

The University of Texas at Austin Cooperative Superintendency Program
ELP 391E
Summer 2026

The University of Texas at Austin
College of Education
Department of Educational Leadership and Policy
Cooperative Superintendency Program

Instructor:

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Classroom: SZB 2.216

Class Meetings: Thursdays and Fridays, 8:15am-12pm

This syllabus is current as of June 2025 and is a working document. I reserve the right to change this syllabus. Please ensure that you have the most recent version from the Canvas website.

Mission of the UT-Austin Cooperative Superintendency Program

The mission of UT Austin's Cooperative Superintendency Program (CSP) is to prepare innovative scholar-practitioners who will transform Texas and beyond by improving education for all students and communities. We provide research-based coursework, assignments, and field experiences to develop each aspiring superintendent's knowledge, skills, and dispositions. Further, the doctoral research component develops the capacity for strategic, continuous improvement.

Our high-quality faculty and current educational leaders offer expert mentoring to develop transformative leaders who will demonstrate a passion for education quality and equity. Such passion is matched by a knowledge of learning and development, the organizational management skills to translate visionary ideas into practice, and a clear understanding of the role of context and politics in shaping the superintendency in the U.S. A degree from UT Austin prepares you to make a difference as an educational leader— across roles, systems, and sites.

University Catalogue Course Description

The purpose of this course is to introduce students to various ways of knowing (i.e., epistemologies) and theoretical frameworks that inform social science research in P-12 education settings. Students will understand how a researcher thinks about the process of knowing and how research is conducted (which is an issue of methodology). Taken together, students will develop these skills in order to integrate and apply various epistemological and theoretical perspectives to their research projects.

UT-College of Education Signature Impact Areas

Equity: Advancing Equity and eliminating Disparities in Education and Health. Through research and academic pursuits, we work to ensure that systems, and the people within them, are accountable for disparities that impact the most vulnerable. We recognize and build upon the strengths of individuals, families and communities to advance equitable opportunities in education and health across the lifespan. We develop, test and implement programs and interventions that contest these health and education disparities.

Context: Attending to place and context. How and where people live matters. We respect the influence of home and community factors in the health and wellbeing of children and adults. We respond comprehensively to individual needs and seek to understand and build on existing strengths within families and communities to improve education and health outcomes.

Transitions: Thriving through transitions. We work to understand how people adapt to transitions in life, whether expected or unexpected. We seek to support resiliency and healthy adjustment in the face of life's transitions, including those related to changing social, economic, health, school and community circumstances.

Course Learning Outcomes

By the end of the course, students should be able to:

- Identify and understand differing epistemological perspectives in social science research, and the relationship between epistemology, ontology, methodology, research questions, and methods, and how to *apply* them in their own research endeavors.
- Identify classic theories and scholars within each epistemology and theoretical framework.
- Analyze situations in their own research and practice from multiple perspectives.
- Critically reflect on personal research and interests/topics.
- Describe ways they use and can use theories to inform and guide their research and practice.

Students may vary in their competency levels relative to these outcomes. You can expect to acquire these abilities only if you honor all course policies, participate in classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

State and National Professional Standards

The Texas Superintendent Standards have been developed and utilized in accordance with [Texas Education Code Chapter 242 Superintendent Certificate](#). The standards serve as a guide for improving district productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. The standards also serve as a guide to ensure candidates are prepared for the [TexES superintendent exam \(195\)](#).

This course also utilizes the Professional Standards in Educational Leadership (PSEL). These standards are grounded in current research and real-life experiences of educational leadership and they articulate the leadership that our schools need and our students deserve. For more information: <http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

See Appendix for a complete list of Texas and national standards.

Course Requirements

Our Teaching and Learning Space

You might find some of the materials we cover elicit strong intellectual and emotional responses. Although this may not always be easy, it is usual and understandable. Furthermore, these responses are multi-leveled and complex – theoretical, and personal.

It is also common for people to feel anxiety about expressing opinions that challenge others, past teachings, or current discussion topics. You are encouraged to stay in touch with your responses *and* to express your perspectives freely. But be aware that everyone may not agree – these are moments from which some of our deepest learning can emanate. To that end, please review the principles for constructive engagement.

Principles for Constructive Engagement (adapted from Sensoy & DiAngelo, 2011)

1. You don't know what you don't know. Strive for intellectual humility. Additionally, *all knowledge is partial*; therefore, we must all constantly ask questions and reflect. *None of us know everything about anything*.
2. Everyone has opinions. Opinions are not the same as informed knowledge.
3. Look beyond personal anecdotal evidence and look at broader societal patterns.
4. Notice your own defensive reactions, and attempt to use these reactions as entry points for gaining deeper self-knowledge.
5. Recognize how your social positionality (e.g., race, class, gender, ability, sexuality, religious preferences, etc.) informs your reactions to your instructor and those whose work you study in the course.

Working Assumptions for this Course

1. *At times depth is favored over breadth and vice-versa given the context of the class and topic.* This is not a survey course. There is no attempt to “cover” all of anything. We will deliberately revisit some topics and ideas, and we will probably not be able to cover everything in the readings. You

will be encouraged to read much more than we can discuss in class. The readings are for your benefit, therefore, you need to read. All discussions should be grounded in the text.

2. *Ideas, not individuals, are open to challenge.* The nature of the course should produce a diversity of ideas. To ensure that multiple voices are heard the course must foster a high degree of psychosocial safety for everyone. As graduate students, you should feel comfortable challenging the ideas and thinking of others. However, that challenge *cannot* be in the form of personal attack or disparagement.
3. *Questions represent opportunities to learn.* Sometimes students feel that they should not ask questions because they may “sound uninformed.” On the contrary, questions can be a good indicator of your engagement with the subject matter. Do not self-censor. Your questions may lead to a clearer understandings for us all.
4. *Students assume responsibility for their own learning and success.* You get out of this experience what you put into it. Thus, students need to make their needs known. I try to be generous with my time and I listen to your ideas and concerns. However, you must make and keep appointments. This assumption also means that students need to take from this experience the things that are useful in furthering their own research and practice interests.
5. *I reserve the right to omit or add new material* to the syllabus at any time. For example, if we have a great discussion, I may add a response writing assignment.
6. *Some content may challenge you* and make you uncomfortable; but don't get frustrated, just get better.
7. *You must read for this course.* While your experiences are very valuable, do not try to use your experiences as talking points because you did not complete the readings. If you want to discuss your experiences during class, be sure to connect them to the readings and topic for the week.
8. *The class will not operate on the banking system of education and instruction.* I am not the “sage on the stage.” I believe that we come to learn through social, cultural, and other forms of interaction; therefore, this course relies heavily on large and small group discussions, watching film clips, and other forms of interaction.
9. *This is not a professional development course that offers 20 strategies for how to do research.* This course, like many other graduate-level research courses, is about producing “new” knowledge and discussing theory and research, not so much about application (although we will discuss how to apply some of these concepts to your own research and practice). Because we all come from various backgrounds, contexts, and situations, it is your job to sort through the concepts and theories that we discuss in class in order to apply them to your practice and particular context.

The Structure of the Class

Because we meet just twice a week, at times, we will seem to rush through many of our discussions but do not be alarmed by this. Feel free to dig deeper into concepts that you want to further explore (this is actually a sign of a great researcher). We will need to try to develop mutually supportive working relationships that help us understand both the theoretical and practical implications of what we are learning. In general, some portion of the class will involve Socratic Dialogue as well as small group discussions. To maintain your responsibility to the other members of the class, *you will need to do the assigned reading and come to class prepared to discuss the reading.* I will ask questions each week regarding our readings so you should be prepared to respond to questions like:

- ✓ What questions did the readings provoke for you?
- ✓ What was most salient to you in the readings and why?
- ✓ What issues, facts, values, and perspectives did the readings challenge?
- ✓ What do you know now that you did not know before reading/viewing this week's assignments?

Being a Lifelong Learner

Students may wish to familiarize themselves with some of the top peer-reviewed journals in the field of educational research. These journals include, but are not limited to:

Educational Researcher (ER)

American Educational Research Journal (AERJ)

Educational Evaluation and Policy Analysis (EEPA)

Review of Higher Education (RHE)

Review of Educational Research (RER)

Harvard Educational Review (HER)

Teachers College Record (TCR)

Educational Administration Quarterly (EAQ)

Research in Higher Education

International Journal of Educational Administration

International Journal of Qualitative Studies in Education (QSE)

Journal of Diversity in Higher Education (JDHE)

Course Grading

Attendance and Participation	10%	N/A
Reflections	10%	Due Mondays
Structured Abstracts	30%	Due Tuesdays
Final Reflective Essay	40%	Due on Thursday, July 9th
Group Presentations	10%	Due Thursdays

Grading Scale

A	A-	B+	B	B-	C+	C	F
94-100	90-93	86-89	83-85	80-82	77-79	73-76	72 and below

* All page limit requirements indicate both a minimum and a maximum; the numbers do NOT encompass your cover page, references, tables, visuals, or appendices.

Course Assignments

Assignment Submission Instructions

Submit all assignments on Canvas in .doc or .docx formats.

Name all written submissions as follows: NAME-ASSIGNMENT

Jane Doe would label their final paper thusly: Jane Doe-Final Paper

Attendance & Participation

Instructor evaluation regarding preparation/participation is obviously somewhat subjective and will be based on observations/judgments made during general class discussions, group exercises, and written assignments. It is thus incumbent on all class members to have read all assigned readings before class and to participate in the related discussions.

Students are expected to fully participate in the course class via completion of assignments; engagement with fellow students and the materials; email, phone, contact with the professor as needed; and a personal commitment to hard work and excellence. Students are expected to be present, prepared for, and fully participate in each class. *Please contact Dr. Reyes in advance if you will be absent or late (text is fine).*

Five Structured Abstracts (Due Tuesdays by 11:59pm)

Guidelines

The goal of this assignment is for you to practice synthesizing—not merely summarizing—literature. This is an essential skill not only for your graduate school career (e.g., treatise, dissertation), but also for your professional or policy career if you seek to translate evidence and research to change policy and practice. You will be asked to complete a specific number of abstracts over the course of the summer (both classes), but this course requires 5. **See the appendix of this syllabus for an example structured abstract that uses the outline and meets expectations for the quality of article synthesis.**

Reflections (Due Mondays by 11:59pm)

Throughout the semester you will create **three** reflections that you will post to our Canvas website's Discussion Board. These reflections are an opportunity for you to explore issues of epistemology/ways of knowing in your personal and professional life as well as to contemplate course material and integrate the personal and professional. Use these as such – question yourself, push yourself, and give yourself permission to be vulnerable and to explore. Those who engage fully with the reflexive process will get the most out of this assignment. Regardless of the topical direction of your reflection, you need to demonstrate that you are (1) reading the texts assigned and (2) reflecting on your learning, the research process, and how you are making sense of your identity as a scholar-practitioner.

Here are a few reflection guidelines:

1. Your post should be approximately 150 words, no longer than 500 words.
2. Your writing should synthesize parts of the reading, not summarize.
3. You **must also** include 2-3 discussion questions based on the readings.
4. Below are some questions that you may use to guide your post (you do not have to use all or any of these):
 - What was most compelling and striking to you in the readings? What makes you think more deeply in the reading in helpful and provocative ways?
 - What are the major arguments/thesis of each reading (what supporting evidence, facts, experiences, or data do the authors provide to support their arguments)? And, what are your reactions to the arguments? Are you convinced, why or why not?

- What are the specific strengths and weaknesses of the promulgated ideas? How did the authors support or not support their argument? Were there any perspectives missing in the reading?
- How do the authors' perspectives compare and contrast across readings?
- How does the reading content relate to your own life experience and your research in education? Critically reflect on this question.

Reflections are graded on a complete/incomplete basis. Please include a word count at the bottom of each reflection.

Group Presentations

During the course of the semester, you will work with a group to present the assigned readings for the week. This presentation should be approximately 30 minutes, and it should include some kind of activity for the class (separate from the 30-minute presentation). Your presentation should cover the core readings for the week on the paradigm/perspective.

Final Reflective Essay (Due Wednesday, July 9th by 11:59pm)

This paper is an opportunity to synthesize the research you compiled in your structured abstracts and make connections across the studies you've selected, a crucial skill for the Specialization Qualifying Exam. Using your structured abstracts, unpack the research, organize it into sections, and develop at least two broad categories that the studies seem to fall into. You should begin to see trends across the studies. Address the strengths and limitations across the studies as a scholar and researcher. The paper should have a clear introduction that includes a thesis statement and a well-supported analysis of the studies in your structured abstracts. The paper should also have a meaningful conclusion that addresses policy implications and recommendations for future research based on the studies' findings. The paper should be 4-5 pages, double-spaced, excluding the title sheet and references in APA 7th edition format.

University Policies and Supports

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit

<http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a**

Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512- 471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

2015 Professional Standards for Educational Leaders

formerly known as the ISLLC Standards

The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high- quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

TEXAS ADMINISTRATIVE CODE (TAC 242)

[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)

Texas Superintendency Standards

(a) 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).

(b) 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. A superintendent understands, values, and is able to:

- (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.

(c) 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. A superintendent understands, values, and is able to:

- (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.

(d) 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. A superintendent understands, values, and is able to:

- (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 on-going assistance and support to personnel.

(e) 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. A superintendent understands, values, and is able to:

(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.

(f) 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. A superintendent understands, values, and is able to:

(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.

(g) 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. A superintendent understands, values, and is able to:

(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.
- (h) 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. A superintendent understands, values, and is able to:
 - (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.
- (i) 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. A superintendent understands, values, and is able to:
 - (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.

Source Note: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202

Class	Topic(s)	Readings	Due
WK1 - June 4	Introductions, Syllabus, Doctoral Milestones, Program Plan, Brief Introduction to Paradigms	In Class: * Syllabus Have Read: * Crotty, Chapter 1 * Creswell, 2014: [Chapter 1, The Selection of a Research Approach] * Watch Introduction to Research Paradigms: * https://www.youtube.com/watch?v=DbO_F1y7TnM	Ongoing: Familiarize yourself with each CSP advisor's work – refer to the Cluster Advising module
WK1 - June 5	Introduction to Social Science Research: Paradigms/ Perspectives, and Theories, Structured Abstracts	In Class: * Dr. Reyes presentation * Breakout groups to discuss research interests Have Read: * Pallas, 2001 * Sipe & Constable, 1996 * Watch Epistemology in Philosophy Simply Explained: https://www.youtube.com/watch?v=q4rKo_-x8bI * Watch Complex Research Terminology Simplified: Paradigms, Ontology, Epistemology & Methodology: https://www.youtube.com/watch?v=8xvpxBVCo0c *	Research Topic due Monday, June 8 th Structured Abstract 1 & 2 due Tuesday, June 9 th
WK2 - June 11	Positivism/ Post-Positivism	In Class: * Group 1 Presentation (Crotty and Capper focus) Have Read: * Crotty, Chapter 2 * Capper, 1995: [ONLY read intro and section on structural functional perspectives, pp. 1-10.] * Schrag. F. (1992) * Giani et al. (2014) * White (2023), What's in a first name? – posted in Cluster 3 of cluster advising module * Watch Positivism Research Paradigms: https://www.youtube.com/watch?v=8QkVqT3EPyk * Watch Post-Positivism Research Paradigms: https://www.youtube.com/watch?v=WrlhkshpcTU *	Reflection 1 due Monday, June 15 th
WK2 - June 12	Synthesis Day	In Class: * Breakout Rooms on Schrag (1992) and Giani et al. (2014) * Whole Group Discussion Board Questions Have Read: * DeMatthews et al. (2021)	Structured Abstract 3 due Tuesday, June 16 th

		* Sakamoto et al. (2012) * Unpacking Research document * Review Schrag and Giani et al. (2014) * Research: Differences, Examples & Methods: https://www.scribbr.com/methodology/qualitative-quantitative-research/ * Watch How Research Problem Statement: https://www.youtube.com/watch?v=PdtmMlC80Qw * Watch Three Components of a Research Problem Statement: https://www.youtube.com/watch?v=CVcvz8ohsvA *	
WK3 - June 18	Interpretivism	Have Read: * Crotty, Chapters 4, & 5 * Capper, 1995: [ONLY the section on interpretive perspectives, pages 10-12.]	Reflection 2 due Monday, June 22 nd
WK3 - June 19 No Class	Synthesis Day	In Class: * Group 2 Presentation on Interpretivism (Crotty and Capper focus) * Breakout Rooms on Harper (2015) and Schumacher (2010) * Watch Interpretivism as a Philosophy of Research https://www.youtube.com/watch?v=oULEWzJHc-I * Watch The Narrative Approach and the Interpretivist Paradigm https://www.youtube.com/watch?v=zaASi5YQ1rw Have Read: * Harper, S., 2015 * Schumacher, 2010: [Dissertation, READ ONLY Chapter 3] * Burt et al. (2019) * Hatt (2012) * DeMatthews and Izquierdo (2016) * Woulfin (2018) – posted in Cluster 4 of Cluster advising module	Structured Abstract 4 due Tuesday, June 23 rd
WK4 - June 25	Constructivism	In Class: * Group 3 Presentation (Crotty & Kukla focus) Have Read: * Crotty, Chapter 3 * Kukla, 2000: Social Constructivism and the Philosophy of Science [ONLY Chapters 1, 3, and 5 for class] http://ebookcentral.proquest.com/lib/utxa/detail.action?docID=165925 * Carter (1994) * Oxford (1997) * Watch Epistemology: Constructionism https://www.youtube.com/watch?v=712xBcucDHo *	Reflection 3 due Monday, June 29 th Structured Abstract 5 due Tuesday, June 30 th

		In Class: * Breakout Rooms to discuss Carter (1994) and Oxford (1997)	
WK4 – June 26	Transformative Perspectives	In Class: * Group 4 Presentation (Crotty focus) * Breakout Rooms for jigsawed readings * Discussion Questions Whole Group * Watch Critical Theory as a Philosophy of Research https://www.youtube.com/watch?v=WHJ_guesiDQ Have Read: * Crotty Chapter 6 & 7 Jigsaw Readings: * Group 1: * Dillard (2000) * Calderon et al. (2012) * Group 2: * Aleman (2010) * Gabel & Peters (2004) * Group 3: * Ladson Billings (1995) * Bernal (2002) Whole Course Debrief	
WK5 – July 2	No class	Submission deadline for Final Reflective Essay is Thursday, July 9th at 11:59pm	