# Superintendency & the School Board

## EDLD 6473.783
### Whole Summer Session 2020

## Syllabus

## Basic Information

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Location:  You can access Technical Support on button left of the course menu or the 24/7 Help Desk at 1-866-437-0867.

Academic assistants may be used within this course.  The academic assistant is responsible to the instructor and will be assigned specific tasks.

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

## Course Description

### Course Catalog Description:

The purpose of this course is to examine school boards, the superintendency, and the relationship of each to the other. The course is hands-on, experiential and reflective comparing some resources to personal experiences. At the end of this course, the superintendent will know 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. (Field-based experience required). Admission to the superintendency certification program is a pre-requisite for this course. Students

will be required to attend at least 2 School Board Meetings during this semester and should plan accordingly.

This course is required for graduate students who are working toward Superintendent Certification and will examine the exemplary leadership standards for Texas Superintendents as expressed in the State Board for Educator Certification competencies.

No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

# Conceptual Framework - University of Texas of the Permian Basin - School of Education

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Vision

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

Facilitating the acquisition of necessary knowledge, skills, and dispositions;
Cultivating the value of diversity;
Encouraging collaborative inquiry, innovation, and research;
Promoting collegiality and service in schools and communities;
Integrating technology into practice;
Providing opportunities for professional growth; and
Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

Demonstrate content knowledge in their respective content-area
Use appropriate processes and teaching practices
Apply knowledge about child and adolescent development
Incorporate knowledge of diversity in planning and delivering instruction

Incorporate technology in planning and delivering instruction
Plan for and assess students' learning
Create an appropriate learning environment
Communicate and collaborate with all stakeholders
Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

theoretical perspectives of the profession
the content, processes, and practices appropriate for their students
child and adolescent development
diversity
technology
planning and assessment
the learning environment and classroom management
collaboration
legal and ethical issues related to education

Skills (S): Our candidates will be able to:

select appropriate content for use in lesson planning and delivery
apply best practices to promote learning in all students
use knowledge of child and adolescent development to direct their teaching
select from an array of techniques to meet the needs of diverse learners
integrate the use of technology into the learning environment
use appropriate assessments to measure students' developmental progress
develop an appropriate learning environment
apply classroom management techniques
communicate with all members of the educational community (students, families, other educators, administration, community members)
reflect on their professional performance in order to improve their professional effectiveness

Dispositions (D): Our candidates will demonstrate a/an:

respect for themselves and a positive regard for others
passionate nature about learning
belief in the value of a learner-centered instruction

dedication to providing a safe and supportive learning environment
acknowledgement of and respect for the fact people are shaped by their cultures
commitment to clear and accurate communication
professional and ethical attitude
desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

Instill the awareness of diversity for implementing inclusive instruction
Incorporate the diverse nature of learning and teaching as exemplified in the global
community.
Model critical global thinking through coursework
Conceptualize diversity experiences from a variety of perspectives:
1. to strive for social justice, equality, and equity for all learners
2. to continue the process of self-growth, narrowing the student achievement gap in our
nation
3. to empower all learners as citizens in a global society

# Measurable Learning Outcomes:

### 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. The superintendent knows how to:

- communicate effectively about positions on educational issues.
- use effective and forceful writing, speaking, and active listening skills.

### 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. The superintendent knows how to:

- analyze and respond to political, social, economic, and cultural factors affecting students
  and education.
- provide leadership in defining superintendent-board roles and establishing mutual
  expectations.
- communicate and work effectively with board members in varied contexts, including
  problem-solving and decision making contexts.
- work with the board of trustees to define mutual expectations, policies, and standards.
- access and work with local, state, and national political systems and organizations to
  elicit input on critical educational issues.
- use legal guidelines to protect the rights of students and staff and to improve learning
  opportunities.

- prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

**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.

The superintendent knows how to:

- facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
- facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.

**Competency 010**

The superintendent knows how to apply organizational, decisional-making, and problem-solving skills to facilitate positive change in varied contexts. The superintendent knows how to:

- implement processes for gathering, analyzing, and using data for informed decision making.
- use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
- analyze and manage internal and external political systems to benefit the educational organization.

## Prerequisites:

None

# Materials

## Required Materials:

Houston, P., & Eadie, D. (2002). *The Board Savvy Superintendent*. The Scarecrow Press, Inc.

Townsend, R., Johnston, G. B., et.al. (2007). Effective Superintendent-School Board Practices: Strategies for Developing and Maintaining Good Relationships With Your Board. Corwin Press.

## Recommended Materials:

Readings from the annotated bibliography and bibliographies of each of the texts are expected of all students. The quantity one reads is to some extent a self-choice, but to be a leader one must read journals, texts, books, daily newspaper to keep in contact with the educational world as well as the world of children and parents.

**Other materials:**

None

# Important Academic Dates

UTPB Academic Calendar

# General Information

Texas has declared education is to be learner-centered. As a part of that process each individual and individual needs are to be considered in all learning environments. The Educational Leadership Program is a learning environment in Texas. Consequently, individuals and their needs will be recognized and addressed by the instructor. More importantly this means that individuals need to accept responsibility for their own learning with the learning environment, the program, and the University.

I accept and seek to apply and practice this view. But that is not the end. Accepting and seeking to practice this view of adult learners places a responsibility on the adult learner to become and seek to behave as an adult learner. The expected characteristics of an adult learner are:

• to be able
• to be friendly
• to be worthy
• to be internally motivated
• to be dependable
• to be helpful

So as you proceed through the Superintendent Certification program, remember we seek to address individual needs as teachers do in the classroom. There is a great deal of diversity and individual uniqueness observable throughout the program. To assume everyone will march to the same drummer and fit one model denies the vision Texas is seeking to pursue. There is commonality of expectations in the program. Texas has established standards and proficiencies for superintendents, which are requisite attainments for certification. But the trip does not have to be exactly the same for all. Schools differ, communities differ, needs differ, and each of you work in a different environment with K-12 education as the umbrella. The vision will not change, the trip for

all of you will have commonalties, and each of you in your own uniqueness will fill in your own map of learning as you each fill in your trip ticket to the superintendent certification.

**Please Consider:** As you prepare for this class, and other classes in the program, remember that your readings and previous learning should be incorporated in your assignments and sharing with others. For example as you discuss a vision, what have you read about vision and what do others say about vision, and what readings about vision and its use have affected you. To leave learning behind seems to say it has not become a part of you. As you go through the process of becoming an educational leader, your perceptions should be expanding and your new learning should become a part of who you are and the leader you want to become. Do not leave your learning in the dark. Bring them, share them, examine them, and grow with them. Educational leadership is not stagnant, and the struggle to make it meaningful is and will be infinite.

**Active Participant:** Superintendents need to be active listeners and active participants. You need to actively participate in the Discussions Board communicating, and dialoging with your colleagues. You need to offer reflective responses to the writings of others, along with criticisms, and begin to offer your own professional positions on issues.

You will be assessed on the following:

• clearly articulated/written ideas and beliefs;
• use listening skills, even though you are reading you can listen to the writing of others;
• sending and receiving professional feedback;
• communication with all members of the learning community.


**\*NOTE: I will periodically spot check your participation in the Discussions Board. Non-participation will negatively affect your final grade.**

# Course Overview

The course is divided into 4 modules. You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web.

## Internship

Each superintendent certification course has field experiences built into the assignments. Please have your superintendent complete the *Immediate Supervisors Acceptance Form* (you will need Adobe Reader) and upload this signed form to the Canvas shell

One copy of this form for each course in the program is required to be on file.

**Module Assignments (Modules 1 - 4)**

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module.

> Module 1 – Students will explore the board/superintendent relationship and define board/superintendent roles and establishing mutual expectations. Identify emerging issues and trends affecting public education and their direct impact on the board/superintendent relations.

> Module 2 – Students will identify and understand working effectively with board members in varied contexts, including problem-solving and decision-making contexts. Learn how to identify, understand and manage internal and external conflicts on the school board

> Module 3 – Students will identify the strategic planning process, including development of mission and vision statements, and the various roles of school board members in the process; and develop a strategic plan for their district.

> Module 4 – Students will identify and analyze to political, economic, and social factors affecting students and education, and the board superintendent relationship.

**Discussion Board** -- Discussion Board will primarily be used for discussing course content related topics and issues. There will be 6 discussion topics for the semester. Each discussion topic is worth 10 points.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking

and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

**Final Project** - Capstone module for the entire course. Superintendent candidates will be able to apply learning objectives and knowledge gleaned in course activities, writings, discussions and readings to articulate, develop and propose new school policies to school board members. Students will present this in an electronic format, i.e., PowerPoint presentation.

The final project will require meeting and working with your site supervisor (Superintendent or Assistant Superintendent) several times throughout the semester, be sure to plan accordingly.

## Grading:

| Course Activity | Points |
|---|---|
| Assignment 1 | 25 |
| Assignment 2 | 25 |
| Assignment 3 | 25 |
| Assignment 4 | 25 |
| Assignment 5 | 25 |
| Assignment 6 | 25 |
| Assignment 7 | 25 |
| Assignment 8 | 25 |
| Discussion Board 1 | 10 |
| Discussion Board 2 | 10 |
| Discussion Board 3 | 10 |
| Discussion Board 4 | 10 |
| Discussion Board 5 | 10 |
| Discussion Board 6 | 10 |
| Final Project | 100 |
| **Total** | **360** |

## Grading Scale:

| Grade Range | Letter Grade |
|---|---|
| 334 - 360 | A |
| 302 - 333 | B |
| 270 - 301 | C |
| Less than 270 | F |

*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

## Communication, Grading & Feedback:

The professor will respond to all email inquiries within 48 hours. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students. In case of emergencies you may contact the UTPB School of Education at 432.552.2120. This syllabus is subject to change, please check back periodically.

All the course activities will be graded one week after the set due date. You can check your grades by going to Grades. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

## Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

# Policies

## Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.

- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

## Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

## Make-Up/Late Submission Policy

*Describe make-up and late policy. (Example: All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.)*

## Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for

the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:  Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

## Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

NOTE: For summer classes students are expected to log in every day.

## Tracking

Learning management systems have tracking features.  Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

## Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

## Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

## Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

> **ADA Officer for Students:** Mr. Paul Leverington
> **Address:** Mesa Building 4243/4901 E. University, Odessa, Texas 79762
> **Voice Telephone:** 432-552-4696
>
> **Email:** ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

# Computer Skills, Technical & Software Requirements

Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

## Computer Technical Requirements

See Technical Requirements.

## Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

This course satisfies the second method of student authentication by asynchronous photo identification using an approved photo ID*.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

# Preparation for Emergencies

## Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

## Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

## Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

# End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available.  You may follow the link in the email to complete the survey using the same credentials to access your courses here.  When entering the emailed Survey link you will see a list of surveys for you to complete.  Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

# Student Support Services

| SERVICE | CONTACT |
| --- | --- |
| ADA Accommodation/Support | Testing Services & Academic Accommodations Department (432) 552-4696 |
| Advising | UTPB E-Advisor (432) 552-2661 UTPB Academic Advising Center |
| Bookstore | UTPB Campus Bookstore (432) 552-0220 |
| Email, Outlook 365, my.utpb.edu | Information Resources Division (IRD) |
| Financial Aid and Scholarship | UTPB Financial Aid (432) 552-2620 |
| Library | The J. Conrad Dunagan Library Online at (432) 552-2370 |

| SERVICE | CONTACT |
|---|---|
| Registrar | [UTPB Registrar](#) <br> (432) 552-2635 |
| Student Services | [Dean of Students](#) <br> (432) 552-2600 |
| Technical Support | [Canvas](#) <br> 1-866-437-0867 |
| Tutoring & Learning Resources | If you are taking courses through UTPB the following links provide services: [Smarthinking Online Tutoring](#) (provides tutoring services), [SmarterMeasure](#) (measures learner readiness for online course). |

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

# Schedule

| DATE | Assignments/Activities/Topics | Due Date |
|---|---|---|
| MODULE 1: Super-intendent and Board Relations May 26 - 31 | **A. Module Objectives**<br>Superintendent candidate will be able to understand the board/superintendent relationship and define board/superintendent roles and establishing mutual expectations and will have a better operational knowledge of how to do the following:<br>1. Awareness of emerging issues and trends affecting public education and their direct impact on the board/superintendent relations.<br>2. Encourage and model innovative thinking and risk taking and view problems as learning opportunities.<br>**B. Preparation**<br>Read: Chapter 1 – Effective Superintendent – School Board Practices; Chapter 1 – The Board Savvy Superintendent<br>Visit and review the following website:<br>http://www.ecs.org/clearinghouse/41/26/4126.pdf<br><br>http://schoolboardnews.nsba.org/2012/04/relationships-as-important-as-data-to-board-members/<br>http://www.aasa.org/content.aspx?id=15188<br>**C. Activities**<br>Assignment - Interview your Superintendent, focusing on his/her perceptions of their role in establishing relationships with board members. Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers.<br>Assignment - Interview a minimum of four board members, focusing on their perception of the reasons they vote on the different areas that are dealt with in the board meetings. During the interviews with the board members, focus on personnel, curriculum issues and finance decisions. Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers.<br>**D. Assessment**<br>Assessment will be based on submission of the two interview papers and participation in the discussion board.<br>**Superintendent Interview Paper - 25 points**<br>**Board Member Interview Paper - 25 Points**<br>**Discussion Board - 10 Points** | May 31 |
| MODULE 2: Working | **A. Module Objectives**<br>Superintendent candidates will be able to identify and understand | June 7 |

| | | |
|---|---|---|
| with School Boards<br>June 1 – 7 | working effectively with board members in varied contexts, including problem-solving and decision-making contexts.<br>Superintendent candidates will be able to identify and understand and manage internal and external conflicts on the school board<br>**B. Preparation:**<br>Read: Chapter 2 – Effective Superintendent – School Board Practices; Chapter 2 – The Board Savvy Superintendent<br>Chapter 4 – Effective Superintendent – School Board Practices; Chapter 4 – The Board Saavy Superintendent<br>Visit and review the following websites:<br>https://www.oag.state.tx.us/AG_Publications/pdfs/openmeeting_hb.pdf<br><br>http://www.youtube.com/watch?v=UJOZAco2uIU<br>http://www.youtube.com/watch?v=0oZT-s179u8&feature=related<br>**C. Activities**<br>Assignment – Attend a minimum of two school board meetings in your district (it would be helpful for you to attend some meetings in nearby districts as well). Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers. In addition to posting this on the assignments page, post your response on the discussion board and reflect on the postings of at least two other classmates.<br>Assignment – Working with your site supervisor (Superintendent or Assistant Superintendent) discuss the process of preparing an agenda for a board meeting and preparing for the meeting itself. Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers. In addition to posting this on the assignments page, post your response on the discussion board and reflect on the postings of at least two other classmates<br>**D. Assessment**<br>Assessment will be based on submission of the two interview papers and participation in the discussion board.<br>School Board Attendance Paper - 25 points<br>Preparing an Agenda Paper - 25 Points<br>Discussion Board - 10 Points | |
| Module 3: Strategic Planning<br>June 8 - 14 | **A. Module Objectives**<br>Superintendent candidates will be able to identify and understand the strategic planning process, including development of mission and vision statements, and the various roles of school board members in the process.<br>At the completion of this module, the superintendent candidate will | June 14 |

have a better operational knowledge of how to do the following:

1. Communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
2. Work with the board of trustees to define mutual expectations.
3. Facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
4. Analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
5. Apply procedures for effective budget planning and management.
6. Acquire, allocate and manage resources according to district vision and priorities.
7. Apply pertinent legal concepts, regulations, and codes.
8. Implement processes for gathering, analyzing, and using data for informed decision making.
9. Use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
10. Analyze and manage internal political systems to benefit the education organization.

## B. Preparation

Read:  Chapter 3 – Effective Superintendent – School Board Practices; Chapter 3 – The Board Savvy Superintendent

Visit and review the following websites:

http://archive.austinisd.org/inside/initiatives/strategic_plan/powerofus/docs/strategic_plan_2010_2015.pdf

http://www2.houstonisd.org/HISDConnectEnglish/Images/PDF/StrategicDirection_Phase-II.pdf

## C. Activities

Assignment – Locate a copy of your districts' strategic plan. Review this plan with your Superintendent or Assistant/Associate Superintendent and discuss how the board was involved in the process, including timelines, evaluating and revising to the plan. Be sure to inquire how the strategic plan involves decisions about budgeting, personnel, curriculum and facilities. Submit a 2 – 4 page paper, typed and double-spaced, outlining your reflections. Be sure to be complete and thorough in your answers.

Assignment – After reading Chapter 2 in the Superintendent Leadership book, review and respond to the 6 questions on page 23. Be sure to be complete and thorough in your answers.

## D. Assessment

Assessment will be based on submission of the two papers and participation in the discussion board.

| | Strategic Interview Paper - 25 points<br>Answers to 6 Questions Paper - 25 Points<br>Discussion Board - 10 Points | |
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| Module 4:<br>Political,<br>Economic<br>and Social<br>Considerati<br>ons<br>June 15 –<br>21 | A. Module Objectives<br>Superintendent candidates will be able to identify and analyze to political, economic, and social factors affecting students and education, and the board superintendent relationship.<br>At the completion of this module, the superintendent candidate will have a better operational knowledge of how to do the following:<br>1. Analyze and respond to political, economic, and social factors affecting students and education, and the board superintendent relationship.<br>2. Provide leadership in defining superintendent-board roles and establishing mutual expectations.<br>3. Communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.<br>4. Work with the board or trustees to define mutual expectations, policies, and standards.<br>5. Access and work with local political systems and organizations to elicit input on critical educational issues.<br><br>**B. Preparation**<br>Read:  Chapter 5 – Effective Superintendent – School Board Practices; Review the Resources at the end of the Effective Superintendent – School Board Practices<br>Jan Murdock's final chapter of her dissertation *School Boards of Texas, a study,* which you can find in the "Resources" button on the left.<br>Visit and review the following website:<br>http://www.texes.ets.org/assets/pdf/testprep_manuals/064_superintendent_55069_web.pdf<br>http://www.districtadministration.com/viewarticle.aspx?articleid=1431<br>**C. Activities**<br>Assignment – Conduct a final interview with your site supervisor and reflect on both the positive and negative aspects of building relationships with school board members. Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers.<br>Assignment – Reflect back upon all the learning activities in this course and submit a final report on what effective methods a superintendent should employ in meeting the needs of stakeholders in the school district. Submit a 2 – 4 page paper, typed and double spaced, outlining your reflections. Be sure to be complete and thorough in your answers.<br>**D. Assessment** | June 21 |

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| | Assessment will be based on submission of the two interview papers and participation in the discussion board.<br><br>Final Interview Paper - 25 points<br>Stakeholder Paper - 25 Points<br>Discussion Board - 10 Points | |
| Module 5: Final Project June 22 - 28 | **A. Module Objectives**<br>This module is a capstone module for the entire course.  Superintendent candidates will be able to apply learning objectives and knowledge gleaned in course activities, writings, discussions and readings to articulate, develop and present school policies to school board members.<br>**B. Preparation**<br>The final project will require meeting and working with your site supervis[...]  School board policy topics are listed within a standardized alphabetical s[...]  designation, as well as a Local designation. Be sure to review and discuss [...]  Additionally, you should have spent considerable time with your site sup[...]  incorporated at board meetings.<br>**C. Activities**<br>Working with your site supervisor, choose two Legal policies from each topic area, A- F for analysis. After analyzing these policies, develop a companion Local policy that would reflect the uniqueness, spirit, mission, and/or vision of your district. If the Legal policies you choose already have a Local option, expand on what has already been adopted.<br>The culmination of this assignment should be a 15 – 20 slide PowerPoint presentation, identifying the Legal Policies and accompanying Local Policy changes that you would recommend, as well as the process involved in those recommendations at a school board meeting.<br>**D. Assessment**<br>Assessment will be based on Powerpoint, Internship Log, and participation in the two discussion boards.<br><br>Final Project PowerPoint - 50 points<br>Module V Discussion  - 10 Points<br>Final Discussion  - 10 Points<br>Internship Log – 50 Points | June 28 |