# Course Description

Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis of the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty hours of embedded field experience is required for those seeking the superintendent’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:** Analyze the political mechanisms of school district governance.
* **CLO2**: Explain effective school leadership practices.
* **CLO3**: Develop a policy and implementation plan for a school district.
* **CLO4:** Communicate district policy and plans to various audiences (board, residents, parents, other stakeholders).

# 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

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

ISBN: 978-1416602279

Walser, N. (2009). *The essential school board book: Better governance in the age of accountability*. Cambridge, MA: Harvard Education Press.

ISBN: 978-1934742334

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Simon Sinek: How Great Leaders Inspire Action | 20 | <insert due date> |
| Discussion: School Culture Evaluation | 20 |  |
| Journal: Week One Reading Reflection | 20 |  |
| Assignment: Superintendents and School Boards | 20 |  |
|  |  |  |
| **Week 2** |  |  |
| Discussion: Daniel Pink: The Puzzle of Motivation | 20 |  |
| Blog: Superintendent’s Announcement | 20 |  |
| Assignment: Treeline School District Scenario #1 | 100 |  |
|  |  |  |
| **Week 3** |  |  |
| Discussion: Elizabeth Gilbert: Your Elusive Creative Genius | 20 |  |
| Journal: Prioritizing District Initiatives | 20 |  |
| Assignment: District Initiatives | 20 |  |
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| **Week 4** |  |  |
| Discussion: Shawn Achor: The Happy Secret to Better Work | 20 |  |
| Discussion: Communication with the Board | 20 |  |
| Assignment: Treeline School District Scenario #2 | 150 |  |
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| **Week 5** |  |  |
| Discussion: Steve Jobs: How to Live Before You Die | 15 |  |
| Discussion: Treeline Scenario #2 Peer Review | 15 |  |
| Journal: Tales from the School | 15 |  |
| Assignment: Crafting a Message | 15 |  |
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| **Week 6** |  |  |
| Discussion: Hypothetical Issues for a School District | 20 |  |
| Assignment: Treeline School District Scenario #3 | 200 |  |
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| **Week 7** |  |  |
| Culminating Project: Superintendent Entry Plan | 250 |  |
|  |  |  |
| **Total Points** | **1000** |  |

# Course Schedule

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

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Superintendents and Schoolboards** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the attributes of an effective superintendent and school board. | | CLO1, CLO2 | |
| * 1. Explain why superintendents fail. | | CLO1, CLO2 | |
| * 1. Analyze the cultural landscape of a school district. | | CLO1, CLO2 | |
| ***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 200–250 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 100–150 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 Reading**  **Read** the following chapters in *School Leadership That Works:*   * Ch. 1: In Search of School Leadership * Ch. 2: Some Theories and Theorists on Leadership   **Read** the following chapters in *The* *Essential School Board Book:*   * Ch. 1: Board Practices That Make a Difference for Children * Ch. 2: Building a Foundation for Student Success   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | |  | Reading, review, and comments=  **1 hour** |
| **Course Resource: Treeline School District**  Many assignments in this course will require you to do research on a fictional school district. In conducting your research, you will learn about the school board in the district, and you will learn about the challenges that the district is facing. There is enough information in the website below to complete all related assignments.  **Review** the Treeline School District website: <http://goo.gl/Yvcacd>  If you have any questions, please contact your instructor. | | 1.1, 1.2, 1.3 | Reading, review, and comments=  **1 hour** |
| **Superintendent’s Toolbox: Characteristics of Successful Superintendents**  The job of a superintendent is not one that can be learned purely through studying textbooks and articles. It is a job that requires soft skills, like reading a room and learning how to talk to people and gain consensus among groups that disagree.  Every week of the course, you will have the opportunity to hear from an experienced superintendent offering their perspective on many of the issues that superintendents face. You will also have a discussion board in which to discuss these talks.  **Listen** to “Characteristics of Successful Superintendents” (4:35).  **Post** any questions or comments in the Superintendent’s Toolbox discussion board. | | 1.1, 1.2, 1.3 | Podcast, review, and comments=  **30 minutes** |
| **Resources: Effective Superintendents and School Boards**  **Read** “7 Signs of Effective School Board Members,” available on the American School Board Journal website: <http://www.asbj.com/TopicsArchive/SchoolGovernance/7-Signs-of-Effective-School-Board-Members.html>  **Read** “Characteristics of Effective Superintendents,” available from the National School Public Relations Association: <https://www.nspra.org/files/docs/CharacteristicsOfEffectiveSuperintendents.pdf>  **Read** “Eight Characteristics of Effective School Boards: At a Glance,” available from the Center for Public Education: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards>  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 1.1, 1.2 |  |
| **Analyzing the Culture of a School District**  When entering a new school district, you should first learn about the district and its history and culture. Whether you are onboarding as a new teacher, administrator, or superintendent, having an understanding of the school district’s history and culture is an important part of both fitting in and knowing how to change things for the better.  Some of the best resources you have for analyzing the state of a school district are the administrative and historical records of the school district. You might be able to find some of this information at a library or through other administrators at the school, but much of it is available online in the following formats:   * Blogs * Board minutes * Newspaper articles * School audits * Management letters * Personnel exhibits (Lots of transfers? Non-renewals?)   When you investigate these documents, you must interpret their meaning. For instance, if there are many transfers or non-renewals in the personnel exhibits, it might mean that there are underlying issues that you should be wary of. If the board minutes are filled with voting disagreements (non-unanimous votes) and lengthy arguments and discussions, you are gleaning valuable insight into how the district operates and what challenges you’ll need to address as you move ahead.  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 1.3 | Reading, review, and comments=  **30 minutes** |
| **Multi-week Assignment: Treeline School District Scenario #1**  In Weeks Two, Four, and Six, you will be responsible for writing an analysis and plan to address a real-life scenario that you might encounter as a superintendent in a school district. For this scenario, you will create a plan in the form of a presentation with detailed speaker’s notes, using any modern professional presentation tool. This assignment does not have to be shared with other students—it will only be reviewed by your instructor.  The following assignment should be submitted to your instructor by the end of Week Two.  **Read** “Scenario 1: Academic Issues.”  **Review** the Treeline School District website: <http://goo.gl/Yvcacd>  **Analyze** the test data from the four elementary schools.  **Formulate** a plan to present to the board of education that will correct the deficiencies in math and language arts.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation tool of your choice) that expresses your plan to address the deficiencies in these elementary schools.  **Address** the following in your presentation:   * Describe your plan to garner a critical mass of board support to implement your academic plan in a way that addresses the board’s differing views and perspectives on district achievement and operation. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to your instructor via Blackboard no later than Sunday at 11:59 p.m. EST of Week Two. | | N/A | N/A |
| **Upcoming Assignment: Week 7 Culminating Project: Superintendent Entry Plan**  By Week 7 of this course, you will be preparing a superintendent entry plan for a school district of your choice focused on the ISLLC standards. You should review the assignment and make sure that you are prepared to complete it by the end of Week 7 of the course.  **Review** the Culminating Project: Superintendent Entry Plan. | |  |  |
| ***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: Simon Sinek: How Great Leaders Inspire Action**  **Subtitle: Superintendents as Creative Strategists in the Governance Process**  Key characteristics of being a great leader include the ability to apply lessons from other avenues of life to your industry and seeing the hidden potential in people and your relationships. In this course, you’ll be asked to view a number of leadership-oriented TED Talks and discuss your reaction to them as an educational leader, and conceptualize a concrete action item that you could use as a superintendent to positively affect your ability to lead.  **View** “Simon Sinek: How Great Leaders Inspire Action,” available from TED.com [18:04]: <https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en>  **Respond** to the following prompts in the Simon Sinek: How Great Leaders Inspire Action discussion forum no later than Thursday.   * Explain your reaction to the content and message of the TED Talk. * Create one action item, inspired by the TED Talk, that you could implement as superintendent. * Explain how this action item would positively impact your ability to lead.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 1.1 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Discussion: School Culture Evaluation**  **Review** the information available on the Treeline School District website: <http://goo.gl/Yvcacd>  **Respond** to the following question in the School Culture Evaluation discussion forum no later than Thursday.   * Describe your view of the school culture of the district, including:   + Culture of the school board   + Culture of the schools in the district   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Journal: Week One Reading Reflection**  **Write** a 350–500-word reflection on the following questions:   * How would you apply leadership theories discussed in the reading to your superintendency? * In your opinion, what are the essential characteristics of a good superintendent? Justify your response. * Which of these characteristics do you already embody, and which do you need to continue to develop? Describe how you would develop those necessary characteristics.   **Submit** your assignment to your instructor via Blackboard. | | 1.1, 1.2, 1.3 | Journal:  **30 minutes** |
| **Assignment: Superintendents and School Boards**  A very important part of a school district’s operation is the relationship between its superintendent and school board.  **Evaluate** the relationship between the Treeline School Board and its former superintendent.  **Write** a 350–500-word analysis of how you see the relationship between the school board and the superintendent, including:   * Why you feel the previous superintendent was unsuccessful * What you would need to accomplish as the next superintendent to be more successful   **Submit** this assignment to your instructor via Blackboard. | | 1.1, 1.2, 1.3 | Assignment =  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-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 should 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.

**Scenario Assignments**

The Treeline Scenario Assignments are designed to give students a real taste of superintendency by asking them to roleplay a situation in which they would have to reconcile the interests of the school board and the district, and create a plan to accomplish their goals. As a result, students will need to put themselves in the shoes of an effective administrator.

The first assignment will be turned in directly to the instructor in Week Two. This should be treated as a “first attempt”-style assignment, as students will be finding their bearings and getting a feel for how these situations could unfold and what they should be looking for.

In contrast, the second assignment will be turned in during Week Four, but it will then be shared with other students for community feedback during Week Five. This will give students the opportunity to gather constructive feedback from a community of their peers and learn about the approaches of other students.

The final scenario assignment in Week Six is then a truer test of how a student has learned to problem-solve and adapt to the circumstances of superintendency. Therefore, the points allocation for the Week Six scenario is larger than that of Week 4, which is larger than that of Week 2.

**Review** the Treeline School District website: <http://goo.gl/Yvcacd>

**Review** this summary of the District Board Member’s statements and communications: District Board Excerpts.docx

**Course Resources, Activities, and Preparation Forums**

In order to consolidate overhead and to make it easier to manage and monitor conversation in the course, all of the resources, activities, and preparation documentation each week are linked to the same set of forums. This forum space should be used by students to converse about the weekly course materials. Feel free to set rules for this space to aid conversation. You may choose to use the following block as an announcement:

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| --- |
| **Announcement: Course Resources, Activities, and Preparation Forums**  Hello! You may notice that all of the course readings and resources are linked to the same discussion forum. This is by design; we want to keep all the conversations in one place. If you have a question or comment about a course resource, start a thread with the following information:   * Today’s Date * Resource Name   **Example**: 06/15: Analyzing the Culture of a School District  Let me know if you have any questions. Good luck in the course! |

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| Week Two: The Internal and External Politics of a School District | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the political climate and system of a school district. | | CLO2 | |
| * 1. Identify the issues of a school district. | | CLO1, CLO2, CLO3 | |
| * 1. Write an initiative plan to address school district issues. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Craft the presentation of an initiative plan for a specified audience. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following chapters in *School Leadership That Works:*   * Ch. 3: The Meta-Analysis * Ch. 4: The 21 Responsibilities of the School Leader   **Read** the following chapters in *The Essential School Board Book:*   * Ch. 3: Staying Focused on Achievement * Ch. 4: Avoiding Pitfalls   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 2.1, 2.2, 2.3, 2.4 | Reading, review, and comments=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Daniel Pink: The Puzzle of Motivation**  **Subtitle: Superintendents as Creative Strategists in the Governance Process**  Key characteristics of being a great leader include the ability to apply lessons from other avenues of life to your industry and seeing the hidden potential in people and your relationships. In this course, you’ll be asked to view a number of leadership-oriented TED Talks and discuss your reaction to them as an educational leader, and conceptualize a concrete action item that you could use as a superintendent to positively affect your ability to lead.   * “Daniel Pink: The Puzzle of Motivation,” available from TED.com [18:36]: <http://www.ted.com/talks/dan_pink_on_motivation?c=67552>   **Respond** to the following prompts in the Daniel Pink: The Puzzle of Motivation discussion forum no later than Thursday.   * Explain your reaction to the content and message of the TED Talk. * Create one action item, inspired by the TED Talk, that you could implement to affect the political climate and system of a school district. * Explain how this action item would positively impact your ability to lead.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Blog: Superintendent’s Announcement**  As part of your assignment for this week, you will craft an engagement plan for the stakeholders of the Treeline School District. In this assignment, you will write a short blog post to communicate your plan to the district stakeholders, including parents, teachers, administrators, and other interested parties.  **Write** a 250–500-word announcement describing your plan to improve the academic success of the schools in the Treeline School District, including your plan for success and how you see it impacting the stakeholders in your community.  **Submit** your assignment to your instructor via Blackboard. | | 1.3, 2.2, 2.3, 2.3 | Blog:  **30 minutes** |
| **Assignment: Treeline School District Scenario #1**  Note: This assignment was described in Week One and should be submitted by the end of this week.  **Read** “Scenario 1: Academic Issues.”  **Review** the Treeline School District website: <http://goo.gl/WtdOMv>  **Analyze** the test data from the four elementary schools.  **Formulate** a plan to be presented to the board of education to correct the deficiencies in math and language arts.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation software of your choice) that expresses your plan to address the deficiencies in these elementary schools.  **Address** the following in your presentation:   * Describe your plan to garner board support to implement your academic plan in a way that addresses the board’s differing views and perspectives on district achievement and operation. * Describe how you would develop a critical mass of support from school administration and teaching staff for the initiative. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to your instructor via Blackboard no later than Sunday at 11:59 p.m. EST. | | 2.1, 2.2, 2.3, 2.4 | Research project:  **2 hours** |
| **Total** |  |  |  |

# Faculty Notes

**Assignment: Treeline School District Scenario #1**

Students working through these scenarios should be putting themselves in the place of a real superintendent. They should be considering all the different angles and approaches that a superintendent would be able to apply to each situation. As the instructor, you should be evaluating the efficacy of their plan and looking for areas that they failed to address to bring their attention to tools and other ways to solve problems as a superintendent.

**Review** the Rubric for the Scenarios before beginning grading.

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| Week Three: Building Efficacy in a School District | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe effective superintendent change leadership. | | CLO2 | |
| * 1. Explain how to build bottom-up support for district initiatives. | | CLO2, CLO3 | |
| * 1. Prioritize district issues in a school district. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following chapter in *School Leadership That Works:*   * Ch. 5: Two Types of Change   **Read** the following chapters in *The Essential School Board Book:*   * Ch. 5: When Things Go Right * Ch. 6: Looking Ahead   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 5.1, 5.2, 5.3 | Reading, review, and comments=  **1 hour** |
| **Resources: Change Leadership**  One of the most difficult challenges for a leader in any field is leading their organization through change.  Change is difficult because it requires immense effort, planning, and organizational buy-in, from the highest levels of leadership to the newest employees. On the other hand, change is often necessary in order to positively impact the culture, policies, and practices of an organization (like a school district, for instance). Balancing these challenges and marshalling resources to get change and buy-in is a necessary skill for an aspiring superintendent.   * “Leadership Response to the Demand for Change,” available from Education Week: <http://blogs.edweek.org/edweek/leadership_360/2016/06/leadership_response_to_the_demand_for_change.html> * “The Superintendent as Change Leader,” available from the AASA: <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=7076> | | 5.1, 5.2, 5.3 | Reading, review, and comments=  **1 hour** |
| **Superintendent’s Toolbox:** **Comprehensive and Strategic Planning**  The job of a superintendent is not one that can be learned purely through studying textbooks and articles. It is a job that requires soft skills, like reading a room and learning how to talk to people and gain consensus among groups that disagree.  **Listen** to “Comprehensive and Strategic Planning” [6:15].  **Post** any questions or comments in the Superintendent’s Toolbox Discussion Board. | | 3.1, 3.2 | Reading, review, and comments=  **30 minutes** |
| **Assignment: Treeline School District Scenario #2**  In Weeks Two, Four, and Six, you will be responsible for writing an analysis and plan to address a real-life scenario that you might encounter as a school district superintendent. For this scenario, you should create a presentation with detailed speaker’s notes to explain your plan, as if your audience was the school board of the Treeline School District. You will be posting your assignment to a discussion board to allow students an opportunity to review your work and provide feedback.  The following assignment should be submitted to your instructor by the end of Week Four.  **Read** “Scenario 2: Personnel Issues.”  **Review** the Treeline School District website: <http://goo.gl/WtdOMv>  **Formulate** a plan to be presented to the board of education to address the personnel issues described.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation software of your choice) that expresses your plan for the personnel issue.  **Address** the following in your presentation:   * Describe your plan to garner a critical mass of board, teacher, and administrative support to implement your personnel plan in a way that addresses the board’s differing views and perspectives on district achievement and operation. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to your instructor via Blackboard no later than Sunday at 11:59 p.m. EST of Week Four. | | 4.2, 4.3, 4.4 | N/a |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Elizabeth Gilbert: Your Elusive Creative Genius**  **Subtitle: Superintendents as Creative Strategists in the Governance Process**  Key characteristics of being a great leader include the ability to apply lessons from other avenues of life to your industry and seeing the hidden potential in people and your relationships. In this course, you’ll be asked to view a number of leadership-oriented TED Talks and discuss your reaction to them as an educational leader, and conceptualize a concrete action item that you could use as a superintendent to positively affect your ability to lead.   * “Elizabeth Gilbert: Your Elusive Creative Genius,” available from TED.com [19:09]: <http://www.ted.com/talks/elizabeth_gilbert_on_genius>   **Respond** to the following prompts in the Elizabeth Gilbert: Your Elusive Creative Genius discussion forum no later than Thursday.   * Explain your reaction to the content and message of the TED Talk. * Create one action item, inspired by the TED Talk, that you could implement to build support for change initiatives. * Explain how this action item would positively impact your ability to lead.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Prioritizing District Initiatives**  **Write** a 250–400-word journal entry that address the following questions:   * What metrics do you feel are appropriate to help prioritize district issues and initiatives? * What might lead you to prioritize one issue over another? * How would you explain your prioritization metrics to a questioning school board?   **Submit** your journal to your instructor via Blackboard. | | 3.3 | Journal:  **30 minutes** |
| **Assignment: District Initiatives**  The process of creating support for district initiatives is important for all stakeholders in a school district in the long term.  **Create** a 5–7-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation tool of your choice) that explains to an audience of superintendents how to create bottom-up support for initiatives.  **Address** the following in your presentation:   * How to address board members with differing viewpoints and priorities * How to engage with the community and other stakeholders * The proper mix of public and private engagement with stakeholders   **Submit** this assignment to the District Initiatives discussion board no later than 11:59 p.m. EST on Thursday.  **Review** the presentations of your classmates.  **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 3.1, 3.2, 3.3 | Assignment:  **2 hours** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Four: Communicating with the School Board | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain relationship shifting between a superintendent and a school board. | | CLO1, CLO2 | |
| * 1. Explain how to match communication efforts to individuals in a group. | | CLO1, CLO4 | |
| * 1. Write an initiative plan to address school district issues. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Craft the presentation of an initiative plan for a specified audience. | | 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 Reading**  **Read** the following chapter in *School Leadership That Works:*   * Ch. 7: A Plan for Effective School Leadership   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 4.1, 4.2 | Reading, review, and comments=  **1 hour** |
| **Superintendent’s Toolbox:** **Political Climate**  The job of a superintendent is not one that can be learned purely through studying textbooks and articles. It is a job that requires soft skills, like reading a room and learning how to talk to people and gain consensus among groups that disagree.  Every week of the course, you will have the opportunity to hear from an experienced superintendent offering their perspective on many of the issues that superintendents face. You will also have a discussion board in which to discuss these talks.  **Listen** to “Political Climate” (6:15).  **Post** any questions or comments in the Superintendent’s Toolbox discussion board. | | 4.1, 4.2 | Podcast, review, and comments=  **1 hour** |
| **Resource: Dealing with Difficult Board Members**  Establishing open communications with each member of a school board is an important and necessary component of achieving lasting change in a school district. As a superintendent, you cannot ignore board members and still hope to advance an agenda. Difficult people will require you to work harder and smarter. These articles will help explain some strategies for improving the communication and relationships between a school board and a superintendent.  **Read** “Dealing with Difficult Board Members,” available on AASA website: <http://www.aasa.org/content.aspx?id=12108>  **Read** “22 School Communication Tips from 22 Years,” available from the NSPRA.  **Read** “Strengthening Board of Education / Superintendent Relationships in America’s Schools,” available from the University of Northern Iowa’s Institute for Educational Leadership: <http://www.uni.edu/coe/iel/monographs/bs.html>  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 4.1, 4.2 | Reading, review, and comments=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Shawn Achor: The Happy Secret to Better Work**  **Subtitle: Superintendents as Creative Strategists in the Governance Process**  Key characteristics of being a great leader include the ability to apply lessons from other avenues of life to your industry and seeing the hidden potential in people and your relationships. In this course, you’ll be asked to view a number of leadership-oriented TED Talks and discuss your reaction to them as an educational leader, and conceptualize a concrete action item that you could use as a superintendent to positively affect your ability to lead.   * “Shawn Achor: The Happy Secret to Better Work,” available from TED.com [12:20]: <http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work>   **Respond** to the following prompts in the Shawn Achor: The Happy Secret to Better Work discussion forum no later than Thursday.   * Explain your reaction to the content and message of the TED Talk. * Create one action item, inspired by the TED Talk, that you could implement as superintendent. * Explain how this action item would positively impact your ability to lead.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Communication with the Board**  **Respond** to the following prompt in the Communication with the Board discussion forum no later than Thursday.   * How can a superintendent effectively communicate with a large group with disparate interests and influences to accomplish the district’s business? Give examples.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | |  | Discussion:  **1 hour** |
| **Assignment: Treeline School District Scenario #2**  In Weeks Two, Four, and Six, you will be responsible for writing an analysis and plan to address a real-life scenario that you might encounter as a superintendent in a school district.  The following assignment should be submitted to your instructor by the end of Week Two.  **Read** “Scenario 2: Personnel Issues.”  **Review** the Treeline School District website: <http://goo.gl/WtdOMv>  **Formulate** a plan to be presented to the board of education to address the personnel issues described.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation software of your choice) that expresses your plan for the personnel issue.  **Address** the following in your presentation:   * Describe your plan to garner board support to implement your personnel plan in a way that addresses the differing views and perspectives of the board. * Describe how you would develop a critical mass of support from school administration and teaching staff for the initiative. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to the discussion board no later than Sunday at 11:59 p.m. EST of Week Four.  **Review** the assignments of all other classmates. | | 4.2, 4.3, 4.4 | Research project:  **2 hours** |
| **Total** |  |  |  |

# Faculty Notes

**Assignment: Treeline School District Scenario #2**

Because this assignment will be viewed by classmates, make sure that you are carefully reviewing assignments to offer constructive feedback, and that you are addressing the students in a way that will help them reflect and improve upon their final Treeline Assignment in Week 6.

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| Week Five: Crafting a Message for District Personnel and Stakeholders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the components of an effective message for district personnel and stakeholders. | | CLO2, CLO4 | |
| * 1. Craft a persuasive message about district initiatives for a diverse audience. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following chapter in *School Leadership That Works:*   * Ch. 6: Doing the Right Work   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 5.1, 5.2 | Reading, review, and comments=  **1 hour** |
| **Resource: Communicating with District Personnel and Stakeholders**  When considering how a school board and superintendent team works together, it’s important to consider the way that this team communicates with one another. It’s vital to communicate with board members and other stakeholders in a way that shows that you value them and their opinions, and that you are ready to deal openly and honestly with all stakeholders.  **Read** “Develop a Strong School District Communication Strategy,” available from Scholastic: <http://www.scholastic.com/browse/article.jsp?id=3754978>  **Read** “A Step-by-Step Guide to Creating a Media Strategy,” available from Socialbrite: <http://www.socialbrite.org/2010/05/27/create-distribute-media-for-a-campaign/>  **Read** “What Parents Want in School Communication,” available from Edutopia: <http://www.edutopia.org/blog/parent-involvement-survey-anne-obrien>  **Read** “Inform Early, Inform Often: An Interview with Award-Winning School Communication Director Zac Rantz,” available from Learning First Alliance: <http://www.learningfirst.org/informearlyzacrantz>  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 5.1, 5.2 | Reading, review, and comments=  **1 hour** |
| **Resource: *Tales Out of School: Joseph Fernandez’s Crusade to Rescue American Education***  Joseph A. Fernandez is an educational leader. He served as a teacher, administrator, superintendent, and then as Chancellor of Schools of New York City’s public school system. In 1993, he wrote *Tales Out of School*, in which he chronicled his life in education, including descriptions of the struggles he had in reforming his school districts.  **Read** the following excerpt from *Tales Out of School*: **XXXXXXX**  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 5.1 | Reading, review, and comments=  **1 hour** |
| **Assignment: Treeline School District Scenario #3**  In Weeks Two, Four, and Six, you will be responsible for writing an analysis and plan to address a real-life scenario that you might encounter as a superintendent in a school district. For this scenario, you should create a presentation with detailed speaker’s notes to explain your plan, as if your audience was the school board of the Treeline School District. You should use the feedback from your earlier scenario assignments to build your ability to analyze and respond to practical problems.  The following assignment should be submitted to your instructor by the end of Week Six.  **Read** “Scenario 3: Financial Issues.”  **Review** the Treeline School District website: <http://goo.gl/WtdOMv>  **Formulate** a plan to be presented to the board of education to address the financial issues described.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation software of your choice) that expresses your plan for the personnel issue.  **Address** the following in your presentation:   * Describe your plan to garner a critical mass of board support to implement your financial plan in a way that addresses the board’s differing views and perspectives on district achievement and operation. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to your instructor via Blackboard no later than Sunday at 11:59 p.m. EST of Week Six. | | 5.1, 5.2 | n/a |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Steve Jobs: How to Live Before You Die**  **Subtitle: Superintendents as Creative Strategist in the Governance Process**  Key characteristics of being a great leader include the ability to apply lessons from other avenues of life to your industry and seeing the hidden potential in people and your relationships. In this course, you’ll be asked to view a number of leadership-oriented TED Talks and discuss your reaction to them as an educational leader, and conceptualize a concrete action item that you could use as a superintendent to positively affect your ability to lead.   * “Steve Jobs: How to Live Before You Die,” available from TED.com [15:04]: <https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die>   **Respond** to the following prompts in the Steve Jobs: How to Live Before You Die discussion forum no later than Thursday.   * Explain your reaction to the content and message of the TED Talk. * Create one action item, inspired by the TED Talk, that you could implement as superintendent. * Explain how this action item would positively impact your ability to lead.   **Comment** on at least three of your classmates’ posts, following the [RISE Model for meaningful feedback](http://www.risemodel.com/) to give appropriate commentary. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Treeline Scenario #2 Peer Review**  **Review** each of the presentations from Week Four’s Scenario 2 posts.  **Choose** two of your classmates’ presentations.  For each of these presentations, **write** a brief 150–250-word reaction by Thursday 11:59 p.m. EST.  **Include** each of the following in your posts:   * Strengths of the presentation * Areas of potential improvement * Overall impression of the presentation   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to your classmates’ responses. | | 4.2, 4.3, 4.4 | Discussion: one post and replies to three other posts =  **2 hour** |
| **Journal: Tales Out of School**  **Review** the excerpt from *Tales Out of School*.  **Write** a 250–400-word reflective journal responding to the following questions:   * What could Joe have done differently to maintain the support of his board? * Would you have the courage to make a decision based on the ethics of your position and job responsibilities rather than your personal or religious beliefs? Why or why not?   **Submit** your assignment to your instructor via Blackboard. | | 5.1, 5.2 | Reflective Journal =  **30 minutes** |
| **Assignment: Crafting a Message**  **Choose** one of the district board members described on the Treeline School District simulation website: <http://goo.gl/WtdOMv>  **Write** a 250–400-word explanation of how you would craft a message to fit this person’s pattern of behavior and communication.  **Include** the following:   * Description of your communication strategy * Reasoning for your strategy (i.e., How does it fit? Why would it work?)   **Submit** your assignment to your instructor via Blackboard. | | 5.1, 5.2 | Short paper:  Review and response=  **30 minutes** |
| **Total** |  |  |  |

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| Week Six: Overcoming Obstacles as a District Superintendent | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify common obstacles to the efficacy of a district superintendent. | | CLO2 | |
| * 1. Create a framework for overcoming common obstacles to superintendent efficacy. | | CLO1, CLO2, CLO3 | |
| * 1. Write an initiative plan to address school district issues. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Craft the presentation of an initiative plan for a specified audience. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Reading**  **Read** the following chapter in *School Leadership That Works:*   * Ch. 7: A Plan for Effective School Leadership   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 6.1, 6.2, 6.3, 6.4 | Reading, review, and comments=  **1 hour** |
| **Resources: Superintendent Entry Plans**  Often, a newly selected superintendent will draft a document, called an entry plan, to help describe their plans and intentions to stakeholders in the district. In fact, often superintendents are asked to create an entry plan for their first 100 days, as part of the interview process. The ability to describe and present action items detailing the agenda for a school district is a critical skill for a superintendent.  In this course, you’ll prepare an entry plan for a school district. Use the resources below to get a sense of what entry plans contain and how they are typically presented.  Note: Your Week Seven Entry Plan assignment will be judged on content—you don’t have to reproduce the resources and graphic design from these plans.   * Superintendent Entry Plan for Charlotte-Mecklenburg Schools. Dr. Heath Morrison (2012): <http://www.cms.k12.nc.us/mediaroom/Documents/Morrison_Entry%20Plan_5-25-12.pdf> * Superintendent Entry Plan for Lancaster Independent School District. Dr. Michael D. McFarland (2014): <http://www.lancasterisd.org/pdf/district/Superintendent_Entry_Plan.pdf> * Superintendent Entry Plan for Methacton School District. Dr. David Zerbe (2013): <http://www.methacton.org/Page/11730> * Superintendent Entry Plan for Wilmington Public Schools. Mary C. Delai (2014): <http://wpsk12.com/wp-content/uploads/2014/08/WPS_Superintendent_Entry_Plan.pdf>   **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 6.3, 6.4 | Reading, review, and comments=  **1 hour** |
| **Resources: ISLLC Standards**  The Interstate School Leaders Licensure Consortium (ISLLC) Standards were developed to assist school leaders in planning improvements at the school/district levels. In this course, you will use ISLLC standards to put theory into practice regarding real school governance issues. You’ll be writing a superintendent entry plan that addresses many of these standards.  **Read** “2014 ISLLC Standards,” available from Education Week:<http://blogs.edweek.org/edweek/District_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf>  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 6.2, 6.3, 6.4. 7.1, 7.2 | Reading, review, and comments=  **30 minutes** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Hypothetical Issues for a School District**  **Respond** to the following questions in the Hypothetical Issues for a School District discussion forum no later than Thursday.   * What are some of the issues that can plague a school district? Describe at least two. * In which ways can the superintendent and school board team address the issues you identified? Include at least one plausible solution for each issue.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Treeline School District Scenario #3**  **Read** “Scenario 3: Financial Issues.”  **Review** the Treeline School District website: <http://goo.gl/WtdOMv>  **Formulate** a plan to be presented to the board of education to address the financial issues described.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation software of your choice) that expresses your plan for the personnel issue.  **Address** the following in your presentation:   * Describe your plan to garner a critical mass of board support to implement your financial plan in a way that addresses the board’s differing views and perspectives on district achievement and operation. * Outline how you would engage all the stakeholder groups in the community. * Create a timeline and describe the role of outside resources to support the plan.   **Submit** this assignment to your instructor via Blackboard no later than Sunday at 11:59 p.m. EST of Week Six. | | 6.3, 6.4 | Research project:  **2 hours** |
| **Total** |  |  |  |

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| Week Seven: Creating a Framework for a School District | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a framework for being a superintendent in a new district. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Develop a conceptual entry plan for a superintendent. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven**  This week, you will be completing your superintendent entry plan, as described in Week Six. Review the rubric for this assignment and consult with your instructor for clarification about grading.  **Review** the Superintendent Entry Plan Rubric.  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | N/A | N/A |
| **Resources: ISLLC Standards**  Note: This is the same resource as was in Week 6 of the course. It is repeated it here for your convenience.  The Interstate School Leaders Licensure Consortium (ISLLC) Standards were developed to assist school leaders in planning improvements at the school/district levels. In this course, you will use ISLLC standards to put theory into practice regarding real school governance issues. You’ll be writing a superintendent entry plan that addresses many of these standards.  **Read** “2014 ISLLC Standards,” available from Education Week:<http://blogs.edweek.org/edweek/District_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf>  **Post** any comments, questions, or concerns in the Course Resources, Activities, and Preparation forum. | | 6.2, 6.3, 6.4. 7.1, 7.2 | Reading, review, and comments=  **30 minutes** |
| ***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 a summary of the course’s themes and engage in questions about the final culminating assignment.  **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: School Board and Superintendent**  Imagine that you have just been newly elected as a school board member, and shortly after you begin serving, a new superintendent is selected for the district.  **Respond** to the following questions in the “School Board and Superintendent” discussion forum no later than Thursday.   * What would you hope to see in the new superintendent’s entry plan? Justify your response. * What would you express to the new superintendent about your priorities for the district? Justify your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Superintendent Entry Plan**  You will be preparing a superintendent entry plan for a school district of your choice.  **Choose** one of the following options:   * A real school district located near you * The fictional Treeline School District detailed in your other coursework   **Imagine** that you have been selected to serve as the superintendent of the school district you chose.  **Focus** on the addressing the following ISLLC standards:   * + Standard 1: Vision and Mission   + Standard 2: Instructional Capacity   + Standard 6: Professional Culture for Teachers and Staff   + Standard 7: Communities of Engagement for Families   + Standard 8: Operations and Management   + Standard 9: Ethical Principles and Professional Norms   + Standard 10: Equity and Cultural Responsiveness   **Prepare** action items for the first 100 days of your tenure that address ISLLC standards.  **Write** a 2,000–2,500-word superintendent entry plan for your first 100 days that includes the following information:   * Statement of purpose (i.e., What do you hope to accomplish? Why are these your priorities?) * Goals and action items that address ISLLC Standards   Note: Limit your exploration of each standard to a 250–400-word high-level description with appropriate goals and action items.  **Submit** this assignment to your instructor via Blackboard. | | 7.1, 7.2 | Research project:  **2 hours** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  |  |

# Faculty Notes

**Culminating Project: Superintendent Entry Plan**

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 4.5 hours |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 hours |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 hours |
| Supplemental |  |
| **Week5** |  |
| Required | 7 hours |
| Supplemental |  |
| **Week 6** |  |
| Required | 5.5 hours |
| Supplemental |  |
| **Week 7** |  |
| Required | 3.5 hours |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 39.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 41.5 |