



EDAD 5088

Special Topics: Learner-Centered Leadership for the Superintendent Spring 2018

EDAD 5088 is a required course for SUPERINTENDENTS CERTIFICATION PROGRAM

College of Education, Department of EDUCATIONAL LEADERSHIP

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OFFICE HOURS: Wednesdays, 10:00 am to 2:00 pm or by appointment

Class Format: ONLINE

Class day and time: AS SCHEDULED ONLINE

Class location: SHSU ONLINE

Course Description: An advanced course of a variety of topics related to instructional leadership for the superintendent focused on learner-centered leadership of school district culture for learning, focusing on special programs, communication, accountability, strategic planning, and district instructional organization.

REQUIRED WEBSITES, ACCOUNTS AND TEXTBOOK:

TK20 Account

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.

<https://tk20.shsu.edu/>

TEXTBOOK

DuFour, R. & Marzano, R. J. (2011). *Leaders of learning: How district, school and classroom leaders improve student achievement*. Solution Tree Press: Bloomington, IN.

A Webcam will be required on your laptop or computer due to occasional WebEx meetings throughout the semester.

Course Objectives: The following objectives will be met during this course:

1. To develop an understanding of how to establish and support a school district culture that promotes learning for all students, high expectations, and academic rigor.

2. To examine the processes for improving curriculum and learning systems, collaborative processes for systematic assessment, and effective coordination of instructional programs.
3. To be able to understand how to develop a learning organization that supports instructional improvement and best practice supported by the planning process.
4. To understand and apply methods for assessing equity and adequacy in instructional programs district-wide, including resources.
5. To develop the ability to establish and facilitate comprehensive communications for building faculty, staff and other district employees; to lend voice and guidance on district needs, within the planning process.

Additional course/program objective references:

Texas Administrative Code. Standards Required for Superintendent Certification

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=242&rl=15](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=242&rl=15)

TExES preparation manual. Superintendent competencies.

http://cms.texas-ets.org/files/4613/7218/4648/superintendent_195.pdf

Council for Accreditation of Educator Preparation (CAEP). Accreditation standards.

caepnet.org

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building knowledge base.

Important:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

Course/Instructor Requirements: Course eligibility requires acceptance into the superintendent certification program

Course Outline

Assignments

Module 1	District Planning Process
Module 2	Learner Centered Culture
Module 3	Accountability and Assessment Perspectives
Module 4	Instructional Leadership
Module 5	Equitable Learning Organizations

Reading Discussions, Assignments and Class Engagement and Participation 40%: Each student is expected to complete the module assignments and thoughtfully participate in the class



discussions by tightly connecting the topic, readings and course materials to the assignments. Class discussions will be weekly and each student is expected to engage the activity at a graduate level also appropriate for a senior school district administrator. All assignments will be turned into Blackboard. You may also be required to upload some of these activities into TK-20 as part of your portfolio.

Webex Discussions on Zoom 20%: The scheduled webex discussion meetings will cover readings and will substantially contribute to the learning of the material in class. Attendance is mandatory.

Mid-Term Examination 20%: The mid-term examination will cover the PowerPoints, discussions, reading and experiences over the first half of the semester (Modules 1-3). This exam will be taken on Blackboard.

Final Examination 20%: The final exam will cover discussions, reading and experiences over the second half of the semester (Modules 4-5). This exam will be taken on Blackboard.

Grades

The following scale will be used for grading: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

Assignment Schedule (Please always refer to Blackboard for up-to-date instructions for assignment schedule)

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: This is an online course.
 - Technology during exams: This is an online course.
 - Technology in emergencies: This is an online course.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Expectations for attendance and timeliness are the same for this course as you would expect for your students and teachers as a professional educator.

Course Expectations

Online assignments and Zoom webex discussions/presentations should be well thought out,



punctual, excellently prepared, and presented in a professional manner.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Assignment Chart (see Blackboard for details on assignments)

Dates	Readings to be Completed for Assignments	Class Online Assignments and Discussion Boards (See Blackboard for full details)
Module #1 – The District Improvement Planning Process		
January 17 – January 31	District Policy Manual A New Vision for Texas Public Schools District Improvement Plan DuFour/Marzano – Chapters 1 & 2	<ul style="list-style-type: none"> • Review Syllabus • Discussion Board #1 (due 1/29/18) • Discussion Board #2 (due 1/29/18) • Discussion Board #3 (due 1/31/18) • Assignment #1 (due 1/31/18) • WebEx Discussion on 2/6/18 at 7 pm
Module #2 – Learner Centered Culture		
February 1 – February 21	Sample Superintendent Entry Plan TAC Standards for Superintendent Certification DuFour/Marzano – Chapters 3 & 4	<ul style="list-style-type: none"> • Assignment #2 (due 2/7/18) • Discussion Board #4 (due 2/12/18) • Assignment #3 (due 2/14/18) • Assignment #4 (due 2/21/18) • WebEx Discussion on 2/27/18 at 7 pm
Module #3 – Assessment and Accountability		
February 22 – March 9	District Policy Manual District Accountability Report Articles on Testing DuFour/Marzano – Chapters 5/6	<ul style="list-style-type: none"> • Assignment #5 (due on 2/28/18) • Assignment #6 (due on 3/5/18) • Assignment #7 (due on 3/9/18) • WebEx Discussion on 3/20/18 at 7 pm
Module #4 – Instructional Leadership		
March 19 – April 9	Various resources chosen by students	<ul style="list-style-type: none"> • Assignment #8 (due on 4/2/18)

	DuFour/Marzano - Chapter 7/8	<ul style="list-style-type: none"> • Assignment #9 (due on 4/9/18) • WebEx Discussion on 4/17/18 at 7 pm
Module #5 – Equitable Learning Organizations		
April 10 – May 3	<p>Various resources chosen by students</p> <p>DuFour/Marzano – Chapter 9</p>	<ul style="list-style-type: none"> • Assignment #10 (due on 4/26/18) • Final Exam Presentations (4/30 and 5/1)