Sul Ross State University

The Frontier University *of Texas*

A Member of the Texas State University System

Department of Education
EDUA 7408 The Superintendency – Fall 2025

Professor: Dr. Beverly K. Schonhoff
Office: Home Office/Missouri
Phone: Cell-573-275-0038
Office Hours: Conducted by phone or MS Teams
　　　　Monday-Saturday – by pre-arrangement. A date and time to meet should be
　　　　requested in writing via email.
Email: bks25tl@sulross.edu

Course Rationale:
The superintendent is the chief executive officer of a school district. It is imperative that the superintendent possesses skills and knowledge necessary to successfully address all responsibilities associated with the position. In recognition of the crucial role the superintendent plays in shaping the success of a school district, it is the intent of this course to facilitate, through a structured and comprehensive approach, the expansion of skills, attributes, knowledge, and a professional disposition necessary to traverse the complexities of the position and excel as a superintendent.

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 various groups and toward developing strategies for effectively influencing each with the intent being to move the district toward a more efficient productive educational system. Additional 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, TExES #195 will be reviewed to assist with preparation for the certification examination.

Course Performance Standards, Knowledge and Skills:
As this course is designed to prepare you to function as a school district superintendent, emphasis will be placed on the study of effective leadership behaviors. This class will be based on the TExES Standards and Competencies for certification of Superintendents. An excellent resource for learning about the standards and competencies is the Preparation Manual Superintendent (195) prepared by the Texas Educator certification Examination Program which can be located at
https://test.ccis.tx.es.pearson.com/content/docs/TX195_Superintendent_PrepManual.pdf

Course Goals:

The following bulleted items are broad statements outlining the overall purpose and desired outcomes of this course. They will define what you, as a student, should know, understand, and be able to do by the end of this course. The goals also serve as a guide to the selection of content and learning experiences by providing a sense of direction and purpose for instruction by causing you to:

- examine the unique role of the superintendent of schools.
- analyze the skills and knowledge necessary to be an effective superintendent
- identify competency levels necessary for skill development that are relative to the superintendency
- learn how to provide guidance to a school board through effective practices
- learn how to navigate various political, social, and economic influencers to a school district
- develop an understanding of educational policy and the impact of legislation
- develop an understanding of the complexities of special education and the needs of diverse learners
- develop an understanding of the importance of building and sustaining relationships with teachers, other school administrators, students, parents, and the community.

Learner Outcomes:

This course focuses on the development of knowledge, skills, and dispositions necessary for effective leadership of a K-12 institution of learning. The intent of these outcomes is to enable you to lead with vision, manage resources effectively, build strong relationships, and advocate for student success. Specific outcomes will include understanding the superintendent's role and responsibilities from a legal and ethical perspective, understanding the role of the superintendency from an historical perspective, understanding the scope of the superintendent's work, understanding the importance of data-driven decision-making, how to achieve a shared vision for a district, how to develop effective communication and collaboration skills, how to work effectively with a school board, how to manage and allocate resources effectively, how to resolve conflicts and how to manage personnel. Additionally, to help with understanding the desirable learner outcomes for this course, emphasis will be placed on the standards and competencies as identified in the TExES Standards and Competencies Manual for the Superintendent TExES Exam (195).

Standards for the Superintendent Certification:
Domain I: Leadership in 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; 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 to develop a vision and the knowledge to establish strategies to achieve the vision (Domain I: Leadership in the Educational Community and Domain II: Instructional Leadership).
2. Has the ability to continuously model the vision to promote it district-wide and throughout the community (Domain I: Leadership in the Educational Community and Domain III: Administrative Leadership).
3. Has the ability to act with integrity, fairness and in an ethical and legal manner (Domain I: Leadership in the Educational Community).
4. Has the ability and knowledge to create a culture model that promotes the campus vision; to communicate and collaborate with all members of the school community (Domain 1: Leadership in the Educational Community).
5. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Domain II: Instructional Leadership).
6. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization ensure a safe and effective learning environment (Domain III: Administrative Leadership).

Marketable Skills:

Program	Educational
Degree/Certification	Superintendent Certification
Department	Education-Superintendent Certification
Contact Name	Beverly K. Schonhoff
Contact Phone	573-275-0038
Email	bks25tl@sulross.edu

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 practitioners 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 an ability 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.

Course Objectives:

The student will:

1. Gain an understanding of the role and function of the school superintendent.
2. Understand the essence of leadership and document techniques for building and maintaining a positive school leadership team.
3. Attend and critique three school board meetings. Written critiques are to be submitted at the end of the semester.
4. Interview at least three superintendents and document the discussion.
5. Complete and file all assignments by due dates.
6. Analyze, synthesize, and evaluate the readings, discussions, seminars, presentations, and other aspects of the course.
7. Utilize research applications and findings in the investigation of assignments.
8. Complete the Final Examination.

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 possible.

90-100 = A
80-89.9= B
70-79.9= C
0– 69.9 = F

Papers –

Written Assignments	15.0 Points (three written assignments worth 5 points each)
Discussion Participation	15.0 Points (three discussions worth 5 points each)
Superintendent Interviews	15.0 Points (three interviews worth 5 points each)
School Board Meeting Critiques	15.0 Points (three critiques worth 5 points each)
Semester Project	15.0 Points
Final Exam	25.0 Points
	100.00 Points

Grading Policy:

1. Zero points will be awarded if you fail to participate in a Discussion Thread
2. Without prior permission from me, points will be deducted for late assignments at the rate of 10% of the total possible value of the assignment for each day the assignment is late.
3. All assignments are due by 11:59:59 on the date due. If submitted after that deadline, the assignment will be considered a late submission, and points will be deducted.
4. All papers should be typed and follow the American Psychological Association (APA) Manual, 6th Edition. At a minimum this means a Title Page, an Abstract, an Introduction,

the body of the paper, a summarizing or concluding paragraph, in-text citations, a Reference Page, and Appendixes if needed. Three to five references are expected. The textbook may be included as a reference.

5. Extra Credit Points are not available.
6. There are no Incompletes (I's) for this class without prior approval. You are to initiate the process to be awarded an Incomplete by submitting a written request. The University, as directed by SRSU policy, provides a specific form you are to utilize for the written request.
7. There are no optional assignments in this course.

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

A student missing one week without accessing the course on Blackboard will likely 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:
1. All discussions and presentations must reflect integration of careful research, reading, reflection, and thinking.
2. Opinion statements, relative to the topic at hand, should be firmly supported and documented by reading and research.
3. Regular and continuous attendance is mandatory for optimum evaluation.
4. Each student is expected to respond to a minimum of **two** other students in **each discussion.** That is the minimum, with more than two responses preferred.
   a. In the case of an Independent Study, participation and number of required postings will be adjusted to reflect the number of enrollees.

Criteria for Written Assessments:
An acceptable graduate level written paper:
1. Is typed and free of error.
2. Demonstrates correct grammar, usage, and spelling.
3. Reflects careful and thoughtful research and application of findings.
4. Reflects use of APA 6th edition standards.
5. Demonstrates complex thinking processes through the use of analysis, synthesis, application, and evaluation.

All written assessments are expected to be submitted by the due date, unless an arrangement has been made with the professor to submit after the due date before the assignment is due.

Required Text:

Hoyle, Bjork, Collier, & Glass (2005). The Superintendent as CEO. Corwin Press

Cambron-McCabe, Cunningham, Harvey, & Koff (2005) The Superintendent's Field Book. Corwin Press

Holding Effective Board Meetings. ISBN: 9781412913294

Recommended Reading:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.).* Washington, D.C.: American Psychological Association. (This is not a required purchase but is considered a valuable asset and addition to your professional library).

Angus, D. & Mirel, J. (1999). The failed promise of the American high school: 1890-1995. Teachers College Press, Columbia University.

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

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

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

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

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

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

Glass, T., Bjork, L., & Brunner, C.C. (2000). The 2000 Study of the American School Superintendency. American Association of School Administrators.

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

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

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

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

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

Internet Web Resources/Sul Ross Library Recommended Databases:
- Academic Search Premier,
- Dissertation Abstracts,
- Education Abstracts,
- Educator's Reference Desk
- eLibrary Curriculum,
- Emerald Management Extra,
- ERIC (from EBSCO),
- Professional Educational Development Collection,
- 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.Texas ISD.com
- WorldCat
- WorldCat Dissertation & Theses

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.

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

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.

Communication:
This is an online course. I will respond to communications regarding the course within 24 hours with the exception being Sunday. Any messages received on Sunday will be responded to on Monday unless it is an emergency.
I do not have an office SRSU. If you need to speak to me
- send an email requesting a date and time to meet either by phone or via MS Teams and be sure to leave your name, email address, and if you are requesting a time to meet by phone or virtually.
- in case of an emergency, call the cell phone number provided above,
- **Do not text me to schedule a meeting.**

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:
1. Check the course website frequently and respond appropriately and on subject.
2. Always use a relevant subject title
3. Avoid overuse of capitalized words.
4. Be professional and careful with your online interaction.
5. Cite all quotes, references and sources.
6. Never forward a message received without the sender's permission.
7. Always remember that the absence of face-to-face cues and body language can lead to misunderstandings so be careful with the language, humor, and satirical comments.
8. Discussions should be professional and rich in text where responses or comments that could be perceived as patronizing or demeaning are avoided. This would include comments such as "atta boy" or "you go girl" or "I agree with that" or "I couldn't have said it better myself". Responses should demonstrate your ability to connect to theories of instructional leadership that will be covered in this course. Your postings to the discussion will be assessed for quantity, quality, punctuality, and relevance to the topic under discussion.
9. The philosophical disposition practiced in this course is that what is said in class, such as in the discussion boards, remains in class, but what is learned leaves with you at the end of the course.
10. Stephen Covey's 7 Habits of Highly Effective People will be utilized as a basis for cooperating, collaborating, and understanding for the duration of this course.
11. 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 this course and its assignments.

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 have the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in Ferguson Hall, Room 112. The mailing address is Sul Ross State University, P.O. Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8203.

Additional Resources:

19 TAX 228.30 (c)

The following links provide access for you to training and resources which will enable you to better handle various student, teacher, and administrator situations which may occur.

Suicide Training: https://www.mentalhealthscreening.org/Gatekeeper

Mental Health, Substance abuse and the like:

      https://training, sprc.org/

      https://eduhero.net/promo.php

      http://www.txbehaviorsupport.org/tbsi

Please use these resources to enrich your own experiences as well as provide yourself with tools and resources with which to handle the various issues which could arise in your professional practice.