EDAD 6391: The Superintendency  
Fall 2014

Instructor Information
Instructor: Casey Graham Brown, Ph.D.   Email: cgbrown@uta.edu  
Office: Trimble Hall 104A   Phone: 817-272-5166  
Office Hours: By appointment  
Faculty Profile: [https://www.uta.edu/mentis/public/#profile/profile/view/id/12579](https://www.uta.edu/mentis/public/#profile/profile/view/id/12579)

Course Information
Section Information: EDAD 6391.005
Course Time and Location: This course is fully online.

Description of Course Content
This course introduces candidates to the many facets of the superintendency with a focus on the challenges facing the superintendent today. Topics include: exercising collaborative leadership, developing a strong organizational culture, dealing with the politics of education, building strong superintendent-board relations, managing the problems of school reform, and planning. Instruction is problem-oriented and includes field-based experiences.

Student Learning Outcomes
Students will become familiar with national and state standards for superintendent certification.

Textbooks and Materials

Major Assignments
Activity 1: Discussion board responses. Respond to discussion prompts for each chapter related to the assigned readings from *The Superintendent as CEO*. Your comments should be based on reflection on the case study/scenario, application of the theory/practice content from the chapter, and infusion of your own professional experience. Your comments must be thoughtful, original, and thorough. The discussion threads are due weekly.

Activity 2: Unit quizzes. You will take a total of six (6) unit quizzes related to the assigned readings for that unit. The quizzes are due at the conclusion of each unit.
Activity 3: Article Paper
You will read “Creating a New Vision for Public Education in Texas.” The document contains six articles. You will write a paper answering the following questions for each article. The paper should be eight double-spaced pages in length with 12-point font. The article paper is due at the end of Week 4. The questions to answer for each article are:
If we embraced this PRINCIPLE and its SUPPORTING PREMISES:
- What changes might we expect to see:
  - In students?
  - In the environment in which teachers and students work?
  - In the focus of our actions?
- What new capacities will we need and how will we develop them?
- How would embracing this PRINCIPLE impact our beliefs, bring greater clarity to our sense of direction and what we want to be like five years from now?

Include in your response evidence that you:
- understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.
- understand and can evaluate district progress and revise district plans supported by district stakeholders.
- understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
- understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.
- understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
- understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
- understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
- understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Activity 4: Board meeting review. Attend a school board meeting in a district in which you do not currently work. Obtain as many public documents pertaining to the meeting as allowed. Observe the role of the board president, board officers, board members, superintendent, other administrators, and other individuals involved with the meeting. Write a review summarizing and analyzing the meeting. The most significant portion of the report must be your analysis. I also want to know your learning (take away) from this activity. The review should five double-spaced pages in length with 12-point font. The Board Meeting Review is due at the end of Week 8.

Activity 5: Superintendent leadership framework and self-assessment. Develop a beginning Leadership Framework for the Superintendency. The framework will include, but not be limited to, the following: 1) a set of guiding principles by which you will carry out your work, 2) a set of Action Strategies for the first 100 days on the job; 3) an assessment of your readiness to carry out your 100-day plan, and your level of preparation on each of the major roles and responsibilities
of the superintendency; and 4) a set of personal goals to address any gaps in your readiness as described in your readiness assessment. The Superintendent Leadership Framework and Self-Assessment should be eight double-spaced pages in length with 12-point font. The Superintendent Leadership Framework and Self-Assessment is due at the end of Week 7.

**Activity 6: Superintendent interview.** Candidates will interview a superintendent, preferably the district where you conducted your Board Review. Information gathered through the interview should be written up in a question/answer format using summary paraphrasing and key quotes as the writer sees fit to capture the essence of the interview. The interview write up should be five double-spaced pages in length with 12-point font. The Superintendent Interview is due at the end of Week 8.

**Expectations**
Orally and in writing, professional educators are expected to express themselves capably. All materials for the course should be carefully prepared, processed, and proofread following APA style. Proofread and edit your work. Significant grammatical, mechanical, and format (APA) errors distract from content. Students are encouraged to keep a copy of each assignment submitted. Make sure your name is on every paper submitted. Use Times New Roman, 12-point font for all written work. Save documents/files with your last name first in the file name.

**Assessments for Learning**
Student grades will be determined as follow:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Threads</td>
<td>60</td>
</tr>
<tr>
<td>Unit Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Article Papers</td>
<td>20</td>
</tr>
<tr>
<td>Board Meeting Review</td>
<td>20</td>
</tr>
<tr>
<td>Superintendent Framework</td>
<td>20</td>
</tr>
<tr>
<td>Superintendent Interview</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**Grading Rubric for Written Assignments**

<table>
<thead>
<tr>
<th>Category</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Needs Improvement. Failed to submit or does not meet the requirements of the assignment.</td>
<td>Content meets most of the requirements of the assignment and is good quality work.</td>
<td>*Content meets all of the requirements of the assignment and is high quality work. *Demonstrates thoughtful application of course content. *Student refers to course readings/course content and appropriately cites sources.</td>
</tr>
<tr>
<td>0-15 points</td>
<td>0-5 points</td>
<td>5-7 points</td>
<td>10-15 points</td>
</tr>
<tr>
<td><strong>Spelling, Grammar Punctuation APA Format</strong></td>
<td>Needs Improvement. Multiple errors distract from content.</td>
<td>Satisfactory. Minimal errors are evident but do not distract from the content.</td>
<td>Excellent. Few or no significant errors.</td>
</tr>
<tr>
<td>0-5 points</td>
<td>0-2 points</td>
<td>3 points</td>
<td>4-5 points</td>
</tr>
</tbody>
</table>
Grading Rubric for Discussion Responses

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Maximum = 8 points</strong></td>
<td>Failed to post, does not respond to the prompt thoughtfully or does not demonstrate understanding of the topic/content.</td>
<td>Thoughtful response to the prompt. Student clearly has engaged with the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple mechanical errors. 0-6 points</td>
<td>Minimal spelling, grammar or mechanical errors.</td>
<td>*Content meets all of the requirements of the assignment and is high quality work. *Thoughtful application of course content. *Student refers to course readings/course content and appropriately cites sources. Minimal spelling, grammar or mechanical errors.</td>
</tr>
<tr>
<td><strong>Responds to at least 2 other students 2 points</strong></td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not post responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>6-7 points</td>
<td>7-8 points</td>
</tr>
</tbody>
</table>

**Attendance**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, you are required to completed readings and assignments on time. This class does not meet for any scheduled synchronous sessions. Work must be completed/submitted by the day and time specified for credit. Schedule regular time every week to do your coursework so you do not fall behind.

**Grading**

A = 90-100% of points  
B = 80-89% of points  
C = 70-79% of points  
D = 60-69% of points  
F = 59% or less of points

All discussion and assignments are due each week by Saturday night, which means you cannot wait until Saturday to start. Late assignments will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% for each day past the submission due date. Please do not wait until the last minute to submit your assignment because online systems can sometimes do crazy things at inopportune times. Email your instructor if you have a problem completing.
Because this is an 8-week course you will find that you need an average of 8-15 hours a week to complete the work. Most students have said that it works best to get started on Sunday or Monday and to schedule regular weekly times to work on the course(s). If we were in a face-to-face class, you would be spending time at least one night driving, parking, and attending class. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Drop Policy**
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaofao/).

**Americans with Disabilities Act**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX**
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**Academic Integrity**
Students enrolled in all UTA courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are
not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**The English Writing Center**
The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays, and noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com). Face-to-face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Quick hits.** A Writing Center consultant is available in the Writer's Studio, 413B, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays noon-3:45 p.m., Wednesdays noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to the Facebook page during these periods at [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington). QH Consultants will not make corrections, but will point clients to the answers.

**Workshops.** The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](http://www.uta.edu/owl).

**Classroom visits.** Faculty can request 20-minute classroom visits in which one of our consultants will explain Writing Center services and will show students how to register, make appointments, find information on workshops, and use our other online resources. Please register and complete an appointment form and include classroom, number of students, and any specific concerns in the additional information box.

**Graduate students.** Graduate tutors are designated with GRADS on our scheduler and are available only to graduate students in face-to-face appointments. Consultants will discuss further options for reading long material after an initial consultation. Graduate students can also make online appointments with non-GRAD consultants, but will not have access to further graduate options during these sessions.

**Faculty services.** Writing Center executive staff will work with faculty to develop supplemental support through course-specific workshops for graduate and undergraduate students. The Writing Center also offers drafting, revising, editing and proofing services to faculty members. Specific guidelines for these services are available online at [www.uta.edu/owl](http://www.uta.edu/owl) at the beginning of the semester.
University Mission
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values and Conceptual Framework
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following core values as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. *Partners for the Future* serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Course Topics
Module 1/Week 1: Superintendent Intro.
Module 2/Week 2: Governance
Module 3/Week 3: Communication
Module 4/Weeks 4 and 5: Organization Culture
Module 5/Weeks 6 and 7: Curriculum Introduction
Module 6/Week 8: People

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown
## List of Assignments and Point Values

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Unit 1 DB</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2 DB</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3 DB</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4 DB</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Unit 5 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Unit 5 DB</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Unit 6 Quiz</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Unit 6 DB</td>
<td>10</td>
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<tr>
<td></td>
<td>Week 4 Article Paper (Due end of Week 4)</td>
<td>20</td>
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<tr>
<td></td>
<td>Week 5 Board Meeting Review (Due end of Week 8)</td>
<td>20</td>
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<tr>
<td></td>
<td>Week 7 Leadership Framework and Self-Assessment (Due end of Week 7)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Week 8 Superintendent Interview (Due end of Week 8)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

### Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.