STEPHEN F. AUSTIN STATE UNIVERSITY
Department of Secondary Education and Educational Leadership

COURSE SYLLABUS
AED 511 Overview of the Superintendency
Spring 2020

Instructor: Dr. Irene Garza
Cell Phone: (830) 305-1415
Email: garzai1@d2l.sfasu.edu

Course Time & Location: Online
Office Hours: Tuesday, 10-12
Credits: 3

You may expect responses to phone calls and emails within 24-49 hours.

The James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu/about-us/

Prerequisites: Admission into the Superintendent program

I. Course Description:
AED 511 – The preparation and qualifications of the successful school administrator and the duties, responsibilities, and problems of the school superintendent. Prerequisite is admission into the superintendent program. The Community Relations Plan is an accreditation assignment in this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
College of Education: VISION
The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

College of Education: MISSION
The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
To accomplish this mission, the goals of the College of Education are to:
- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
• Maintain resources and facilities that allow each program to meet its expected outcomes
• Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
• Engage in outreach services
  o To address specific needs in the broader community,
  o To enhance student learning,
  o To instill commitment to service, and
  o To promote the reputation of the University, and to
• Conduct research to advance knowledge and to contribute to the common good.

College of Education: VALUES
In the College of Education at Stephen F. Austin State University, we value and are committed to:
  • Academic excellence through critical, reflective, and creative thinking
  • Life-long learning
  • Collaboration and shared decision-making
  • Openness to new ideas, to culturally diverse people, and to innovation and change
  • Integrity, responsibility, diligence, and ethical behavior, and
  • Service that enriches the community.

Course Rationale:
Recent publications concerning the American school superintendency have noted that school superintendents hold some of the most challenging, yet satisfying, positions in American public schools. Well trained, highly qualified leaders are crucial for providing the climate and conditions needed for realizing human potential. This course will provide insight into the nature of the superintendency, both practical and theoretical, and help develop the knowledge and skills needed in such positions.

Program and Student Learning Outcomes:
The student will demonstrate the ability for the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community in a Community Relations Plan with 100% scoring a 2 or a 3 on the vision section of the rubric.
The student will collaborate with the community by presenting knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources with 100% scoring a 2 or 3 on the collaboration section of the rubric.
The student will demonstrate knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context with 100% scoring a 2 or 3 on the larger political context section of the rubric.

Assessment Method:
Embedded course assignment: Student must identify ways to strengthen a school partnership with families and community agencies through a written community relations plan. The intent of the project is to assist you in exploring connections with the partnerships to have a positive advocacy for
The students. The contextual based strategies for effective understanding of a district and a community relations plan are determined after a careful analysis of a district. This analysis includes a clear description of the unique aspects of the district such as size, location, ethnicity, socio-economic status, and staff experience. Then this information is utilized to design a plan. The connection to the facilitation of a district vision must be evident in the plan. There also must be evidence of connections to the larger political, social, economic, legal and cultural context.

The student will identify ways to strengthen a schools’ partnership with families and community agencies through a written community relations plan. The intent of the project is to assist students in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan are a careful analysis of the district.

**Criterion:** The criteria for success is a score of a 2 or a 3 on the rubric.

**Student Learning Outcomes:**
Upon completion of this course, the student will be able to:

- Examine the superintendent as a role model who promotes ethical principles and integrity in a collaborative, supportive work environment that will create leadership teams with focus on educational improvement.
- Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs.
- Demonstrate an understanding of curriculums and instructional programs, assessment, and professional development aimed at improving student achievement with corresponding job analysis, supervisory procedures, and performance appraisal.
- Develop an understanding of the superintendent’s role as a visionary leader who facilitates successful superintendent-school board relations.
- Demonstrate and apply knowledge of legal issues, policy development and implementation, and general characteristics of internal and external political systems.
- Develop a community relations plan that includes an analysis of a district, development and connection of vision and mission, ways to strengthen collaboration with families and community, and ways to influence the larger political context.

**SBEC and ELCC Goals:**
1. Examine the superintendent as a role model who promotes ethical principles and integrity in a collaborative, supportive work environment that will create leadership teams with focus on educational improvement to ensure the success of all students. (SBEC 1, ELCC 5.1, ELCC 5.2, ELCC 5.3)
2. Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs and is supported by the educational community. (SBEC 2, ELCC 1.1, ELCC 1.2, ELCC 1.3, ELCC 1.4, ELCC 1.5, ELCC 2.1, ELCC 4.1)
3. Demonstrate knowledge of communication skills to collaborate with community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students. (SBEC 3, ELCC 4.1, ELCC 4.2, ELCC 4.3)
4. Demonstrate knowledge 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. (SBEC 4, ELCC 6.1, ELCC 6.2, ELCC 6.3)

5. Demonstrate facilitation in planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum resources and assessment; and promote the use of varied assessments to measure student performance. (SBEC 5, ELCC 2.2, ELCC 2.3)

6. Demonstrate how to advocate, nurture and sustain instructional programs and a district culture that are conducive to student learning and staff professional growth. (SBEC 6, ELCC 2.4)

7. Demonstrate how to implement a staff evaluation and development systems to improve the performance of all staff members and select appropriate models for supervision and staff development. (SBEC 7, ELCC 2.4, ELCC 3.1, ELCC 3.3)

8. Demonstrate knowledge of effective leadership and management principles in relation to district budgeting, personnel, resources utilization, financial management, and technology use. (SBEC 8, ELCC 3.1, ELCC 3.2, ELCC 3.3)

9. Demonstrate leadership and management principles in relation to the district’s physical plant and support systems to ensure a safe and effective learning environment. (SPEC 9, ELCC 3.2)

10. Demonstrate organizational, decision making, and problem solving skills to facilitate positive change in varied contexts. (SBEC 10, ELCC 7.3)

Texas SBEC Competencies

DOMAIN I – LEADERSHIP OF 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.

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology

Students are expected to complete all assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Type</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you?</td>
<td>10</td>
<td>Discussion</td>
<td>1.19.2020</td>
</tr>
<tr>
<td>Student Information</td>
<td>--</td>
<td>DB</td>
<td>1.19.2020</td>
</tr>
<tr>
<td>Hoyle: Chapter One discussion</td>
<td>10</td>
<td>Discussion</td>
<td>1.26.2020</td>
</tr>
<tr>
<td>Hoyle: Chapter Two comparison</td>
<td>10</td>
<td>Discussion</td>
<td>2.02.2020</td>
</tr>
<tr>
<td>Compare two board packets</td>
<td>20</td>
<td>DB</td>
<td>2.09.2020</td>
</tr>
<tr>
<td>Board Meeting Observation</td>
<td>40</td>
<td>DB</td>
<td>2.23.2020</td>
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<tr>
<td><strong>Community Relations Plan</strong></td>
<td><strong>100</strong></td>
<td><strong>DB</strong></td>
<td><strong>3.22.2020</strong></td>
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<tr>
<td>Mission Statements</td>
<td>10</td>
<td>Discussion</td>
<td>3.29.2020</td>
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<tr>
<td>How your district uses curriculum guide</td>
<td>30</td>
<td>DB</td>
<td>4.12.2020</td>
</tr>
<tr>
<td>Colin Powell lesson</td>
<td>10</td>
<td>Discussion</td>
<td>4.19.2020</td>
</tr>
<tr>
<td>Summary of 3 HR articles</td>
<td>10</td>
<td>Discussion</td>
<td>4.19.2020</td>
</tr>
<tr>
<td>Ensuring staff understands diversity/cultural issues</td>
<td>40</td>
<td>DB</td>
<td>4.26.2020</td>
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<tr>
<td>Website on Ethics</td>
<td>10</td>
<td>Discussion</td>
<td>5.01.2020</td>
</tr>
</tbody>
</table>

**New Directions for CEO Module:**

1. Read chapter 1 of Hoyle textbook and summarize in one paragraph on discussion board. Respond to other postings.

**Leadership and Organizational Culture Module:**
1. Read chapter 2 of Hoyle textbook and summarize in one paragraph on discussion board. Respond to other postings.

**Power Module:**
1. Attend one school board meeting and observe the role the Superintendent plays at that meeting. Obtain copies of any written reports the Superintendent may make at this meeting. Share your observations of the Superintendent’s role at the board meeting with the class via discussion board and submit a one or two page report of your observations and reflections to your professor. (If you are unable to attend a board meeting, observe the streamlined board meeting on Humble ISD website.
2. Compare 2 different board packets from two different schools and identify similarities and differences

**Communication Module**
1. Community Relations Plan
Identify ways to strengthen a school’s partnership with families and community agencies. The intent of the project is the assist you in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan is determined after careful analysis of a district. This analysis should include a clear description of unique aspects of the district such as size, location, ethnicity, socio-economic status, staff experience. Then this information should be utilized to establish a plan. This is a major assignment for the course and should be at least 10 pages. *Additionally, this assignment needs to be uploaded in Livetext/Watermark.*

**Management of Organization Module**
1. Compare mission statements from two different school districts and post on discussion board.

**Curriculum Planning and Development Module**
1. Share how your district uses a curriculum guide

**Values and Ethics Module**
1. List ways you would ensure your staff is sensitive to cultural issues.
2. Summarize one project from websites from the list in the lesson. List or state on discussion board.

**Participation in classroom participation/ reflections**

Course Topics: The major topics that will be addressed in AED 511 are:
- Ethics
- Vision/Strategic planning
- Community Relations
- School board relationships
- Curriculum alignment, assessment, student performance
- Instructional programs
- Human relations
• Financial systems
• Support systems management
• Organizational decision-making

AED 511 – Overview of the Superintendency (3 credits; fully online) spans a complete semester. The course contains extensive written content that includes the same information students in a face-to-face traditional class would receive. Students are required to devote at least three hours per week to engagement in the online modules and assignments. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read other literature as assigned, complete assessments over the course content, and complete multiple writing assignments that evaluate their ability to think within theoretical parameters, interpret primary sources, and evaluate data. For every hour a student spends engaging with the content, he/she should spend at least two hours completing associated activities and assessments.

Attendance, Participation, and Completion of Course Evaluation: (Required)

IV. Evaluation and Assessments (Grading):

It is understood as educational professionals, all graduate students are expected to participate fully in the discussion board and emails. There is a rubric for the Community Plan that is available on Livetext/Watermark as well as in the introduction module. The Community Relation Plan is also a SPA/CAEP accreditation assessment assignment.

Submission of the Community Relations Plan to Livetext/Watermark is a requirement for a final grade and credit for completion of the course.

V. Tentative Course Outline/Calendar

The following modules are

New Directions for CEO Module:
Leadership and Organizational Culture Module:
Power Module:
Communication Module
Management of Organization Module
Curriculum Planning and Development Module
Instructional Management Module
Human Resource Management Module
Values and Ethics Module

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Recommended:

Livetext/Watermark Statements:
This course uses the Livetext/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing Livetext/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your Livetext/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Livetext/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your Livetext/Watermark account, call ext. 1267 or e-mail SFALiveText@jacks.sfasu.edu. Once Livetext/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail livetext@jacks.sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Livetext/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.