the information obtained in the above to the *Domains & Competencies* of the **Standards for the Superintendent Certificate**.

### **Program Learning Outcomes**

The graduating 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).

### **Required Text:**

Townsend, R., Johnson, G, Gross, P, Garcy, L., Roberts, B. and Novotney, P. (2007). Effective Superintendent-School Board Practices. *Strategies for developing and maintaining good relationships with your board*. Thousand Oaks, CA: Sage. (ISBN: 1-4129-4041-9)

### **Recommended Reading:**

American Psychological Association. (2001). ***Publication manual of the American Psychological Association (6<sup>th</sup> ed.)***. Washington, D.C.: American Psychological Association.

(This text will be valuable to you throughout your principal and your superintendant programs. You are not required to purchase this book, but it will be valuable throughout your programs.)

A full course Bibliography will be provided under “Course Documents” and you should consider using these resources as study guides through this course and all of your superintendent preparation courses.

### **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.**

### **Internet Web Resources:**

Following are some Sul Ross Library recommended databases: 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>

Texas Association of School Boards: <http://www.tasb.org/>

Texas Association of School Administrators: <http://www.tasanet.org/>

Texas ISD: <http://www.TexasISD.com>

## Assignments:

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

## Grading:

There are 100 points available:

90 – 100 = A

80 – 89.9 = B

70 – 79.9 = C

0 – 69.9 = F.

School Board Mtgs:	9 Points (3 per Meeting)
Article Reviews:	9 Points (3 per Review)
Semester Project:	25 Points
Final Exam:	31 Points
Book Critique	10 Points
Participation:	<u>16 Points</u> (4 Discussions - 4 pts each)
Total:	100 Points

## Grading Policy:

1. Failure to participate in a Discussion Thread will cause you to lose **4 points** from your grade. You are expected to post your response to the discussion prompt and then respond to at least two of your classmates by the due date.
2. Any late assignment, without prior permission from the instructor, could result in a loss of **10% of the assignment's original value for each day it is late.**
3. As papers should be typewritten according to the American Psychological Association (APA 6<sup>th</sup> Edition) manual, **APA errors will cause a loss of points from the grade on that paper.**
4. **Extra credit points are not available in any form in this class!!!!**
5. **There are no I's (incompletes) for this class apart from some major emergency which prohibited on-time completion.**
6. Any assignment submitted **after 12:00 am** on the date it is due is considered late and could result in points being deducted from the grade for that assignment.
7. There are no optional assignments in this course.
8. **You are expected to use professional language in this course, especially relating to the use of grammar and quality of writing.** Poor writing and significant grammatical errors are considered by most people to

be an absence of intelligence, which as a superintendent is something you cannot afford!

### **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 as this is considered to be extremely rude and a violation of confidence.
- 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 as set forth in this syllabus. (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.