# Course Description

This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students through clearly articulated curriculum and performance standards; effective organizational development, leadership development, and strategic planning; effective boardsmanship; effective selection, development, deployment, and evaluation of personnel; and clear and articulate communication between and among all constituent groups and the public that leads to a coordination of advocacy, programs, and services on behalf of school children. Twenty hours of embedded field experience is required for those seeking the superintendent of school’s letter of eligibility.

# University Learning Outcomes (ULO)

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Determine how prospective superintendents prepare for the superintendency.
* **CLO2**: Evaluate the principles of equity and equality to build and sustain a culture of learning with the expectation of success for all students.
* **CLO3**: Determine the role of the superintendent in boardsmanship.
* **CLO4**: Analyze the role of the superintendent in budgeting, fiscal stewardship, and working with external constituents.
* **CLO5**: Evaluate various perceptions of superintendent effectiveness.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Kesten, T. (2012). *Moving into the superintendency: How to succeed in making the transition*. New York: Rowman & Littlefield Publishers, Inc.

Glass, T., & Franceschini, L. (2007). *The state of the American school superintendency: A mid-decade study*. Washington, D.C.: American Association of School Administrators.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Career Paths — My Background and Plans for the Future | 30 |  |
| Discussion: Duties of the Superintendent of Schools | 30 |  |
| Discussion: The Uniqueness of the Superintendency | 30 |  |
| Week One Superintendent’s Journal | 50 |  |
| **Week 2** |  |  |
| Discussion: Working with the Board – The Agenda | 30 |  |
| Discussion: Personnel: Hiring the Best People | 30 |  |
| Week Two Superintendent’s Journal | 50 |  |
| **Week 3** |  |  |
| Discussion: Working with the Support Staff as Both Internal and External Constituents | 30 |  |
| Assignment: Press Release | 50 |  |
| Week Three Superintendent’s Journal | 50 |  |
| **Week 4** |  |  |
| Assignment: The Budget Process | 50 |  |
| Week Four Superintendent’s Journal | 50 |  |
| **Week 5** |  |  |
| Assignment: The Common Core – Educating the Board of Education | 60 |  |
| Discussion: Impact of Instructional Time on Student Achievement | 30 |  |
| Week Five Superintendent’s Journal | 50 |  |
| **Week 6** |  |  |
| Assignment: Strategic Planning | 60 |  |
| Week Six Superintendent’s Journal | 50 |  |
| Assignment: Culminating Project Power Point – Percept of the Superintendent of Schools | 90 |  |
| **Week 7** |  |  |
| Discussion: Perception of the Superintendent of Schools | 30 |  |
| Field Experience Log | 100 |  |
| Week Seven Superintendent’s Journal | 50 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Preparing for the Superintendency: What does the superintendent do?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain at least five duties and/or responsibilities of the superintendent of schools. | | CLO1 | |
| * 1. Differentiate the position of superintendent from other administrative jobs. | | CLO1 | |
| * 1. Describe common challenges superintendents of schools regularly face. | | CLO1 | |
| * 1. Explain how common challenges limit the effectiveness of the superintendents of schools. | | CLO1 | |
| * 1. Explain professional education advancement plans. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Week One Introduction**  This course does not assume that every student plans to become a school administrator or Superintendent of Schools. The course differentiates many activities in order to allow each student to investigate administration in general and the superintendency in particular based on his/her experience and current position. For some, the course will provide opportunities for reflection and growth in their current position. For others, it will help answer the question, “What is my next step on the educational leadership career ladder?”  The first week of the course is devoted to preparing for upcoming assignments and learning about the broad-based duties of the Superintendent of Schools. The students in this course are a cohort so you have worked together in the past. The instructor may not be as familiar with each of you as you are with each other. For this reason, there is a discussion activity designed to enhance your professional learning community and welcome the instructor to your cohort. | | N/A | N/A |
| **Week One Readings**  **Read** the following sections from *Moving into the Superintendency:*   * Preface * Chapter 1: Assessing Your Fit for the Superintendency – Uniqueness of the Superintendency   **Read** the following sections from *The State of the American School Superintendency:*   * Executive Summary * Chapter 1: Historical Perspectives * Chapter 3: The 2006 Study of the American Superintendency * Chapter 4: Superintendent Demographics   **Post** any comments and questions to the Week One General Discussion Forum. | | 1.1, 1.2, 1.3 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resources: Roles and Responsibilities of the School Board and Superintendent**  **Watch**“Roles and Responsibilities of the School Board and Superintendent,” available on YouTube [5:12]: <https://www.youtube.com/watch?v=xFY1EOfIkpQ>  **Post** any comments and questions to the Week One General Discussion Forum. | | N/A | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Resource: Duties of the Superintendent Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast. This podcast addresses the duties of the superintendent.  **Listen** to “Duties of the Superintendent” [7:12].  **Post** any comments and questions to the Week One General Discussion Forum. | | 1.1, 1.2, 1.3, 1.4 | Discussion: resources review and follow-up discussion = **30 minutes** |
| ***Assignment Preparation****: Students must prepare for this course by gathering the specified documents and making plans to attend the specified meetings at a school district of their choice.* | |  |  |
| **Upcoming Assignments: Field Experience**  For this course, you are expected to complete twenty hours of field experience. For this experience, you will want to take notes and reflect on your experiences so you can use them to complete your assignments throughout the course.  *Note*. Due to the variety of subject matter in this course, you may find it valuable to contact more than one education professional to experience a wider swath of what the field has to offer. In this case, you would need to have each professional sign your log for any field experience time claimed.  Please make sure to use the Field Experience Log to document your hours (must be signed by the education professional you are observing.  **Review** the Field Experience Log.  **Take** notes on relevant information to aid you in your Field Experience Journal Reflections.  **Post** any questions or comments to the Week One Discussion Forum.  **Consult** with your instructor if you are unsure if an idea for a field-based experience is appropriate. Administrative tasks like lunchroom duty or attendance would not be appropriate for this course. | |  |  |
| **Assignment Preparation: Working with the Board of Education**  One of the best ways to understand the wide-ranging duties of the Superintendent of Schools is to study agendas for meetings of the Board of Education.  **Obtain**: Two or three agendas for meetings of the Board of Education where you live and or work. These are public documents so they should be readily available in hard copy or online. It will be particularly helpful if you obtain agendas that include:   * Budget planning and/or preparation * Personnel matters such as hiring of teachers * Curriculum and instruction items such as review and/or adoption of a new program * Long-term/Strategic planning and goals for the Superintendent   Another way to gain insight into the work of the Superintendent is to attend a meeting of the Board of Education.  **Plan to Attend**: The next meeting of the Board of Education in the school district where you are employed or where you live. If you regularly attend meetings of the Board, consider meeting with a colleague to discuss what went well at the meeting, what challenges the Superintendent faced during the meeting, and how the agenda could be changed to improve the flow of the meeting. | | CLO1, CLO3, CLO5 |  |
| **Assignment Preparation: Goals of the Superintendent and Strategic Plans for the District**  In order completely understanding the work of the Superintendent of Schools it is essential that you know what goals the Chief School Administrator and Board of Education have agree upon. It is also important to examine the long-term/strategic plans that have been established for the district.  **Obtain**: A copy of the goals for the Superintendent of Schools as well as the long-term/strategic plans for the district. | | CLO1, CLO3, CLO5 |  |
| **Assignment Preparation: Culminating Project – Perceptions of the Superintendent of Schools**  **Project**   * During this course, you will conduct three interviews of employees and stakeholders in school districts. The information gained during each interview will become the subject of a Power Point presentation that you will share with your classmates during week six of the course. Your classmates will review the Power Point presentations posted by their peers then provide feedback during week seven in the “Discussion: Perception of the Superintendent of Schools.”   **Purpose of the Project**   * The purpose of the interviews is for each student to gain insight into the perspectives of various stakeholders about the duties, responsibilities, challenges and working relationship of the Superintendent of Schools. During interviews, it is critical for the interviewer to discuss the position of Superintendent of Schools, **not** the person currently or previously holding the position of the Superintendent. We are not evaluating the Superintendent of Schools but rather learning what the stakeholders know about the position itself as well as the wide-ranging duties and responsibilities of the Chief School Administrator.   **The Interviewees**   * You should select your interviewees based on your current position in education. The goal of each interview is to expand your knowledge about school administration in general and the position of Superintendent of Schools, in particular.   If you are currently:  ***A teacher:***   * Interview a principal or vice principal, director (curriculum or special education) and a member of the support staff (custodian, café worker, etc.)   ***A building level administrator (Principal or Vice Principal):***   * Interview a teacher, assistant superintendent and member of the support staff.   ***A central office administrator (Director or Assistant Superintendent):***   * Interview a parent, superintendent of schools and a teacher.   ***A Superintendent of Schools:***   * Interview a peer in another district, member of the support staff and a member of the Board of Education.   **Timeline**  The following timeline is suggested for the interview project:   * **Week One**: Identify who you will interview * **Week Two**: Conduct the first interview * **Week Three**: Conduct the second interview * **Week Four**: Conduct the third interview * **Week Five**: Create the Power Point presentation summarizing and reacting to the three interviews * **Week Six**: Post your Power Point presentation to the Perception of the Superintendent Discussion. * **Week Seven**: Post your reactions to at least three of your peers’ presentations.   **Interview Questions**  **Review** the following interview questions: Interview Question Document  **Ask** these interview questions to each interviewee.  You are encouraged to ask follow-up questions so that the interviewees provide additional information and help clarify their thinking.  When reporting the results of interviews, only identify the interviewee by the position they hold rather than by name and district.  **Culminating Project: Perceptions of the Superintendent of Schools Presentation**  **Create** a 13- to 15-slide presentation with detailed speaker’s notes in which you summarize the results of your interviews and respond to the following questions based on your course and life experiences:   * How were the responses of the three interviews similar? * How were the interviewees’ perspectives about administration and the Superintendent different from each other? * As you become an administrator or move up on the administrative ladder, explain the one idea that you learned from the interviews that will guide your work. * What interviewee response was most different from your perspective about administration?   You will submit your presentation to the “Culminating Project – Perceptions of the Superintendent of Schools” discussion forum ***no later than 11:59 p.m. on Sunday of Week Six***.  You will be asked to review and respond to each presentation ***no later than 11:59 p.m. on Sunday of Week Seven***. | | CLO1, CLO3, CLO5 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Career Paths — My Background and Plans for the Future**  **Purpose of this Discussion**: The students in this class have been a cohort for a number of years. The members of the group have worked together and know each other. The instructor may be new to the cohort and does not know you as well as you know each other. This discussion is an opportunity to welcome the instructor to your professional learning community and help him/her use the differentiation in this course more effectively.  ***Note:*** Some of the assignments in this course are differentiated so that they will be both rigorous and meaningful to each of you based on your background in education. In addition, there is no assumption that every one of you wants to be a Superintendent of Schools or even a school administrator. This discussion is important so that your peers and the instructor understand your background and perspective as we begin this course.  **Respond**to the following questions in the “Career Path **—** My Background and Plans for the Future” discussion forum by Thursday:   * What is your background as an educator? What positions have your held? What is your current position? How long have you been a professional educator? * Explain two of your most meaningful experiences as an educator. * At this point in your career, what are your professional plans? – Remain in your current position, Become a principal, Prepare to become a Superintendent…….   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 1.1, 1.2, 1.3 | Discussion: **1.5 hours** |
| **Discussion: Duties of the Superintendent of Schools**  **Respond** to the following question in the “Duties of the Superintendent of Schools” discussion forum by Thursday:   * Based in your experience and the readings for this week, list and briefly explain five duties (areas of responsibility) of the superintendent of schools. You can also use information gained from the first interview (see above) if you have conducted it. * Explain at least one challenge that the superintendent of schools faces when carrying out the duties of this position.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 1.2, 1.4 | Discussion: **1.5 hours** |
| **Discussion: The Uniqueness of the Superintendency**  **Respond** to the following questions in the “The Uniqueness of the Superintendency” discussion forum by Thursday:   * What makes the school superintendency unique compared to other school leadership positions? * Explain at least three duties of the Superintendent of Schools that are unique to that position.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 1.1, 1.4 | Discussion: **1.5 hours** |
| **Week One: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Write** a 250- to 300-word journal entry in which you assess, based on your current position and experience,your personal strengths and limitations regarding your suitability for and your preparedness to become a building level administrator, district level administrator, or superintendent of schools.  **Submit** your journal response no later than 11:59 p.m. [EST] on Sunday. | | 1.1, 1.2, 1.5 | Journal: detailed reflection based on experience and research = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Late Assignment Policy:** Instructors are allowed to determine their own late assignment policies. You are required to post your policy by the first day of class. It is recommended you include your policy within your Syllabus and as an announcement within Blackboard. You may use the following example policy or create your own:

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*Please be advised that failure to submit assignments on or before the due date may result in a reduction in points awarded. If truly extenuating circumstances prevent you from submitting an assignment on time, please*

* contact the instructor in advance of the due date,
* explain the truly extenuating circumstances that may prevent timely submission of an assignment, and
* request additional time for submission.

*Granting additional time for submission of an assignment is at the discretion of the instructor.*

*Assignments submitted after the due date without advance permission of the instructor may be subject to a reduction of 10% per day for each day late, except that assignments due in the last week of class may be subject to a reduction of 20% per day for each day late.​*

*Due to the nature of discussions, which require active participation throughout the week and throughout the course, they are not able to be submitted late. If a discussion post is made after the appropriate deadline, they will be graded as a late assignment.*

Please review the Faculty Handbook and consult with your program chair/director if you have any questions.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**General Discussion Forum:** The purpose of these forums is to collect comments about the entire week’s assignments and resources in a central location, making it easier for students and instructors to track feedback without having to juggle multiple locations. Use this

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| --- | --- | --- | --- |
| Week Two: Working with the Board of Education: How does the superintendent get things done? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the duties of the Superintendent of Schools based on a review of the agenda for a meeting of the Board of Education. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Describe personal characteristics that will be strengths and potential weaknesses as an administrator. | | CLO1, CLO2 | |
| * 1. Explain the process used to prepare and present personnel matters to the Board of Education by the Superintendent of Schools. | | CLO1, CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Introduction**  The Board of Education is also called the Policy-Making Body. That is, the primary duty of the Board of Education is to create a set of instructions that provide guidance as to how it wants the school district to operate. These instructions are called policies. It is the responsibility of the Board of Education to make certain that the schools are “well-run” as per the policies as well as applicable rules, laws and regulations. It is the duty of the Superintendent to “run” the district with fidelity to the policies, rules, regulations and laws.  In order to begin to learn about the relationship between the Board of Education and Superintendent of Schools, you will examine the agenda for a meeting of the Policy-Making Body with an emphasis on how the superintendent gets things done. That is, how the chief school administrator earns Board of Education approval for items. Particular emphasis is placed on the critical duty of recommending personnel actions to the Board of Education. | | N/A | N/A |
| **Week Two Readings**  **Read** the following sections from *Moving into the Superintendency*:   * Chapter 4: Establishing Your Leadership * Chapter 5: Working Effectively with the School Board * Chapter 8: Making Principal and Teacher Selection Your Top Priority   **Read** the following sections from *The State of the American School Superintendency:*   * Chapter 5: Working Conditions of the Superintendency * Chapter 6: Board Relations   **Post** any comments and questions to the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resource: Working with the Boards of Education Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast. This podcast addresses working with boards of education.  **Listen** to “Working with the Boards of Education” [6:11].  **Post** any comments and questions to the Week Two General Discussion Forum. | |  | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Resources: Leadership TEDx Talks**  **Watch** the following two short TEDx Talks about leadership. Both presentations advocate some “out of the box” ideas about schools and leadership:   * Education Leadership: Will Richardson at TEDxMelbourne [17:48]: <https://www.youtube.com/watch?v=9ekcWQxgk3k> * New school leadership | Donte Quinine | TEDxWenatchee [17:30]: <https://youtu.be/BcbWTjVnIrc>   **Post** any comments and questions to the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Activity Preparation Reminder: Board of Education Agenda**  During Week One, it was stated that one of the best ways to understand the wide-ranging duties of the Superintendent of Schools is to study agendas for meetings of the Board of Education. At that time, you were asked to obtain two or three agendas for meetings of the Board of Education where you live and or work. These are public documents so they should be readily available in hard copy or online.  This week, you will begin to study the agendas that you obtained as well as compare and contrast them to a sample document from another district.  **Post** any comments and questions to the Week Two General Discussion Forum. | | CLO1, CLO3, CLO5 | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Activity: Board of Education Meeting**  If you haven’t already done so, plan to attend the next meeting of the Board of Education in the school district where you are employed or where you live.  If you regularly attend meetings of the Board, consider meeting with a colleague to discuss what went well at the meeting, what challenges the Superintendent faced during the meeting, and how the agenda could be changed to improve the flow of the meeting.  **Post** any comments and questions to the Week Two General Discussion Forum. | | CLO1, CLO3, CLO5 |  |
| **Reminder: Culminating Project – Perceptions of the Superintendent of Schools**  You should conduct the first of your three interviews this week.  For more information, refer to the Week One Assignment Preparation module. | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Working with the Board – The Agenda**  **Note about the Post**: This is a great time for teachers and building level administrators to ask questions to your classmates who are already upper level administrators. Challenge them to help provide you with insight into the work they do at the central office level. Likewise, central office administrators can use this post to help clarify their own thinking by “teaching” their less experienced peers about the challenges of administration.  **Review** the agendas that you obtained from the Board of Education meeting.  **Respond** to the following questions in the “Working with the Board – The Agenda” discussion forum based on your experience level by Thursday:  If you are currently:  **A teacher or building level administrator (Principal or Vice Principal):**   * How is the agenda organized? * What are the major sections of the agenda? * Is the Superintendent, a committee of the Board of Education or someone else making the recommendations for action? * Based on the agenda, what are the most significant duties of the Superintendent? * Does the agenda provide enough information for a citizen to understand the actions being taken by the Board of Education?   **A central office administrator (Director and Assistant Superintendent) or Superintendent of Schools (based on an agenda from outside your district):**   * How does the organization of this agenda compare to that used in your district? * Is the agenda organized so that it helps the members of the Board of Education and citizens attending the meeting understand what is being acted upon and why each item is important? * Are the recommendations being made in a similar manner and by the same person/committee as in your district? * What would you suggest to make the agenda more understandable for members of the Board of Education and citizens in attendance? * Explain one or two ideas that you will take away from this agenda to improve that used in your district.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 2.1, 2.3 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Discussion: Personnel: Hiring the Best People**  **Note about the Post**: This is a great time for teachers and building level administrators to ask questions to your classmates who are already upper level administrators. Challenge them to help provide you with insight into the work they do at the central office level. Likewise, central office administrators can use this post to help clarify their own thinking by “teaching” their less experienced peers about the challenges of administration.  **Note:** You may use the same agenda for this discussion post as you did for the “Working with the Board – The Agenda” discussion**.**  **Respond:** After examining the personnel section of one of theagendas that you obtained, respond to the following questions based on your experience by Thursday at 11:59 p.m. EST. If you are currently:  **A teacher or building level administrator (Principal or Vice Principal):**   * Are personnel recommendations for hiring grouped in one section of the agenda or do they appear throughout the document? * Who is making the personnel recommendations – the Superintendent, committee of the Board of Education or someone else? * What types of personnel recommendations are being made? (By illustration: hiring, change of salary, etc.) * Does any given recommendation provide enough information? (By illustration: salary step, reason for the recommendation, who interviewed and checked references, etc.)   **A central office administrator (Director and Assistant Superintendent) or Superintendent of Schools (based on an agenda from outside your district):**   * How does the organization of the personnel section of this agenda compare to that used in your district? * Is the agenda organized so that it helps the members of the Board of Education and citizens attending the meeting understand why a given personnel action is being recommended? * Are the recommendations being made in a similar manner and by the same person/committee as in your district? * What would you suggest to make the personnel section of the agenda more understandable for members of the Board of Education and citizens in attendance? * Explain one or two ideas that you will take away from the personnel section of this agenda to improve that used in your district.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 2.2, 2.3 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Week Two: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Write** a 250- to 300-word journal entry that responses to the following questionsbased on this week’s readings and videos, and your personal experience:  **If you are a teacher or a building or central office level administrator:**   * Explain two of your personal characteristics that you feel will be/are strengths if you decide to become a school administrator or move to a leadership position with broader responsibilities. * Explain at least one area that you feel will be/is a challenge for you to master if you decide to enter administration or move to a leadership position with broader responsibilities.   **If you are currently a Superintendent of Schools:**   * Discuss one personal characteristic that was initially a weakness when you began service as a school administrator? * What did you do in order to convert this weakness to strength? * Compare the area that your Board of Education feels is the leadership characteristic you should work on next to what you feel should be your priority.   **Submit** your journal response no later than 11:59 p.m. [EST] on Sunday. | | 2.1, 2.2 | Journal: detailed reflection based on experience and research = **1 hour** |
| **Total** |  |  |  |

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| **Week Three: Working with internal and external stakeholders: Who does the superintendent need to consider when acting?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate their vision of administration in general and the superintendency in particular with those areas evaluated by Boards of Education. | | CLO1, CLO3, CLO4 | |
| * 1. Create a communication strategy for both internal and external constituents. | | CLO1, CLO3, CLO4 | |
| * 1. Explain opportunities to include support staff members more fully with the faculty when seeking input. | | CLO1, CLO2, CLO4 | |
| * 1. Explain that the members of the support staff are both an internal and external constituency. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Introduction**  All positions in school administration have a public component. This is especially true for school principals and even more so for Superintendents of Schools. While all administrators work with school personnel (internal stakeholders) principals and superintendents regularly communicate with parents and the community at-large (external stakeholders). The activities this week are designed to provide practice working with all stakeholders by learning how to release both good and bad news. You will also gain insight into the unique perspective of the members of the support staff who are frequently citizens in the community. As such they are both internal and external stakeholders who can play a very significant role in the success or failure of the Superintendent of Schools. | | N/A | N/A |
| **Week Three Readings**  **Read** the following sections from *Moving into the Superintendency:*   * Chapter 6: Establishing Relationships Within the School District * Chapter 7: Building Relationships Outside of the School District   **Read** the following sections from *The State of the American School Superintendency:*   * Chapter 7: Board Evaluations and Contracts   **Post** any comments and questions to the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3, 3.4 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resource: Working with Internal and External Stakeholders Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast.  **Listen** to “Working with the Boards of Education” [4:38].  **Post** any comments and questions to the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3 | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Resource: Working with the Support Staff as Both Internal and External Constituents**  The members of the support staff (bus aides, bus drivers, cafeteria workers, custodians, secretaries, instructional aides, one-on-one aides, etc.) are one of the most important constituencies in a school district. They are important for many reasons:   * There are a significant number of people in this group. * They regularly and frequently have contact with parents and citizens. * They work throughout the district. Maintenance personnel (for example) work between buildings. * The work that they do is absolutely essential to the success of the school. * Parents know, have first-hand contact with, and trust members of the support staff.   In most districts, the majority of the people working as members of the support staff are also residents of the community. In fact, many of them have large, multi-generational families that live in the community. Some, if not most, may have been “sponsored” by a prominent citizen when they were hired. As a result, the support staff members are unique in that they are both an internal (within the school) and external (outside the school) constituency.  It is almost impossible to overestimate the importance of the support staff to the success of the school district in general and administrators in particular. In most cases the administrators do not live in town so the support staff is a vital link for them to the community. The “political nature” of the superintendency is exemplified by their relationship with the members of the support staff.  **Post** any comments and questions to the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3, 3.4 | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Reminder: Culminating Project – Perceptions of the Superintendent of Schools**  You should conduct the second of your three interviews this week.  For more information, refer to the Week One Assignment Preparation module. | | n/a | n/a |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Working with the Support Staff as Both Internal and External Constituents**  **Note about the Post**: This is a great time for teachers and building level administrators to ask questions to your classmates who are already upper level administrators. Challenge them to help provide you with insight into the work they do at the central office level. Likewise, central office administrators can use this post to help clarify their own thinking by “teaching” their less experienced peers about the challenges of administration.  **Respond** to the following questions based on your experience by Thursday at 11:59 p.m. EST. If you are currently:  ***A teacher or building level administrator (Principal or Vice Principal)***:   * Describe strategies that you will (or do) use to include members of the support staff in school advisory groups, recognition programs, staff meetings, etc. Be certain to provide opportunities for them to provide input.   ***A central office administrator or Superintendent of Schools*:**   * Describe strategies that you can use or do use in order to be certain that secretaries to the principals, athletic director, directors, assistant superintendents and superintendent know what actions were taken by the Board of Education at its monthly meeting. Be certain to provide opportunities for them to provide input.   Remember, these secretaries are some of the most trusted members of the staff and are the people who have the first contact with parents and citizens when they call or visit the school. In addition, they frequently help their “boss” prepare items that are submitted to the Superintendent of Schools including recommendations to the Board of Education.  **Hint**: If you have not yet conducted an interview with a member of the support staff, this would be a good time. If you have conducted the interview, use the information as part of your post in this discussion.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 3.1, 3.2, 3.3, 3.4 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Assignment: Press Release**  **Read** “*Eight Tips for Writing a Great Press Release*” at <http://www.huffingtonpost.com/zach-cutler/press-release-tips_b_2120630.html>  **Select** one of the scenarios presented below.   * Scenario One – Facility Problem * Scenario Two – Improved Graduation Rate   ***Note***: If you are currently a ***central office administrator or Superintendent of Schools***, you **must** use the Facility Problem scenario.  **Write** *both* of the following documents:   * A 250- to 300-word plan to inform and provide information to staff, parents, citizens and the media about the situation outlined in the scenario. The plan should include the methods that you will use to release the information. * A 250- to 300-word press release that you will make available as widely as possible.   **Hint**: Consider the date that each situation became known when completing this assignment.  **Submit** your plan and press release by Sunday at 11:59 p.m. EST. | | 3.1, 3.2, 3.3 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Week Three: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Note**: Superintendents of Schools feel that a significant part (about half) of their evaluation should be based on their interpersonal skills: leadership in fostering effective school-community relations, relating effectively to the Board of Education, fostering a positive district/school climate, and respecting diversity and promoting equality of opportunity. The other half of the evaluation is divided between personnel management, fiscal management, facilities management and improvement of curriculum and instruction.  **Write** a 250- to 300-word response to the following questionsbased on your level of experience:  ***Teacher, building level administrator or central office administrator***:   * How does the information provided in the “Note” compare to your vision of the superintendency? Justify your reasoning with examples.   ***Superintendent of Schools***:   * How does the information provided in the “Note” compare to your day-to-day experience? Justify your reasoning with examples.   **Submit** your journal response no later than 11:59 p.m. [EST] on Sunday. | | 3.1, 3.2, 3.3, 3.4 | Journal: detailed reflection based on experience and research = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Scenario One – Facility Problem**

During the week of July 21, 2014, the Superintendent contacted each member of the Board of Education to make them aware of a brick veneer

issue at the Elementary School. This problem was discovered by the Supervisor of Facilities and Superintendent of Schools during a routine facility

inspection circa July 18, 2014. The Superintendent immediately contracted an engineer to investigate the situation.

The engineer and Superintendent reviewed the findings during early August. On August 10, 2014, the Superintendent had the façade examined by

a mason. As a result, of this examination, a contract for the mason to remove approximately 35 bricks, inspect the underlying structure then

replace the brick was developed. The district architect, engineer and mason conducted the detailed investigation on Monday, August 18, 2014.

The investigation found that roof leaks over many years had allowed water to intrude into the space between the brick veneer and concrete

structure of the building. It is important to note that “brick veneer” means full-sized brick that cover the concrete structure of the entire 90 year

old building. This water froze then thawed repeated over the years. As a result, the brick veneer was displaced away from the building structure.

The displacement is most pronounced above every window. Over the window openings the brick rests on a steel lentil. Unfortunately, the lentils

are also badly rusted and, therefore, losing some strength. The brick will need to be repaired and the lentils replaced as soon as possible.

It is critical to note that the concrete structure of the building has not been damaged in any way by the water intrusion that rusted the lentils and

displaced the building’s veneer. That is, the building itself is structurally sound and safe to use. There is, however, the danger that brick could fall

from the surface of the building.

The Superintendent reviewed this matter with the district insurance agent as well as the State Department of Education via the Executive

County Superintendent of Schools.

The district Architect is submitting revisions of the ROD (Regular Operating District) Grant application and other capital projects to the State Department of Education. He is reconfiguring the application in order to address the brick veneer problem at the Elementary School. It is his hope, that the State Department of Education will allow some grant funds to be repurposed in order to address urgent needs.

A safety fence has been installed around the entire perimeter of the school so that people cannot get close enough to the building to be hurt in the

event that a brick falls from the façade. Covered walkways were also installed at each entrance to the building. The Architect and Engineer are

reviewing methods to stabilize the veneer. They are also developing a proposal for a method and cost to resolve the issue on a permanent basis.

At this point, best estimates are that the repairs will cost approximately $750,000. After the funding is in place, the actual repair will take

approximately two months to complete. It is therefore, unlikely that the permanent repairs can be made until the end of the 2014-2015 school

year.

The Architect, Engineer and Building Inspector feel that the building is safe for students and staff as long as the fence and covered walkways

remain in place.

**Scenario Two – Improved Graduation Rate**

As a result of a low graduation rate, the State Department of Education placed the High School in “Focus Status.” The staff and administration of the High School worked diligently to make the changes needed to improve the graduation rate. Their efforts resulted in the High School recording the highest gain in graduation rate of any school in the southern half of the state. In fact, only four schools in the entire state improved their graduation rate more than our High School. The following table presents a short history of graduation rates for the High School.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **2011** | **2012** | **2013** | **2014** |
| Graduation Rate | 62.3% | 72.1% | 77.4% | 83.8% |

On June 11, 2015, State Commissioner of Education notified the school district that the High School has been removed from “Focus Status.” This is a very significant accomplishment. More than 300 schools are in “Focus Status” statewide. Of these schools, the Commissioner only approved 18 to be removed from “Focus Status.” Our High School is the only school to earn this distinction in the southern part of the state.

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| Week Four: Managing district finances and operations: How does the superintendent affect the bottom line of a district? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain budget preparation, presentation and administration as a year-long process. | | CLO1, CLO3, CLO4, CLO5 | |
| * 1. Compare and contrast the budget cycle for several school districts. | | CLO1, CLO3, CLO4 | |
| * 1. Explain the perceptions of the budget process from the point of view of various stakeholders. | | CLO1, CLO3, CLO4, CLO5 | |
| * 1. Explain how financial philosophy affects the school budget decision-making processes. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Introduction**  The work of the Superintendent of Schools in the areas of budget preparation, management, and administration as well as building public support the budget and bond referendums is critical to the success of the district. In fact, Boards of Education rank financial leadership and management as one of, if not the, most important duty of the superintendent. Interestingly, the priority of Boards when hiring a superintendent is much more likely to be leadership in curriculum and instruction. Current Superintendents of Schools state that finance was an area of weakness as they entered the job. | | N/A | N/A |
| **Week Four Readings**  **Read** the following sections from *Moving into the Superintendency:*   * Chapter 10: Managing School District Financial Resources   **Post** any comments and questions to the Week Four General Discussion Forum. | | 4.1, 4.2, 4.3, 4.4 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resource: School Finance Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast.  **Listen** to “School Finance” [5:27].  **Post** any comments and questions to the Week Four General Discussion Forum. | | 4.1, 4.2, 4.3, 4.4 | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Reminder: Culminating Project – Perceptions of the Superintendent of Schools**  You should conduct the third of your three interviews this week.  For more information, refer to the Week One Assignment Preparation module. | | N/A | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Assignment: The Budget Process**  **Purpose of this Assignment:** One of the most significant challenges for the Superintendent of Schools is making the preparation, presentation and administration of the budget understandable to the stakeholders. The budget for even a relatively small school district can exceed $30,000,000 with per pupil expenditure of $15,000 or more. The expenditure side of the budget includes numerous accounts. Revenues are derived from many sources including federal funds, state funds, grants, tuition, etc. A significant portion of the revenue used to fund schools comes directly from the local property tax levy. Needless to say, this direct connection between the school budget and tax rate for every homeowner is highly visible and, in many cases, controversial. It is, therefore, absolutely critical that the superintendent of schools is able to prepare, present and administer the school budget in a manner that is understandable and transparent. This assignment is designed to provide an opportunity for you to gain an overview of the year-long budget cycle. It also provides a first opportunity to compare and contrast ways that the budget process can be made understandable and transparent.  **Review:** During Week One you were asked to obtain a number of Board of Education agendas from either the district where you work or reside. One of these agendas should include budget information. Review the agenda as well as the “Budget Overview” document.  **Write** a 250- to 300-word essay comparing and contrasting the budget process for the district where you work or reside to that outlined in “Budget Overview”.  **Respond** to the following questions in your essay:  ***A teacher or building level administrator***:   * How is the staff and administration included in the preparation of the budget? * What information is presented to help the stakeholders understand where the money comes from and how it is spend? * Explain the year-long budget cycle presented in the Budget Overview. * Identify and explain two elements of the Budget Overview that are new ideas for you.   ***A central office administrator or Superintendent***:   * Compare and contrast the process delineated in the Budget Overview to that used in your district. * Identify and explain two elements of the Budget Overview that you will consider using as you prepare and present the next school budget for your district.   **Submit** your assignment via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 4.1, 4.2, 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Note**: Chapter 10 of *Moving into the Superintendency* discusses the importance of defining your financial philosophy. In fact, it specifically says, “One of the worst mistakes you can make as you assume your first superintendency is to fail to define your personal financial philosophy.” Having a clearly defined financial philosophy not only guides the superintendent’s decision making when facing budgetary challenges but also provides direction and leadership to the staff, administration and Board of Education.  If you are currently:  ***A teacher or building level administrator,***   * **Review** the Budget Overview and readings for this week. In the Budget Overview pay particular attention to the way budget accounts relate to how they are classified. * **Reflect** on the following statement:     **“If I need to decide which item to include in the budget and which one to delete, I would always choose the one that benefits the children.”**   * **Note**: This statement is very common when graduate students preparing for administrative positions are asked to decide if one item rather than another should be given priority. As you frame your response, consider the broader educational view required of the superintendent. Don’t just think about textbooks for mathematics vs. a smartboard for social studies -- also consider textbooks for mathematics vs. a snow plow for maintenance. * **Respond** to the following question in the journal: * How will your financial philosophy guide your decision making to include specific items in the budget request?   ***A central office administrator or Superintendent of Schools***   * **Reflect** on the following request made by a member of the Board of Education at an open public meeting.   “I feel that we need to purchase a golf cart for the Athletic Trainer so that she can move quickly between practice fields in the event of an injury. Can we find the money?”   * **Additional Context**: The golf cart was not budgeted for the current year. It was not requested by the Athletic Director or Athletic Trainer. This is the first time (circa December of a budget year that began in July) that the subject has been mentioned. It was not mentioned by this member of the Board during budget preparation. * **Respond** to the following question in the journal: * How will your financial philosophy guide your decision making for this request?   In all cases your response should be 250-300 words in length.  **Submit** your journal response no later than 11:59 p.m. [EST] on Sunday. | | 4.1, 4.3, 4.4 | Journal: detailed reflection based on experience and research = **1 hour** |
| **Total** |  |  |  |

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| **Week Five: Instructional and curricular leadership: How does the superintendent affect curriculum and instruction?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how to improve student achievement by increasing instructional time. | | CLO4 | |
| * 1. Analyze “nonnegotiable” beliefs on curriculum and instruction as an administrator. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Introduction**  Many Superintendents of Schools state that their motivation in seeking this position was to have a greater impact on student achievement. The same Chief School Administrators also fell that they need professional development in the areas of curriculum alignment, instructional assessment, and data management in order to be effective in their position. Interestingly, Boards of Education expect the Superintendent to be an effective financial manager first and leader of curriculum and instruction second. (Source: *The State of the American School Superintendency*). Clearly, the improvement of curriculum and instruction is very important to both Superintendents and Boards of Education. Frequently, financial issues make it difficult to fund the improvements needed to enhance instruction and curriculum.  This week we will focus on how the Superintendent can educate and lead the Board of Education so that funds are allocated and decisions are made with a focus on student achievement (curriculum and instruction). | | n/a | n/a |
| **Week Five Readings**  **Read** the following sections from *Moving into the Superintendency:*   * Chapter 9: Avoiding the Most Critical Leadership Mistakes   **Post** any comments and questions to the Week Five General Discussion Forum. | | 5.1, 5.2 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resource: Curriculum and Instruction Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast.  **Listen** to “Curriculum and Instruction” [5:27].  **Post** any comments and questions to the Week Five General Discussion Forum. | | 5.1, 5.2 | Discussion: resources review and follow-up discussion = **30 minutes** |
| **Reminder: Culminating Project – Perceptions of the Superintendent of Schools**  You should work on drafting your presentation this week.  Your presentation should be about 13- to 15-slides in length and address both the content of your interviews and your response to the questions posed for the assignment.  For more information, refer to the Week One Assignment Preparation module. | | n/a | n/a |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Assignment: The Common Core – Educating the Board of Education**  **Purpose of this Assignment:** Implementation of a standards based program is one of the most controversial topics for school leaders to discuss with the school-community in general and the Board of Education in particular. Implementing the Common Core and the assessments designed to validate student achievement of these standards is complex, controversial, and costly. As you considering becoming a school administrator or moving to administrative posts with greater responsibility, it is important that you be prepared to explain to and educate parents, citizens and member of the Board of Education about topics such as the Common Core.  While this assignment focuses on the Common Core, its real purpose is to give you practice clarifying your thinking about an important topic then presenting your ideas to the broader community.  **Watch** the following videos that present two very different points of view on the Common Core to get your creative juices flowing**.**   * Three-Minute Video Explaining the Common Core State Standards <https://www.youtube.com/watch?v=5s0rRk9sER0> * Arkansas Mother Obliterates Common Core in 4 Minutes! <https://www.youtube.com/watch?v=wZEGijN_8R0>   **Write** a 250- to 300-word essay explaining the Common Core and its implementation as well as your position on the topic as an educational leader.  ***Note.***  If you prefer, you may create a 5- to 7-slide PowerPoint presentation, with detailed speaker’s notes, or record an audio/video podcast instead of the essay.  If you are currently:  ***A teacher or building level administrator***:   * include the following ideas in your essay: * What is the Common Core? * What is the purpose of the Common Core? * What are the challenges of implementing the Common Core? * What are the benefits to student achievement of the Common Core? * As an educational leader, what is your position on the Common Core?   ***A central office administrator or Superintendent***:   * You may follow the same instructions as for teachers and building level administrators. On the other hand, if you have already made a presentation to the Board of Education or a community group on this topic, you may focus your essay on a critique of your presentation, including responses to the following questions: * When did you make the presentation and to what group? * What aspects of your presentation do you feel best helped the audience understand the Common Core? * If you made the presentation again, what would you change? * What were one or two of the most challenging questions asked by members of your audience? * As an educational leader, what is your position on the Common Core?   **Submit** your assignment via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Discussion: Impact of Instructional Time on Student Achievement**  **Purpose of this Discussion*:*** This discussion is designed to provide an opportunity for you to think beyond curriculum models, electronic resources, and teaching strategies in an effort to improve student achievement. Frequently, as educators we think that the only way to improve curriculum and instruction is purchase more or, at least, different resources. Increasing the amount of instructional time for students may be just as important as other resources when it comes to improving achievement.  **Note about the Post**: This is a great time for teachers and building level administrators to ask questions to your classmates who are already upper level administrators. Challenge them to help provide you with insight into the work they do at the central office level. Likewise, central office administrators can use this post to help clarify their own thinking by “teaching” their less experienced peers about the challenges of administration.  **Read** the attached Power Point presentation about improving student achievement. The presentation was made by a newly appointed Superintendent of Schools to the Board of Education. The school district was struggling with low test scores and very low graduation rates. The goal of the presentation was to “teach” the members of the Board of Education about instructional time as it relates to student achievement as well as highlight a path forward.  **Respond**to the following questions in the “Impact of Instructional Time on Student Achievement” discussion forum by Thursday:   * Are there places in your classroom or school where you feel that changes could be made to increase the amount of instructional time for students? * What steps can you take to implement these changes? * How would you explain the need for, purpose of, and potential benefits of these changes to the Board of Education and the citizens attending the meeting?   **Note:** Consider your experience and the attached Improving Student Achievement Power Point when you respond.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday at 11:59 p.m. EST. | | 5.1, 5.2 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Week Five: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Note**: Chapter 4 of *Moving into the Superintendency* discusses the need for the Superintendent of Schools to establish “Nonnegotiable Goals for Achievement and Instruction.” The book explains the need for collaborative goal setting as well as the importance of giving administrators autonomy to do their jobs and craft action plans within the boundaries of district goals. On the other hand, the authors state, “…effective leaders must, at times, be “tight” or unbending about their priorities. That is, there are times when you must demand that something be done.”  **Respond** to the following prompt based on your experience. If you are currently:  ***A teacher***:   * What are two curricular (what is being taught) and two instructional (how it is taught) nonnegotiables that you will establish when you take your first administrative position? * Why is each nonnegotiable important to student achievement?   ***A building level administrator, central office administrator or Superintendent of Schools***:   * What are two curricular (what is being taught) and two instructional (how it is taught) nonnegotiables that you have established for those that you currently supervise? * Have these nonnegotiables changed as you gained more experience? If so, how have they changed?   In all cases, your response should be 250-300 words in length.  **Submit** your journal response no later than 11:59 p.m. [EST] on Sunday. | | 5.1, 5.2 | Journal: detailed reflection based on experience and research = **1 hour** |
| **Total** |  |  |  |

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| **Week Six: Long-term school/district planning: How does a superintendent build an effective school district/organization?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain a school district’s long-range strategic plan and its goals. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Compare and contrast the goals of a long-range strategic plan with the duties of the superintendent of schools. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Evaluate personal strengths and weaknesses against the qualities of a successful superintendent. | | CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Introduction**  According to *The State of the American School Superintendency*, “Boards expect a great deal from superintendents but nothing more so than leadership in working with the board and the community and in being a political leader for district interests. Management of budget, finances, and operations are the highest priorities followed by leadership in instruction and curriculum.” Most people enter the superintendency from the position of principal or central office administrators. The duties of these posts do not completely match the much broader leadership responsibilities expected by Boards of Education. As a result, newly appointed superintendents list long-term strategic planning as an area of weakness as they entered the position. It is difficult to lead long-term planning in areas that are not within the administrative experience of the new superintendent. This week you will examine your skill set as it compares to those of required to enter into administration in general and the superintendency in particular. | | N/A | N/A |
| **Resource: Long-Term Planning Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast.  **Listen** to “Long-Term Planning” [3:45].  **Post** any comments and questions to the Week Six General Discussion Forum. | | 6.1, 6.2 | Discussion: resources review and follow-up discussion = **30 minutes** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Assignment: Strategic Planning**  **Purpose of this Assignment:** During week one of this course, you were asked to obtain a copy of the goals for the Superintendent of Schools as well as the long-term strategic plan for the district where you work or reside. In order to understand the work of the Superintendent of Schools, it is essential that you know what goals the Chief School Administrator and Board of Education have agree upon. It is also important to examine the long-term strategic plan that has been established for the district.  This assignment provides an opportunity to examine the long-term strategic plan and goals of the Superintendent in terms of the duties and responsibilities of the Chief School Administrator.  **Write** a 250- to 300-word essay that responds to the following questions about the long-term plan and goals for the superintendent that you obtained for the district were you work or reside.  If you are currently:  ***A teacher, building level administrator or central office administrator***, include the following ideas in your essay:   * List several of the goals stated in the district’s long-term strategic plan. * What areas (finance, budget, facilities, curriculum and instruction, diversity, personnel, etc.) are addressed in the plan? * Based on your experience, state a goal that should be added to the plan? * Are there action plans to support each goal? * Does the Superintendent report progress on goals stated in the plan? If so, how is the progress reported? * Do the goals stated in the long-term strategic plan match/correlate to the goals of the Superintendent of Schools? * Is there any evidence that the goals included in the long-term plan are reflected in the goals for principals and other administrators?   ***Superintendent***, you may either follow the same instructions as for teachers and other administrators, or you may complete the following:  You most likely already have goals for yourself that have been approved by the Board as well as a strategic plan for the district. If so, please include the following items in your essay?   * How did you establish your goals? * When you revise your goals what, if anything, will you do differently to assure that they are as effective as possible in focusing your working and bringing positive change to the district? * What aspects of the process that created the plan and the plan itself do you feel are the most productive in bringing positive change to your district? * If you could begin over with the strategic plan, what would you change to make it more responsive to district needs? * If you could begin over with the strategic plan, what would you change to help you monitor progress of the goals and the work of your team?   **Submit** your assignment via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts =  **1 hour, 30 minutes** |
| **Week Six: Superintendent’s Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Respond** to the following questionsbased on your review of the long-term strategic plan for a district, goals for a superintendent of schools, and duties of a chief school administrator as well as your personal experience.  ***If you are a teacher, building or central office level administrator:***   * Explain two of your personal characteristics that you feel will be or are strengths if you decide to become a school administrator or move to a position with broader responsibilities. * Explain at least one area that you feel will be or is a challenge for you to master if you decide to enter administration or seek a position with broader responsibilities. * In terms of the broad areas of responsibility (finance, curriculum and instruction, facilities, etc.) that you have studied in this course:   1. What area will you or do you need assistance to learn prior to becoming an administrator or moving to a leadership post with broader responsibilities?  2. What steps can you take to begin to build your experience and expertise in this area?  3. Who can you call upon to mentor you in the district where you are employed?  ***If you are currently a Superintendent of Schools:***   * Discuss one personal characteristic that was initially a weakness when you began service as a chief school administrator? * What did you do to convert this weakness into a strength? * Compare the area that your Board of Education feels is the leadership characteristic you should work on next to what you feel should be your priority. * Explain the actions that you will take to either broaden your expertise in a specific area of responsibility or become more effective in terms of establishing goals and monitoring their progress.   In all cases your response should be 250-300 words in length.  **Submit** your journal response by Sunday at 11:59 p.m. EST. | | 6.1, 6.2, 6.3 | Journal: detailed reflection based on experience and research =  **1 hour** |
| **Assignment: Culminating Project – Perceptions of the Superintendent of Schools**  **Create** a 13- to 15-slide presentation with detailed speaker’s notes in which you summarize the results of your interviews and respond to the following questions based on what you learned in this course and your life experiences:   * How were the responses of the three interviews similar? * How were the interviewees’ perspectives about administration and the Superintendent different from each other? * As you become an administrator or move up on the administrative ladder, explain the one idea that you learned from the interviews that will guide your work. * What interviewee response was most different from your perspective about administration?   **Post** your presentation to the “**Perceptions of the Superintendent of Schools**” discussion forum no later than 11:59 p.m. on **SUNDAY**. | | 6.1, 6.2, 6.3 | Culminating presentation = Interviews, synthesis, analysis=  **2 hour** |
| **Total** |  |  |  |

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| **Week Seven: Becoming Superintendent: Is administration and/or the superintendency for me?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare and contrast the perceptions of various stakeholders about the work of the superintendent of schools. | | CLO1, CLO5 | |
| * 1. Explain the factors involved in pursuing a career in educational administration, including superintendent of schools. | | CLO1, CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Introduction**  There are two significant tasks this week. First, you will continue your study of the perspectives about the position of Superintendent of Schools provided via the interviews of stakeholders conducted during this course. You will also provide input to your peers about their Power Point presentation summarizing and reacting to the information provided by the interviewees.  Second, you will continue to reflect on the question, “What is my next step – stay in my current job, seek an administrative position, move to leadership post with broader responsibility or prepare to become a superintendent of schools? | | 7.1, 7.2 |  |
| **Week Seven Reading**  **Read** the following sections from *Moving Into the Superintendency:*   * Chapter 2: Looking Before You Leap * Chapter 3: Getting Off to a Successful Start * Chapter 11: Working Smarter, Not Harder   **Post** any comments and questions to the Week Seven General Discussion Forum. | | 7.1, 7.2 | Discussion: resources review and follow-up discussion = **1 hour** |
| **Resource: Becoming Superintendent Podcast**  In order to help you grasp your responsibilities for the week and to give more context and background to the assignments, you should listen to the following podcast.  **Listen** to “Becoming Superintendent” [4:41].  **Post** any comments and questions to the Week Seven General Discussion Forum. | | 7.1, 7.2 | Discussion: resources review and follow-up discussion = **30 minutes** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide summary of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  Note:A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Culminating Project – Perceptions of the Superintendent of Schools**  **Review** each of the presentations of your classmates.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts no later than 11:59 p.m. [EST] on **THURSDAY**.  **Review** the comments to your presentation.  **Post** thoughtful feedback to these comments no later than 11:59 p.m. [EST] on **SUNDAY.**  **Note about the Post**: This is a great time for teachers and building level administrators to ask questions to your classmates who are already upper level administrators. Challenge them to help provide you with insight into the work they do at the central office level. Likewise, central office administrators can use this post to help clarify their own thinking by “teaching” their less experienced peers about the challenges of administration. | | 7.1, 7.2 | Discussion: one post and replies to three other posts =  **2 hours** |
| **Week Seven: Superintendent’s Journal**  Each week, you were asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  Throughout this course, you have read about, discussed and learned about the duties and responsibilities faced by the Superintendent of Schools. Specifically, you have learned that the position is unique and can be lonely. Superintendents of Schools tend to change positions relatively frequently – sometimes not willingly! As a result, Chief School Administrators must frequently move their families. In addition, the Superintendency is a very public position with a political component. So now the question becomes, “What is my need step?”  **Write** a 250- to 300-word response to the question, “What is my need step?” based on your experience and including responses to the questions listed under your current vocation:  ***Teacher:***   * Do you plan to actively seek an administrative position? * If so, what are the reasons that you plan to enter educational administration? * What can you do now to begin preparing for and gaining experience that will enhance your opportunities to obtain a building level administrative position? * How did this course help you make your decision to become an administrator? * If you do not plan to become an administrator, what will you do to continue to grow professionally in your present position?   ***Building level or central office administrator:***   * Do you plan to actively seek an administrative position with broader responsibility? * If so, what are the reasons that you plan to move into a position with broader responsibility? * What can you do now to begin preparing for and gaining experience that will enhance your opportunities to obtain either a central office administrative post or a superintendency? * How did this course help you make your decision to move up the administrative career ladder? * If you do not plan to seek an administrative position with broader responsibility, what will you do to continue to grow professionally in your present position?   ***Superintendent of Schools:***   * After you leave the superintendency, what are your plans professionally? * Did this course provide you with any insights into your job as Superintendent of Schools? * Did this course provide you with opportunities to reflect on your work as a Superintendent of Schools? * Did this course provide opportunities and insights for those who are considering becoming an administrator?   In all cases your response should be 250-300 words in length  **Submit** your journal response by Sunday at 11:59 p.m. EST. | | 7.1, 7.2 | Journal: detailed reflection based on experience and research =  **1 hour** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  |  |
| **Total** |  |  |  |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 7 hours |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 hours |
| Supplemental |  |
| **Week 4** |  |
| Required | 3.5 hours |
| Supplemental |  |
| **Week5** |  |
| Required | 5.5 hours |
| Supplemental |  |
| **Week 6** |  |
| Required | 5 hours |
| Supplemental |  |
| **Week 7** |  |
| Required | 4.5 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 38.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 40.5 hours |