EDAD 5369/6369
THE SCHOOL SUPERINTENDENCY
Syllabus
Fall 2016

Instructor: Dr. Doyne “Scott” Elliff
Time/Location: 5:30 – 8:00 p.m. on these Thursdays: Aug 25, Sep 17, Sep 24, Oct 8 in Bay Hall 128
Office Hours: Tuesdays 11:30 a.m. – 1:30 p.m.; Thursdays 3:30 p.m. – 5:30 p.m.
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I. Course Description: This course is a study of the roles, responsibilities, and relationships of the public school superintendent, with an emphasis on the role in Texas public schools. The course will examine the roles and responsibilities detailed in law and policy, as well as in the context of various leadership theories. Relationships with various constituencies, including school board, staff, and community, will be examined.

II. Rationale: This course is designed to complement the superintendent certification program by focusing on current issues in the superintendency and requirements for success in the role of superintendent. Theories, principles, and practices will be examined. Ethics, legal issues, frameworks for leading change, and interpersonal relations will be explored.

III/IV. State Adopted Proficiency Domains and TExES Competencies covered in this course:
All domains and competencies will be covered in the course. See the following list of the ten (10) Competencies within the three (3) Domains which will be addressed:

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. Carnegie Project for the Education Doctorate (CPED) Principles: The content and delivery methods for this course are designed to reflect the following design principles.

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

VI. Course Objectives and Outcomes:

The student will:

• Understand the duties and responsibilities of a superintendent as defined in law and policy;
• Demonstrate understanding of the complex interpersonal relationships of the superintendent to the school board, staff, professional organizations, and the community at-large;
• Demonstrate a working knowledge of the role of the superintendent as the leader of the educational community;
• Demonstrate a working knowledge of the role and responsibility of the superintendent as Chief Executive Officer of the district, including but not limited to planning and executing duties related to instructional improvement, finance, human resources, and other district operations;
• Understand the challenges faced by contemporary school superintendents;
• Understand and recognize the competencies, skills and attributes required of a superintendent;
• Demonstrate an understanding of various leadership frameworks used by successful superintendents in leading large-scale change and organizational improvement; and
• Understand and recognize the role of politics of educational decision-making.

VII. Course Topics: The following general topics will be included in this course. Other topics may be added as appropriate.

• Overview—Who is the Superintendent of Schools?
  o Superintendent roles and responsibilities per policy / Texas Education Code
  o The history of the role
  o The contemporary school superintendent
  o Relationships
    ▪ Board
    ▪ Staff
    ▪ Professional Organizations
    ▪ Community
• Superintendent as Moral and Intellectual Leader
  o Ethics
  o Modeling lifelong learning
  o “Resident expert”
• Superintendent as Visionary: Developing Vision, Compelling Stakeholders, Executing Strategy
  o Developing a district vision
  o Planning and executing systemic change
• Superintendent as Influencer
  o Superintendent use of leadership “frames”
  o The role of politics
  o Key communicator role
• Superintendent as Leader of the Educational Community
  o Central administration as extension of the superintendent
  o Leader of principals
  o Leader of teachers
• Superintendent as Chief Executive Officer
  o Superintendent employment contracts
  o Relationship with the Board of Trustees
Executing administrative responsibilities (fiscal, personnel, instructional, and operational planning)

VIII. Instructional Methods and Activities

Instructional delivery methods will include, but are not limited to, the following:

A. Lecture and Discussion
B. Research
C. Online readings and videos
D. Guest Speakers

IX. Evaluation and Grade Assignment:

- **Mini-Quiz (20 points maximum):** Four mini-quizzes over topics covered in class lectures, as well as required readings and videos (text and online), will be administered via Blackboard.

- **School Board Meeting Project (20 points maximum):** Students will be required to attend two (2) school board meetings—one in their “home” district and one outside their “home” district. Students will submit a reflection paper not to exceed 5 pages (word processed, double-spaced) comparing and contrasting the two meetings, with special attention to the Superintendent-School Board relationship. Agendas from each meeting will be attached to the reflection paper. Specific assignment guidance will be provided during the first class meeting.

- **Major Paper (50 points maximum—10 points for mechanics, 40 points for content and substance):** Students will submit a research paper with supporting bibliography related to a topic relevant to the course content, pre-approved by the instructor. The paper should be in APA format, not less than 5, nor more than 6 pages in length (word processed, Times New Roman, 12 pt. font, double-spaced), plus a bibliography page. A minimum of five (5) sources must be cited, with one source being attributed to an interview with a public school district superintendent. Specific assignment guidance will be provided during the first class meeting.

  *In addition, EDAD 6369 students will submit a 2-page reflection paper using direct observation of a public school district superintendent in a setting other than a school board meeting. The reflection paper will describe the actions of the superintendent and related those actions to one or more of the TeXES competencies. Failure to submit the reflection paper will result in a 10-point deduction for the “Major Paper” grade. Specific assignment guidance will be provided during the first class meeting.*

- **Class attendance and participation (10 points maximum).** Students will be expected to attend each class and participate in all online course requirements.

X. Course Schedule and Policies:

This is a hybrid online / traditional course. In addition to online requirements, the class will meet for four (4) traditional classroom sessions. Availability of outside speakers and opportunities may impact the topics. The detailed class schedule will be distributed during the first class meeting and will be posted on Blackboard. The professor reserves the right and discretion to change the schedule in order to take advantage of opportunities that may arise during the semester.
• This is a graduate course, and graduate-level performance is expected. Students will be expected to comport themselves accordingly, arrive punctually for class, and refrain from texting or using cell phones during class time. Written assignments will be expected to demonstrate graduate-level writing skills. Students who need assistance with writing skills should avail themselves of assistance at CASA.
• Students are expected to complete all assignments on time. Late assignments WILL NOT BE ACCEPTED AND CREDIT WILL NOT BE GIVEN unless in emergency situations, pre-approved by the instructor. Acceptance of late work and any grade penalties imposed will be at the discretion of the instructor.
• The textbook is an integral resource for this class, as are other readings required by the instructor. Students are expected to read all assigned textbook chapters and additional readings prior to class discussion.
• Attendance and class participation—both online and in class—are expected and will be considered in the computation of the final grade.

X. **Textbook**


XI. **Bibliography**

