Sul Ross State University

A Member of the Texas State University System

Syllabus

EDUA 7408-Fall 2022
The Superintendency

Dr. Galen Privitt
Online Format
Office Hours: ***All Virtual, generally Monday through Thursday, 9:00 am to 11:30 am***
Friday, Saturday by prior arrangement; Sunday-Only in dire emergencies.

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Course Rationale

The superintendent is the leader and chief executive officer of the school district. As such, that individual must possess skills and knowledge to focus the many influences which pressure the school system to attain maximum educational growth and development for the success of all students. Therefore, a focused examination of the role of the superintendent is appropriate.

Course Description

The leadership role of the superintendent will be critically examined as it relates to dealing with the divergent points of view that affect the educational process. Emphasis will be given to identifying the various groups and developing strategies for effectively influencing each to move the district toward a more efficient productive educational system. Also, emphasis will be given to help individuals prepare, obtain, and succeed in the Superintendency with a reliance on the *Domains & Competencies* of the **Standards for the Superintendent Certificate** from the Texas State Board for Educator Certification. Finally, the TExES #195 issues will be addressed to assist students in preparing for the certification examination.

Course Goals

* To examine the unique role of the superintendent of schools.

* To analyze the skills and knowledge necessary to be an effective superintendent.

* To identify competency levels of students related to superintendent skills.

- To Prepare students for guiding school boards through effective practices and

meetings.

* To prepare students for the TExES #195 certification examination.

* To distinguish and relate all of the above to the *Domains & Competencies* of the **Standards for the Superintendent Certificate** and the SBEC **Code of Ethics**.

Course Objectives

The student will:

* Gain an understanding of the role and function of the school superintendent.

* Understand the essence of leadership and document techniques for building and maintaining a positive school leadership team.

* Attend and critique three school board meetings (written critiques to be submitted at the end of the semester.)

* Interview at least three superintendents and document the discussion.

* Complete and file all assignments by the due dates.

* Complete a reflections paper, not to exceed one page, indicating what you take away from each unit, to be completed at the end of each unit and placed in the portfolio.

* Analyze, synthesize, and evaluate the readings, discussions, seminars, presentations, and other aspects of the course.

* Utilize research applications and findings in the investigation of assignments.

* Complete the Final Examination

Standards for the Superintendent Certification

In this course the **Domains** and **Competencies** for the Superintendent will be addressed:

Domain I Leadership in the Educational Community

Competency 00I

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; and promote the use of varied assessments to measure students' performance.

Competency 006

The superintendent knows how to advocate, nurture, 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 to improve the performance of all staff members and select appropriate models for supervision and staff development.

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, fiscal management, and technology use.

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 facilitate positive change in varied contexts.

Program Learning Outcomes

The finishing 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).

Marketable Skills

Program	Education
Degree/Certification	Superintendent Certification
Department	Education-Superintendent Certification
Contact Name	Galen Privitt

Contact Phone	903-229-9529; 432-837-8002

Outcome	**Master the Certification exam**
Marketable Skills	- Students will be able to practice leadership skills rather than management only skills - Students will develop leadership ability and demonstrate those skills in practice - Students will develop the ability to analyze the political climate of their surroundings in relation to their practice - Students will demonstrate an ability to analyze and apply current research to their specific settings and determine which method best correlates to their current practice

Outcome	**Master the role of a new CEO in a fictional organization**
Marketable Skills	- Students will demonstrate an ability to critique various board practices - Students will demonstrate the ability to analyze and implement techniques gained from research - Students will demonstrate the ability to implement a culture of leadership in relation to the school district - Students will demonstrate an ability to analyze information gained from fellow practioners and utilize that information in enhancing their own practice - Students will demonstrate an ability to practice as an organizational leader

Outcome	**Master the art of communication with all constituents**
Marketable Skills	- Students will demonstrate an ability to communicate with subordinates, coordinates, and super-ordinates - Students will demonstrate to communicate with all constituents in writing and orally - Students will demonstrate an ability to listen carefully to understand what the other person/group is saying - Students will demonstrate an ability to compromise when appropriate and to stick to his/her position when appropriate and to know the difference between the two

Grade Format

Unit Papers—20 points (Unit I, II, III, IV, and V-5 points each)
Discussion Participation—15 points (three discussions each worth 3 points)
Superintendent Interviews—10 points

School Board Meetings Critique—10 points
Semester Project-15 points
Final Exam—30 points

90 to 100 points—A
80 to 89 points—B
70 to 79 points—C
Below 70 points—F

Attendance Policy

Attendance on Blackboard at least 3 days each week is mandatory and expected. No excused absences will be granted without prior consent from the professor. Class time interaction, information, research, and reflection are essential for the complete understanding and success in the course.

A student missing one week of the course (one full week without accessing the course on Blackboard) will not be able to achieve a grade of A as the assigned grade from course work will be dropped a letter grade. A student missing two weeks of the course will receive no better than a grade of C. Missing more than two weeks of the course will result in a grade of F.

Criteria for Discussions

* All discussions and presentations must reflect integration of careful research, reading, reflection, and thinking.

* Opinion statements, relative to the topic at hand, should be firmly supported and documented by reading and research.

* Regular and continuous attendance is mandatory for optimum evaluation.

* Each student is *expected* to respond to a minimum of two students in each discussion. That is the bare minimum, and more than two responses is much preferred.

Criteria for Written Assessments

* An acceptable graduate level written paper must:
    a. be neatly typed.
    b. evidence correct grammar, usage, and spelling.
    c. reflect careful and thoughtful research and reading.
    d. reflect use of APA 6th edition standards
    e. demonstrate the ability to think at the upper levels of the
       cognitive domain [application, analysis, synthesis, evaluation].
    (Note: You need to become familiar with Daggett's "Rigor and Relevance

Framework" as well as Bloom's Taxonomy)

* To be considered for the full point total, all written assessments must be
   be submitted by the due date.

Criteria for Grades

All assignments will be graded by the professor based upon the assumptions that are a
part of the SRSU superintendency program:

   * There is no reason for any work which is not A or exemplary work

   * Effective superintendents must exhibit effort which is exemplary;
      any effort below this criterion is unacceptable

   * Educational organizations must be administered by exemplary individuals

General Criteria

Stephen Covey's 7 Habits of Highly Effective People will be utilized as a basis for
cooperating, collaborating, and understanding in the course.

The *Domains & Competencies* of the **Standards for the Superintendent Certificate**, as
authorized by the Texas State Board for Educator Certification, will serve as a benchmark
for study in this course.

Critical Attributes for Success

- what is said in class (discussion board, etc.), stays in the class
- what is learned in the course leaves with you
- enjoy yourself and appreciate others
- practice Covey's 7 Habits of Highly Effective People
- laugh at yourself and with others

Course Text Information
<u>Required</u>

The Superintendent as CEO. John R. Hoyle, Lars G. Bjork, Virginia Collier, Thomas Glass. Corwin Press, 2005.

The Superintendent's Field Book. Nelda Cambron-McCabe, Luvern L. Cunningham, James Harvey, Robert Koff. Corwin Press, 2005.

Holding Effective Board Meetings. ISBN: 9781412913294

<u>Recommended</u>

Glass, Thomas, Lars Bjork, and C. Cryss Brunner. **The 2000 Study of the American School Superintendency**. American Association of School Administrators, 2000.

Schlechty, P. (2005). Creating Great Schools: Six critical systems at the heart of educational innovation. Jossey-Bass: San Francisco.

Daggett, W. (2008). Rigor and relevance: From concept to reality. International Center for Leadership in Education: New York.

Miller, R. (1997). What are Schools for?: Holistic education in American culture. Holistic Education Press: Brandon, VT.

Nater, S. and Gallimore, R. (2006). You haven't taught until they have learned: John Wooden's teaching principles and practices. Fitness Information Technology: Morgantown, WV.

DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. National Education Service: Bloomington, IN.

Chapman, C. (1997). Becoming a superintendent: Challenges of school district leadership. Prentice-Hall: Upper Saddle River, NJ.

Johnson, S. (1996). Leading to change: The challenge of the new superintendency. Jossey-Bass: San Francisco.

Angus, D. and Mirel, J. (1999). The failed promise of the American high school: 1890 to 1995.

Teachers College Press: Columbia University.

Clement, M. (2008). Recruiting and hiring effective teachers: A behavior-based approach.
    Educational Research Service: Alexandria, VA.

Heck, R. (2004). Studying educational and social policy: Theoretical concepts and research
    methods. Lawrence Erlbaum Associates: Mahwah, NJ.

Bolman, L. and Deal, T. (2003). Reframing organizations: Artistry, choice and leadership.
    Jossey-Bass: San Francisco.

Cooper, B., Fusarelli, L. and Randall, E. (2004). Better policies, better schools: Theories and
    applications. Pearson Education: Boston, MA.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

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.

SRSU Disability Services

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The Disability 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 Disability Services Coordinator, Mary Schwartze Grissom located in the Ferguson Hall Room 112. The mailing address is PO Box 171, Sul Ross State University, Alpine, Texas 79832. Telephone is 432-837-8178; fax is 432-837-8203.