



## EDAD 628

### School District CEO Leadership: The Superintendent

#### COURSE SYLLABUS: Fall 2015

Instructor: Jackie Ray Thompson, Assistant Professor (known as Ray)

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#### **COURSE INFORMATION**

##### **Textbooks**

Harris, Sandra and Lowery, Sandra. (2003). *Standards-based leadership: A case study book for the superintendency*. Rowman & Littlefield Publishers: Maryland. ISBN 978-0-8108-4608-1

Wilmore, Elaine. (2010), *Passing the superintendent TExES Exam: Keys to certification and district leadership*. Corwin, Thousand Oak, Cal.ISBN-978-1-4129-5619-2

American Psychological Association. (2011). Publishing manual of the American Psychological Association (6th ed.). Washington, DC: Author.

##### **Course Description**

The purpose of this EDAD 628 hybrid 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. This course will cover the Fall Semester and Spring Semester and mirrors EDAD 611.

**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

## **Student Learning Outcomes**

This superintendent course provides opportunities to work with administrators and other student in the pursuit of learning school administration. This capstone course will afford the student the opportunity to enhance her/his knowledge and experiences, the opportunity to strengthen his or her qualifications, and the opportunity to prepare for the superintendent certification test. The student should be able to:

1. Demonstrate administrative skills, techniques, and theory by examining and evaluating case studies.
2. Identify leadership styles that will affect administration of a school district.
3. Identify the components of vision statement and the methods of vision casting.
4. Reveal their organization understanding and develop a professional action plan.
5. Identify test taking strategies and demonstrate these strategies by taking the superintendent practice test and enrolling to take the Texas Education Agency Superintendent Certification Test.
6. Identify the components of a district improvement plan and illustrate the plans development and implementation.
7. Identify the elements of AEIS Reports and demonstrate usage of this information.
8. Explain the elements of communication and collaboration and state how these are integrally important to the administration of a school district.
9. Demonstrate the ability to conduct a self-assessment and identify one's strengths and weaknesses.
10. Demonstrate the ability to identify the Standards of Leadership and the Competencies for each standard.

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.

Education Criteria for Performance Excellence, Baldrige National Quality Program. This and other publications on the Baldrige in Education Program are available for a free download at: [www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm).

### Recommended Books:

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

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

Web Sites:

American Association of School Administrators at [www.aasa.org](http://www.aasa.org).

Texas Association of School Administrators at [www.tasanet.org](http://www.tasanet.org).

Texas Education Agency at [www.tea.state.tx.us](http://www.tea.state.tx.us)

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

### **Course Requirements**

The student will access and follow all course instruction found in the units, which are located in the content area of the eCollege course. Additionally, the student will attend designated face-to-face meetings. Assignments are to be learning experiences for the students. As a graduate level course, the instructor expects quality work from each student. This work should be supported by adequate preparation and involvement. Learning will be achieved through readings, assignments, group interaction, and class participation. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Students are expected to weekly work on various combinations of assignments, activities, discussions, readings, projects, and class interaction. Evaluation will be based upon successful completion of each of the performance expectations.

### **Course Topics**

As an overview, the course will cover these topics.

#### **Domain I — Leadership of 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; use the current accountability system; and promote the use of varied assessments to measure student performance.

**Competency 006:** The superintendent knows how to advocate, promote 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 and select appropriate models for supervision and staff development to improve the performance of all staff members.

## **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, financial management and technology applications.

**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 comply with federal and state requirements and facilitate positive change in varied contexts.

### **Assignments/projects:**

During the course of study, students will submit assignments/projects as follows:

**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 in Student Doc category, located in the Doc Sharing tab of the course shell.

Assessment for Assignment – 1 @ 10-points each Total of 100 points

**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.

Learning Outcomes- 1, 2, 4, 8

Assessment for Assignment – 100 points

The instructor will utilize the Organizational Analysis Rubric for the assessment.

**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.

Learning Outcomes- 2, 4, 8, 9

Assessment for Hero Assignment – 100 points

Assessment for self-assessments – 50 points/assessment: 100 points

The instructor will utilize the Hero/Self-Assessment Rubric for the assessment.

**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.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Assignment – 100 points

The instructor will utilize the Leadership Action Plan Rubric for the assessment.

**Discussion Board/Reflection:**

Unit lesson includes learning activities that may include small and large group discussion, reflection activities, and individual learning activities, and written papers. In order for this course to be beneficial, each student is expected to participate in online discussion, to ask relevant questions, and to share the results of their study and reflection. Consequently, each student is to be conscious of the class schedule and prepare to share with classmates in conversation and activities.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Discussion Board Assignment –10 points/assignment: 140 points

Assessment for Reflection papers – 50points/assignment: 150

The instructor will utilize a discussion rubric for the assessment.

**Class Meetings/Seminars:** Students are required to attend Saturday seminars and to complete test taking activities and group assignments. Students will be expected to analyze test questions, determine information that the actual question is seeking and provide an explanation or rationale for the determination of the most correct answer.

Learning Outcomes- 1, 2, 3, 4, 5, 6, 7, 8, 9

Assessment for Assignment – Class Participation: 50points/meeting: 150 points

Assessment Rubrics will be used for each project.

**Exam:** Student will complete the practice superintendent certification exams at a testing site or on campus. There is aTAMU-C testing fee of \$20 per exam.

Learning Outcomes – 1 through 9

Assessment for Assignment: Each exam and final exam: 200 points/exam: 800 points

Students should prepare for the test using study guides as provided. Exams are intended to address all the TEA Superintendent Domains and Competencies.

**Other Assignments:** Due to the nature of the course, other assignments may be assignment for student learning and assessment.

**Grading:**

FINAL GRADE:

A = 90 or more Points

B = 80-89 Points

C = 70-79 Points

D = 60-69 Points

F = 59 or less Points

### **TECHNOLOGY REQUIREMENTS**

This is hybrid course and some obvious technological resources will be required, including: 1) access to a computer with high speed Internet access, 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

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). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. 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](mailto:helpdesk@tamu-commerce.edu).

### **Course Organization**

The course is organized for a two term session. Some topics occur across multiple weeks while others are more frequent. All assignments due the assigned timeframe must be submitted by the posted due date.

### **What to Do First**

Download syllabus, then open and read the Introduction module. Post autobiographical information in the Student Lounge in eCollege as directed.

### **How to Proceed with Class Activities Each Week**

1. Access and follow all course instructions found in the unit content area of the eCollege course (left navigation bar).
2. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Links to documents are provided in the course units.
3. Respond to posted discussion board questions using the eCollege discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of eCollege.
4. Complete and submit assignments electronically using the eCollege drop box tool/tab located in the toolbar at the top of the eCollege course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via eCollege units.
5. Complete the course assignments according to the instructions provided in this syllabus and the eCollege unit content.

## **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](mailto:helpdesk@online.tamuc.org) to initiate a support request with an eCollege technical support representative.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. In the event you wish to speak with me, you may reach me on my cell phone: 903.841.1135. Additionally, face to face meetings can be arranged by appointment.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures:**

#### **Assignment Policy**

Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment.

#### **Late Work**

Late work will not be accepted.

#### **Incompletes**

An incomplete will not be available for this course.

#### **Graduate Online Course Attendance Policy**

A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

### **University Specific Procedures:**

#### **Academic Honesty Policy**

Please see the TAMU-C Graduate Catalog at

<http://catalog.tamuc.acalog.com/index.php?catoid=9> 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 “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works 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. (Texas A&M University-Commerce, Graduate Catalog, 2009-2010)

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>

### **Drop 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.” Drops should be completed according to University procedure to avoid the posting of a failing grade.

### **ADA Statement**

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](mailto: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.

## **COURSE CALENDAR**

The course is divided into units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the Doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.