



The University of Texas at Tyler
College of Education and Psychology
Department of Educational Leadership and Policy Studies
EDLR 5360: The School Superintendent

Instructor Information

Kathy Ray, Ed.D.

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Course Description

This course focuses on an examination of the role of the school superintendent in the public schools. Special attention is given to the leadership responsibility of the school superintendent.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas:

Objective

Texas Superintendent Standard

Act with integrity, fairness, and in an ethical manner to promote the success of all students.

Standard I

Shape district culture by facilitating the development and implementation of a shared vision.

Standards II & VIII

Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.

Standard V

Influence political and cultural context to achieve the district's educational vision.	Standard IV
Facilitate planning of strategic plans, align curriculum, and promote the use of varied assessment for student performance.	Standard VII
Implement staff evaluation to improve performance.	Standard III
Exhibit effectiveness in budget, resources, personnel, and technology.	Standards III-VII
Apply leadership of the physical plant.	Standard VI
Apply strategies to facilitate positive change in varied contexts.	Standards I-VIII
Advocate district culture conducive to student learning and professional growth.	Standards II, III & VIII

Students will be encouraged to take ownership of their own learning through critical and reflective thinking regarding the roles and responsibilities of effective superintendents. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5360 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5360 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Superintendent's Certificate.

Evaluation and Grading

Introduction Video – Upload an introductory video.

Superintendent quizzes – The student will complete quizzes that are intended to check for understanding of particular roles of a superintendent.

Simulations – The student will respond to topical assignments to exhibit a depth of understanding about the subject.

Law quizzes – The student will complete quizzes related to videos and other documents.

Superintendent Competency Analysis – The student will complete questions based

superintendent competencies.

Current Events – The student will watch videos on current events and complete related quizzes.

Grading:

Introduction Video	10 points
Superintendent Quizzes	5 to 10 points each
Simulations/ Responses to Simulations	10 points each
Law quizzes	1 point per question
Current event quizzes	1 point per question
Superintendent competency analysis	4 points/quiz
Final exam	50 points

Course Grading

90% - 100% of points = A

80% - 89% of points = B

70% - 79% of points = C

All assignments must be completed by **midnight on Sunday night**. All assignments are expected to be completed at a graduate level quality and adhere to the stated assignment criteria.

Assignments not meeting graduate-level quality and require the student to redo and resubmit may be subject to grading adjustment penalty of 10%.

Late assignments will only be accepted with prior permission of the instructor and may be subject to a grade penalty for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

Teaching Strategies

EDLR 5360 utilizes 100% online instruction through our Learning Management System. The instructor uses a lecture module format and a constructivist learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge and skills for the successful completion of the practicum experience. The course will be taught using lecture, group discussion, presentations, and Canvas assignments.

Related Field Experiences

The course does not have a formal field experience component, but it is expected that the student utilizes their personal educational experience to bring unique perspectives to the discussions.

Required Text and Related Readings

Textbooks:

Vornberg, J. A., Hickey, W. D. (2018). *Texas public school organization and administration: 2018* (16th ed.). Dubuque, IA: Kendall Hunt Publishing.

ISBN: 9781524950392

Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law* (8th ed.). Austin, TX: University of Texas Press.

Wilmore, E. L. (2010). *Passing the superintendent TExES exam*. Thousand Oaks, CA: Corwin Press.

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Web Sites:

American Association of School Administrators at www.aasa.org (Links to an external site.).

Texas Association of School Administrators at www.tasanet.org (Links to an external site.).

Texas Association of School Boards at www.tasb.org (Links to an external site.)

Texas Education Agency at www.tea.texas.gov (Links to an external site.)

TExES Preparation Materials, Registration and Test Dates at <http://cms.texas-ets.org/texas/> (Links to an external site.)

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up missed work.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive a superintendent certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a superintendent, you could be ineligible to earn this certification from the state of Texas.

3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

For more information, see [Preliminary Criminal History Evaluation \(Links to an external site.\)](#).

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>
[University Guidelines, Links and Policies](#)

College of Education and Psychology (CEP) Vision and Mission

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT Tyler School of Education

Standards for Educator Preparation Programs

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access [the Code of Ethics and Standard Practices for Texas Educators](#).

University Withdrawal Dates:

*****Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for Summer I Classes is June 4, 2020.**

*****Last day to withdraw to receive a W or Q is June 23, 2020.**

Students may not officially withdraw from a course after the "Last Day to Withdraw," as listed on the Academic Calendar. Late submissions will not be processed. Students who miss the withdrawal deadline or cease to complete work toward their courses after this point will automatically receive an F, or whatever grade they would earn based on their already completed work in the course.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/> (Links to an external site.)
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
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Texas Administration Standards and Code for Superintendent Preparation Programs

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 242

242.15. Superintendent Certificate Standards

Superintendent Certificate Standards

The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

Superintendent Standard I

Learner-Centered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors;
- (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
- (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
- (5) maintain personal physical and emotional wellness; and
- (6) demonstrate the courage to be a champion for children.

Superintendent Standard II

Learner-Centered Leadership and School District Culture:

A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
- (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
- (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
- (4) conduct and analyze school district/campus climate inventories for effective and responsive decision-making;
- (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
- (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
- (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;

- (8) demonstrate an awareness of emerging issues and trends affecting the education community;
- (9) encourage and model innovative thinking and risk-taking and view problems as learning opportunities; and
- (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
- (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
- (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
- (4) deliver effective presentations and facilitate the learning of both small and large groups;
- (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
- (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
- (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
- (8) demonstrate and apply knowledge of certification requirements and standards; and
- (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide ongoing assistance and support to personnel.

Superintendent Standard IV

Learner-Centered Policy and Governance:

A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

- (1) define and apply the general characteristics of internal and external political systems to the educational organization;

- (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
- (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
- (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
- (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
- (7) apply laws, policies, and procedures fairly, wisely, and considerately; and
- (8) access state and national political systems to provide input on critical educational issues.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
- (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
- (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
- (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
- (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
- (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
- (7) use effective consensus-building and conflict-management skills;
- (8) articulate the school district's vision and priorities to the community and to the media;
- (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
- (10) communicate an articulate position on educational issues; and
- (11) demonstrate effective and forceful writing, speaking, and active listening skills.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
- (2) implement processes for gathering, analyzing, and using data for informed decision making;
- (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
- (6) apply legal concepts, regulations, and codes for school district operations;
- (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
- (8) acquire, allocate, and manage resources according to school district vision and priorities;
- (9) manage one's own time and the time of others to maximize attainment of school district goals; and
- (10) use technology to enhance school district operations.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
- (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
- (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

- (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
- (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
- (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
- (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
- (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
- (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
- (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
- (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
- (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
- (10) create an environment in which all students can learn.

Domains and Competencies

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: 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 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.

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.

Domain II – Instructional Leadership

Competency 005: 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; use the current accountability system; and promote the use of varied assessments to measure student performance.

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: 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 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Bibliography

Journals and Periodicals

ASCD Education Update, Association for Supervision and Curriculum Development. *Communicator*, National Association of Elementary School Principals. *Educational Administration Quarterly*, University Council for Educational Administration.

Educational Leadership, Association for Supervision and Curriculum Development. *Educational Researcher*, American Educational Research Association.

INSIGHT, Texas Association of School Administrators.

Instructional Leader, Texas Elementary Principals and Supervisors Association. *Newsleader*, National Association of Secondary School Principals.

Phi Delta Kappan, Phi Delta Kappa.

Principal, National Association of Elementary School Principals.

Principal Leadership, National Association of Secondary School Principals.

Other Resources

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, Calif.: Jossey-Bass.

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- Riley, Derek L., & Meredith, Julie. (2017). *Policy Studies Associates, Inc., Policy Studies Associates, Inc., 2017*.
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- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.
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Online Resources

Texas Framework for School Board Development, Texas State Board of Education
http://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/ (Links to an external site.)

The Relationship Between School Board Governance Behaviors and Student Achievement, Ivan J. Lorentzen <http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd> (Links to an external site.)

School District Leadership That Works, J. Timothy Waters & Robert J. Marzano https://www.mcrel.org/wpcontent/uploads/2016/03/McREL-research-paper_-_Sept2006_District-Leadership-That-Works-Effect-of-SuperintendentLeadership-on-Student-Achievement-.pdf (Links to an external site.)

The Impact of School Board Governance on Academic Achievement in Diverse States, Michael Ford <http://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd> (Links to an external site.)

The Role of School Boards in Improving Student Achievement, Washington State School Directors' Association <http://files.eric.ed.gov/fulltext/ED521566.pdf> (Links to an external site.)

Eight Characteristics of Effective School Boards, Center for Public Education <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight->

[characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html](#) (Links to an external site.)

Does School Board Leadership Matter?, Arnold F. Shober & Michael T. Hartney
<https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Does-School-Board-Leadership-Matter-FINAL.pdf> (Links to an external site.)

The Governance Factor: A Predictive Study of School Board Influence on Student Achievement in Texas Public Schools, Marc Puig
<http://umhblibrary.contentdm.oclc.org/cdm/ref/collection/p16668coll9/id/1197> (Links to an external site.)

Education Commission of the States — www.ecs.org

Education Law — Guide to Education Law — www.hg.org/edu.html

National Center on Educational Outcomes — www.cehd.umn.edu/nceo

Texas Administrative Code — www.sos.state.tx.us/tac/index.shtml

Texas Constitution and Statutes/Texas Education Code — www.statutes.legis.state.tx.us

Texas Education Agency — www.tea.texas.gov

Texas Project FIRST — www.texasprojectfirst.org (Links to an external site.)

U.S. Department of Education — www.ed.gov