THE SCHOOL SUPERINTENDENCY

I. CATALOG COURSE DESCRIPTION:

Simulation of the school superintendency; superintendent's relationships with the school board, administration staff and teacher organizations; the superintendent's planning responsibilities.

H. RATIONALE:

This course is designed to compliment the superintendency certification program by focusing on the issues and requirements of a successful superintendent of schools. Theories, principles, and practices will be dealt with, particularly as they relate to superintendent and school board relationships. Ethical, legal issues, conflict and stress, as well as agenda building and interpersonal relations will be examined.

m/. PROFICIENCIES/TExES COMPETENCIES: IV.

See the following list of the ten (10) Competencies within the three (3) Domains to be examined/ accomplished during the course.

Domain I-Leadership in the Educational Community
Competency 1—The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 2—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 3—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 4—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 5—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 student performance.

Competency 6—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 7—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 8—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
Competency 9-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 10—The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

State Certification Examination (TexES):

The Texas Examination of Educator Standards is based on the domains and competencies listed in the Test Framework that is a separate handout. Please see the SBEC website: http://www.sbec.state.tx.us for the framework and the Superintendent Study Guide.

V. COURSE OBJECTIVES AND OUTCOMES:

The student will:

1. Understand and examine the duties and responsibilities of a superintendent.
2. Understand the importance and recognize complexities of group dynamics.
3. Demonstrate a working knowledge of the duties, responsibilities and relationship of the superintendent to the board of education.
4. Demonstrate a working knowledge of the duties, responsibilities and relationship of the superintendent to the business manager.
5. Demonstrate a working knowledge of the duties, responsibilities and relationship of the superintendent to all other positions in the district.
6. Demonstrate a working knowledge of the role of the superintendent as an educational leader.
7. Understand and examine the role of the superintendent as a financial leader.
8. Understand and recognize the challenges of a modern superintendency.
9. Understand and recognize the competencies, skills and attributes required of a modern superintendent.
10. Understand the stress and uncertainty which often accompany the position.
11. Understand and recognize the importance of politics of educational decision-making.
12. Understand and recognize the importance of politics of survival.
VI. TENTATIVE COURSE TOPICS/OUTLINE:

In this semester we will attempt to cover the following:

Week:
1. The History of Education and the Superintendency
2. The Scope of the Superintendency
3. The Role of the Superintendent
4. The Superintendent as a Leader
5. The Competencies of a Successful Superintendent
6. Current Challenges for the Superintendent
7. Effective School Board/Superintendent Relationships
8. Living With Conflict
9. Personal Skills and Effectiveness
10. Preparation of Contract and Job Perks
11. The Health of the Superintendency
12. Ethics and Legalities
13. Preparing for, Obtaining, and Departing a Superintendency
14-16 Presentations and Final Examination

VII. INSTRUCTIONAL METHODS & ACTIVITIES:

This course will employ a variety of instructional methods to ensure understanding of the position of superintendent and how the superintendent relates to staff, community, the government and the board of education. Among these methods employed will be the traditional lecture/discussion; guest speakers; clinical experiences with presentations and guided discovery and interaction.

VIII. EVALUATION & REQUIREMENTS:

There will be a paper culminating in a Power Point presentation to the class not to exceed
15 minutes from selected topics on the school superintendency. The final examination will be a position paper on the roles and responsibilities of the modern superintendency not to exceed 10 pages. Papers will be word processed and will use current APA format. Students will be expected to participate and to interact in a variety of activities relating to the superintendency. The grade scale will be traditional in that it will be designated that

A-exceeds expectations  
B-meets expectations  
C-is below expectations

COURSE POLICIES:

This is a graduate class. While you are expected to be at every class meeting, the instructor recognizes there are certain school/family obligations that may necessitate your missing class. Try to let me know in advance, if possible. The departmental rule on attendance is: one absence allowed with no penalty of grade reduction; the second absence will result in the highest grade obtainable being a "B"; the third absence will result in the highest grade obtainable being a "C". Three absences and you are strongly encouraged to retake the class at a later date. You should have a classmate obtain any handouts for you, and any classroom lecture/discussion notes. Class participation is necessary to receive optimum benefits from this class. All projects, reports, etc. are expected in a timely fashion.

CELLULAR TELEPHONE USAGE IN CLASS:

Cellular telephone usage should be limited to emergency purposes only and cell phone should be on a "vibrate" mode so as not to disturb the class. This should be cleared in advance with the professor. Personal use of cellular telephones including "texting" (usage not related to class or to an emergency) may result in a grade deduction. Please turn off all electronic devices (including pagers, i-Pods, MP-3, Blackberry, zunes, etc. at the start of class.

ACADEMIC INTEGRITY/DISHONESTY:
Academic dishonesty, in all forms, including plagiarism, is not tolerated. All written assignments must be in your own words and all quotes and citations from others must be acknowledged in acceptable APA format giving appropriate credit and acknowledgment. Students found responsible for violating this rule and engaging in any form of academic dishonesty will be prosecuted to the fullest extent of University Regulations (see current TAMUCC catalog and student handbook). Please understand the seriousness and recognize it is the student's responsibility to become acquainted with these regulations and policies. Additionally, students are not to use the same materials for other classes as each class has a different focus. All student work is subject to scrutiny by a commercial computer program, Turnitin, designed to detect plagiarism and to verify originality of submitted work.

DROPPING A CLASS:

I hope you never have to find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be certain it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Be certain as to when is the LAST DAY TO DROP without an automatic grade of "W" this term.

GRADE APPEALS:

As stated in University rule 13.02.99.C2, Student Grade Appeals, a student who believes he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the professor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99C2.01, Student Grade Appeal Procedures.
These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

DISABILITIES ACCOMMODATIONS:

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at 361.825.5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at 361.825.5816.

STUDENTS NEEDING VETERANS ASSISTANCE:

Students needing assistance with the transition from military to academic life or with appropriate veterans benefits should contact the Veterans affairs Office in Cubicle 101 of the Student Services Center or telephone 361.825.2331 or email them.

REQUIRED TEXT(S):

Sharp, W. L. and Walter, J. K. (2004). The school superintendent: the person and the profession (2nd ed). Lanham, MD: Scarecrow Publishing. The professor will also provide materials which will relate to the various topics of the superintendency course.

SELECTED BIBLIOGRAPHY:
(Many of the works are seminal to ensure a solid understanding of the history and to underpin the evolution of the modern superintendency)


Gewertz, C. (February 17, 2006). Race, Gender and the Superintendency. Education Week.


