EDAD 628 School District CEO Leadership:
The Superintendent
COURSE SYLLABUS

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COURSE INFORMATION

The purpose of this EDAD 628 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, and relations with the school board.

Prerequisite: Principal certification and admission into the superintendent certification or doctoral program
Co-requisite: Enrollment in EDAD611

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

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

Suggested Textbooks:

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.

Harris, Sandra and Lowery, Sandra, Standards Based Leadership: A Case Study Book for the Superintendency, Scarecrow Press, Inc., Lanham, Maryland, 2003, paperback. ISBN: 0-8108-4608-X.

<u>Education Criteria for Performance Excellence</u>, Baldrige National Quality Program. This and other publications on the Baldrige in Education Program are available for a free download at: <u>www.quality.nist.gov/Education_Criteria.htm</u>.

Recommended Books:

Goleman, Daniel, Bosnatis, Richard and McKee, Ann, <u>Primal Leadership: Learning to Lead with Emotional </u>Intelligence, Harvard Business School Publishers, 2002, paperback. ISBN: 1591391849.

Hoyle, John R., Bjork, Lars G., Collier, Virginia, Glass, Thomas, <u>The Superintendent as CEO</u>, Corwin Press, 2005, paperback. ISBN: 0-7619-3168-6.

Web Sites:

American Association of School Administrators at <u>www.aasa.org</u>.

Texas Association of School Administrators at <u>www.tasanet.org</u>.

Texas Education Agency at <u>www.tea.state.tx.us</u>

TExES Preparation Materials, Registration and Test Dates at <u>http://www.texes.nesinc.com/</u>

Course Schedule

<u>Tentative Dates</u>	<u>Topic</u>

September 8, 2012	The CEO Leader 1
	    • Superintendent as CEO
	    • Competencies and Competency Indicators
	    • Roles and Images
	
	The CEO Leader 2
	    • Level 5 Leadership
	    • Policy Governance
	    • Organizational Learning
	
	Shared Purpose and Vision 1
	
	    Organizational Vitality
	    • Core Ideology
	    • Confronting the Facts:
	      Student Assessments
	      Race and Class
	
	Shared Purpose and Vision 2
	    • The Organizational Profile
	    • The "Hedghog Concept"

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  Core/Stimulate Progress
- Developing Principals

Translating Vision 1
  Organizational Alignment
- The Culture of Discipline
- The "flywheel and the doom loop"
- Collaborating and Engaging

Translating Vision 2
  The Balanced Scorecard
- Operational Management
- Action Learning
- Reconciling Commonplaces/Images

Final Exam
  Note: The final grade is the sole judgement of the professor.
  TExES Preparation Review and practice exam are included in course design.

Assignments and Expectations: Discussion should precede action on these assignments and expectatons.

Case Studies: Using the ten case studies for the superintendency presented in the Standards-Based Leadership book, **write a reflective analysis** of each case study within the framework of the major competencies and standards for the superintendency certification using the guiding questions for discussion demonstrating your systems thinking and profound knowledge. The reflective analyses are to be uploaded to THE EDUCATOR prior to the class session on that the case study is scheduled for discussion.

Organizational Analysis: Complete an **organizational analysis** of the district in which you are interning. **Prepare your perceptions** of the alignment of the organization with the issues of the conceptual framework in Appendix A of your Enhancing Leadership Effectiveness book, **prepare a flowchart** showing the communications/decision making among the functional responsibilities including the superintendent **AND prepare recommendations** for developing the capacity to reconcile the organizational health issues according to the conceptual framework in Appendix A**.**

Hero/Self Assessment Project: Select a hero (mentor or coach) and **develop a profile** as a benchmark based on the Texas standards, **complete a self assessment** based on the same standards; and then **develop your professional development plan** for the next five years.

Leadership Action Plan: Using the Baldrige Organizational Profile for Self Assessment and Action Planning, and the District Improvement (Strategic) Plan and AEIS Reports; **prepare a vision statement and an action plan** you would follow as the superintendent to "preserve the core and stimulate progress" of the organization toward the vision.

Reading and Examinations: Students are expected to complete all **reading assignments and prepare course materials** prior to the class session on which they are scheduled to be completed and be prepared to engage in the discussion as a *leader of a learning organization*.

Grading Scale:

Case Studies	= 100		546 – 600 = A
Organization/Policy Analysis	= 100		486 – 545 = B
Hero Project	= 100		426 – 485 = C
Action Plan	= 100		
Final Exam	= 200		
	600		

TECHNOLOGY REQUIREMENTS

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a brower test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization
The course is organized for a two term session. Some topics occur across multiple weeks. All assignments due the assigned timeframe must be submitted by the syllabus due date.

What to Do First
Download and review the syllabus. Check course dates.

eCollege Technical Concerns
Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Quality of Online Course Communication
We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Interaction with Instructor
Email is the best way to reach the instructor during weekdays. During the work week, a reply will be sent within 12 to 24 hours depending upon the time your message was received. If you do not receive a response, please assume your message was not received and contact the instructor via telephone.

It is critical for you to check your MyLeo email everyday as we will be communicating with you as we go both within the course online environment and through university email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignments
You will be able to check your grades in the grade book throughout the course. You will be graded on assignments, participation, and your portfolio, so be sure to turn in assignments on-time. Points will be deducted for late assignments. The grade will also be affected (either positively or negatively) by the mechanics of writing (i.e. spelling, punctuation, grammar, organization, flow, format, etc.).

I hope to make this course a positive learning experience for all involved including myself. I assure you that I will do everything I can to promote your success.

Check your MyLeo email regularly (at least once each day) for information. I will be sharing information as we go. We will be using discussions groups in this course. You will need to participate two out of five weekdays each week with responses to the discussion questions/issues.

Writing Style
All papers must be written according to the 5th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (5th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course
A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal
Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades
Per university policy, you must visit with the instructor, develop, and sign "Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Common Decency
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct).

ADA Statement

<u>**Students with Disabilities:**</u>

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
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement

in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.